



# Inglés

**LISTADO DE ESTRATEGIAS DE EVALUACION Y METAS QUE SE MEDIRÁN EN LAS PRUEBAS DE CERTIFICACIÓN DEL PROGRAMA:**

- ◆ **III Ciclo de la Educación General Básica Abierta**

**Este documento está elaborado con base en los programas vigentes de estudio del Ministerio de Educación Pública, consta de estrategias de evaluación (assessment strategies), metas (goals) y distribución de ítems respectivamente. Es una guía para los postulantes del programa III Ciclo de la Educación General Básica Abierta.**

**Rige a partir de la convocatoria 01-2020**

**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS  
 7<sup>th</sup> GRADE**

**Unit 1**

**Scenario:** Scenario: Here I am!

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. identify brief, simple instructions if encounter in similar form.</p> <p>2. recognize some expressions and the main information about a text (heard or read) with instructional support.</p>	<p><b>Learner can .....</b></p> <p>1. understand brief, simple instructions if encounter previously in the same or similar form.</p> <p>2. recognize some expressions and the main information (e.g. name, date, time, address, date of</p>	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Wh questions:</u>          What's your name? My name is .....          How old are you? I am .....          Where do you live? I live in .....</p> <p><u>Demonstrative pronouns:</u>          This is my father.          That is my cousin.</p>	<p><b><u>Discourse markers:</u></b></p> <ul style="list-style-type: none"> <li>Connecting words: and, but, because.</li> <li>Intensifiers: Very, really, super.</li> </ul>	<p><b><u>Social language samples:</u></b></p> <p>Hey, howdy, so far, so good, hey buddy, hey guys, hey dude.</p> <p><b><u>Idioms:</u></b>          Feeling OK          I'm cool.          What's new?</p> <p><b><u>Proverbs/quotes:</u></b>          A friend in need is</p>	<p><b>8</b></p>

	<p>birth) on posters, brochures, signs, and invitations and in simple texts if allowed to use dictionary.</p>	<p>These are my siblings.</p> <p><u>Possessive 's:</u></p> <p>My mother's name is .....</p> <p><u>Verb to be + adjective:</u></p> <p>I am handsome.        She is intelligent.        They are selfish.</p>		<p>a friend indeed.</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS  
 7<sup>th</sup> GRADE**

**Unit 2**

**Scenario: Enjoying Life**

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. recognize the main information on posters, brochures, sings and invitations.</p> <p>2. distinguish brief, simple instructions and some expressions in simple texts if encountered previously in the same or similar form.</p>	<p><b>Learner can .....</b></p> <p>1. recognize the main information on posters, brochures, sings and invitations.</p> <p>2. understand brief, simple instructions and some expressions in simple texts if allowed to use dictionary.</p>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Adverbs of frequency:</u>            Always            Sometimes            Never  <u>Wh questions:</u>            What's your daily routine?  <u>Present tense:</u>            Subject + verb + complement            I watch TV in the afternoon.</p>	<p><b><u>Discourse markers:</u></b></p> <ul style="list-style-type: none"> <li>Connecting words: and, but, because.</li> </ul> <p>She likes to listen watch television <u>and</u> listen to music a lot.            I don't like chicken <u>but</u> I like fish.</p>	<p><b><u>Social language samples:</u></b></p> <p>I love (as in "I love coffee", "I love going to the movies".)</p> <p><b><u>Idioms:</u></b></p> <p>With bells on            Chill out            Hang out</p>	<p><b>8</b></p>

			<p>I go to bed early <u>because</u> my job starts at 7: 00.</p>	<p><b><u>Proverbs/quotes:</u></b>        Eating and drinking shouldn't keep us from thinking.</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS  
 7<sup>th</sup> GRADE**

**Unit 3**

**Scenario:** Getting back to nature.

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. identify key words related to nature in texts.</p> <p>2. recognize main ideas in texts.</p>	<p><b>Learner can .....</b></p> <p>1. identify key words related to nature in texts.</p> <p>2. understand main ideas in familiar texts about natural beauties and wonders accompanied by illustrations.</p>	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>There is/are:</u>          In my patio/yard there is a .....          In Costa Rica there are ..... national parks.          In Costa Rica there is a biological reserve.</p> <p><u>Wh questions:</u>          What are some natural things in</p>	<p><b><u>Discourse markers:</u></b></p> <ul style="list-style-type: none"> <li>Connecting words: and, but, because.</li> </ul> <p>She went to Angel Waterfall <u>and</u> she loved it. I don't have money <u>but</u> I want to go to Poas Volcano.</p>	<p><b><u>Idioms:</u></b></p> <p>Getting back to nature          A breath of fresh air          In deep water</p> <p><b><u>Proverbs/quotes:</u></b></p> <p>Let's save our planet.          Stop and smell the roses.          When it rains, it pours.</p>	<p><b>12</b></p>

<p>3. recognize specific details in texts accompanied by illustrations.</p>	<p>3. understand specific details in texts accompanied by illustrations.</p>	<p>your home/country?          What examples of natural beauty are there in .....</p>	<p>I visited Tempisque River <u>because</u> my cousin lives near there.</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS  
 7<sup>th</sup> GRADE**

**Unit 4**

**Scenario:** Checking things off a shopping list.

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>identify vocabulary related to the topic and use it to understand very simple sentences if there are pictures.</li> <li>distinguish information on posters, adverts, catalogues and everyday signs and short texts.</li> </ol>	<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>recognize previously encountered parts of words, prefixes, and suffixes.</li> <li>understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.</li> </ol>	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Simple present:</u>          I need to buy .....          Do you have any .....?  <u>Wh questions and other:</u>          Where can I buy the vegetables?  <u>Modals:</u>          Can you do a price check for me?  <u>Countable and uncountable</u></p>	<p><b><u>Discourse markers:</u></b>          I need to go to the mall <u>and</u> purchase some food.          I bought a pair of tennis shoes <u>but</u> I didn't buy the sock <u>because</u> I didn't have money.</p>	<p><b><u>Social language:</u></b>          Running errands          Shop around          Shoplifting</p> <p><b><u>Idioms:</u></b>          A penny saved is a penny earned.          Saving for a rainy day.</p>	<p><b>9</b></p>

		<p><u>nouns:</u>          She has eight oranges in her fridge.          How much money do you have?</p> <p><u>Past tense:</u>          After the meal, we went to a club.          It was very expensive.          Where did you buy this watch?</p>		<p><b><u>Proverbs/quotes:</u></b>          Every shop has its trick. Italian proverb.</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS  
 7<sup>th</sup> GRADE**

**Unit 5**

**Scenario:** Let's celebrate Costa Rican culture!

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. recognize vocabulary and important information on basic promotional materials. (e.g. date, place and activities, on poster).</p> <p>2. discriminate straightforward information, words and expressions on Costa Rican culture.</p>	<p><b>Learner can .....</b></p> <p>1. recognize vocabulary and important information on basic promotional materials. (e.g. date, place and activities, on poster).</p>	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Preposition of time:</u>          Costa Rica celebrates Mother's Day on .....          At Christmas time, I .....</p> <p><b><u>Past time of to be:</u></b>          Last Christmas I was at my grandma's house.</p>	<p><b><u>Discourse markers:</u></b></p> <ul style="list-style-type: none"> <li>Connecting words: and, but, because.</li> </ul> <p>She loves to celebrate birthday, <i>but</i> she doesn't have time for it.          My favorite holiday is Mother's Day</p>	<p><b><u>Social language:</u></b></p> <p>A day off</p> <p><b><u>Idioms:</u></b></p> <p>It's the thought that counts.          Eat, drink, and be merry.          Trim the tree.</p>	<p><b>8</b></p>

	<p>2. understand straightforward information, words and expressions on Costa Rican culture such as holidays and celebrations. (e.g. We celebrate Labor Day on May 1<sup>st</sup>.)</p>	<p><u>Wh questions:</u>        When do you celebrate .....?        What do you do on Mother's Day?        What do you celebrate in your community?</p>	<p><u>and</u> I buy flowers for my mother.        I love to celebrate Christmas because I exchange presents with my siblings.</p>	<p><b><u>Proverbs/quotes:</u></b>        Before you judge someone, walk a mile in his shoes.</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS  
 7<sup>th</sup> GRADE**

**Unit 6**

**Scenario:** Getting from Here to There

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. recognize familiar names of places, goods and services in short and simple texts.</p> <p>2. recognize main ideas of text when accompanied by illustrations.</p>	<p><b>Learner can .....</b></p> <p>1. recognize familiar names of places, goods and services in short and simple texts.</p> <p>2. understand main ideas of text when accompanied by illustrations.</p>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Future: going to:</u>          We are going to Manuel Antonio National Park.          Are you going to visit Poas Volcano?  <u>Wh questions:</u>          Where is the post office?          Are we on the right road?          How far is it?  <u>Prepositions of</u></p>	<p><b><u>Discourse markers:</u></b></p> <ul style="list-style-type: none"> <li>Connecting words: and, but, because.</li> </ul> <p>She lives next to my house, <u>and</u> her uncle's house, too.          I can't go to the post office <u>but</u> I can go to the church.</p>	<p><b><u>Social language:</u></b></p> <p>Straight to the point          Clueless          Directionally challenged</p> <p><b><u>Idioms:</u></b></p> <p>Itch feet          Hit the road</p>	<p><b>10</b></p>

		<p><u>place:</u>        In / on / next to / near / between / in front of / opposite to / behind.</p> <p><u>Prepositions</u> of</p> <p><u>time:</u>        In / on / at.</p> <p><u>Determiners:</u>        There is / There are .....</p> <p><u>Imperatives:</u>        Go down        Go straight        Follow the signs        Turn left</p> <p><u>Present tense:</u>        (S + V + C)        I go to the beach</p>	<p>I love to go to the movie theater because I love movies.</p>	<p><b><u>Proverbs/quotes:</u></b>        He who returns from a journey is not the same as he who left. Chinese proverb.</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS  
 8<sup>th</sup> GRADE**

**Unit 1**

**Scenario:** My High School... Our place.

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. discriminate important information in simple texts.</p> <p>2. extract the gist of short articles and ads in age-appropriate magazines (print and/or electronic).</p>	<p><b>Learner can .....</b></p> <p>1. find important information in simple texts (e.g., schedules, times and dates).</p> <p>2. understand the gist of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar.</p>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Subject pronouns:</u>            I study every day.            They attend classes on Saturday.  <u>Simple present:</u>            I start classes at 7:00 a.m.            I don't have classes on Friday afternoon.  <u>Simple present:</u>  <u>questions:</u>            Do you like math?</p>	<p><b><u>Discourse markers:</u></b>  <u>First</u>, we have a science lesson. <u>Then</u>, we go to a language lab.  <u>After that</u>, we take a math test. <u>Finally</u>, our class ends at 4:00.</p>	<p><b><u>Social language:</u></b>            Cut class: to not attend classes.            Pull an all-nighter: to stay up very late studying.            Pop quiz: an announced quiz (very common in the US).            Straight A's: perfect grades.</p>	<p><b>9</b></p>

		<p>Does she like English?</p> <p><u>Future Tense:</u> We are going to make a pizza this evening.</p> <p><u>Information questions:</u> What classes do you have in the morning? When do you have English classes?</p> <p><u>Possessive adjectives:</u> My favorite subject is English. His favorite teacher is Juan.</p>		<p><b><u>Idioms:</u></b> To be a copycat. Learn something by heart. Teacher's pet.</p> <p><b><u>Proverbs/quotes:</u></b> Tell me and I'll forget. Show me and I may not remember. Involve me, and I'll understand. Unknown author</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**

**8<sup>th</sup> GRADE**

**Unit 2**

**Scenario:** Let the good times roll!

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. discriminate some key terminology from subject areas (e.g., labels on sports equipment).</p> <p>2. recognize the main idea and two or three specific details.</p>	<p><b>Learner can .....</b></p> <p>1. recognize some key terminology from subject areas (e.g., labels on sports equipment).</p> <p>2. understand the main idea and two or three details in texts written in simple language using high frequency words and/or words</p>	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Verb + ing / infinitive: like / want / would like:</u></p> <p>I (don't) like going swimming.</p> <p>I (don't) want to play soccer.</p> <p><u>Yes/no questions:</u></p> <p>Do you like playing soccer?</p> <p>Does she like dancing?</p> <p><u>Information</u></p>	<p><b><u>Discourse markers:</u></b></p> <p>There are certain rules in soccer. <u>First</u>, you cannot use hands.</p> <p><u>Then</u>, you have to kick the ball with your feet. <u>After that</u>, the player tries to pass the ball to other player.</p>	<p><b><u>Social language:</u></b></p> <p>Shoot some hoops (play basketball)</p> <p>Hang out (to join somebody to spend time together).</p> <p><b><u>Idioms:</u></b></p> <p>At this stage in the game.</p> <p>Ball is in your court.</p>	<p><b>9</b></p>

	<p>recognized from other known language.</p>	<p><u>questions:</u>          What does she like to do on Saturday?          When do you play soccer?          What video game would you like to play today?  <u>Gerunds:</u>          Dancing is a great way to keep in shape.  <u>Can:</u>          Can you play soccer? Yes, I can.          Can she swim?  <u>Can/could:</u>          Can you play soccer with me on the weekend?</p>	<p><u>Finally,</u> the winner team is the one that one scores a goal.</p>	<p><b><u>Proverbs/quotes:</u></b>          True enjoyment comes from activity of the mind and exercise of the body, the two are united.          Alexander von Humboldt.</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**

**8<sup>th</sup> GRADE**

**Unit 3**

**Scenario:** Something to celebrate!

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. discriminate a set of clear-cut instructions (e.g. what to do if you attend a festival or celebration), especially if there are pictures.</p> <p>2. distinguish chronological order within special sentence structures.</p>	<p><b>Learner can .....</b></p> <p>1. follow a set of clear-cut instructions (e.g. what to do if you attend a festival or celebration), especially if there are pictures.</p> <p>2. understand chronological order within special sentence</p>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Simple present information / yes-no questions:</u>          People gather to celebrate.          Do you like Easter week?  <u>Simple past (was-were):</u>          Who was in the festival?          Were you in the festival?</p>	<p><b><u>Discourse markers:</u></b>          Linkers:          sequential past time.          Yesterday we celebrated          Independence Day. <u>First</u>, we attended a school ceremony and sang the national anthem. <u>Then</u>,</p>	<p><b><u>Social language:</u></b>          “Let’s party tonight!”          “enjoy the holidays!”          Get together.</p> <p><b><u>Idioms:</u></b>          Carnival atmosphere.          Social butterfly.</p>	<p><b>8</b></p>

	<p>structures using linkers: sequential past time.</p>	<p><u>Simple past yes-no and Information questions:</u>        What did you do on your last holiday? I gathered with my family.</p> <p><u>Past continuous yes-no and information questions:</u>        What were they doing in the festival? People were drinking and having fun.</p> <p><u>Zero conditional:</u>        If you go to a parade, bring comfortable shoes.</p>	<p>we went to see the parades.  <u>After that</u>, we went back home. <u>Finally</u>, we went to bed.</p>	<p><b><u>Proverbs/quotes:</u></b>        The more you praise and celebrate your life, the more there is life to celebrate.        Oprah Winfrey.</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**

**8<sup>th</sup> GRADE**

**Unit 4**

**Scenario:** Going shopping!

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. discriminate short instructional illustrated through step-by-step visuals (e.g., following simple map directions).</p> <p>2. discriminate directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets).</p>	<p><b>Learner can .....</b></p> <p>1. understand short instructional illustrated through step-by-step visuals (e.g., following simple map directions).</p> <p>2. understand directions for getting to a place, using everyday reference materials (e.g.,</p>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Comparative and superlative:</u>          The outlet is cheaper than the shopping mall.  <u>Article a/an/the:</u>          There is a bank in front of the bank.  <u>Modals should/shouldn't :</u>          You shouldn't shop at that store because it is very expensive.</p>	<p><b><u>Discourse markers:</u></b></p> <p>Rules to go shopping.  <u>First</u>, you have to go to the mall. <u>Then</u>, have some foo. <u>After that</u>, buy a pair of tennis shoes.  <u>Finally</u>, return home.</p>	<p><b><u>Social language:</u></b>          Shopping mall.          I'm just looking.</p> <p><b><u>Idioms:</u></b>          Burn a hole in my pocket.          Window shopping.</p> <p><b><u>Proverbs/quotes:</u></b>          You are not what you have.</p>	<p><b>9</b></p>

	<p>advertising material, city maps and GPS gadgets).</p>	<p><u>Modal have to:</u>        When you go shopping you have to look for the best price.</p> <p><u>Imperatives +/-:</u>        Don't forget to ask for a receipt.</p> <p><u>Prepositions:</u>        Turn to the right and then turn to the left.</p> <p><u>There is-are/ is-are there:</u>        There is a supermarket next to the bank.        There are two stores in front of the church.</p> <p><u>How much/how many:</u></p>			
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		<p>How many cookies do you need?</p> <p><u>Demonstrative</u>  <u>those/these/that/this:</u></p> <p>How much are these/those shoes?</p> <p><u>Determiners (any-some):</u>      Yes, I have some.      I don't have any.</p> <p><u>Count/uncountable</u>  <u>noun:</u>      Is there any milk?      How much rice do you need?</p>			
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**

**8<sup>th</sup> GRADE**

**Unit 5**

**Scenario:** Unforgettable Events.

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>extract main ideas from diagrams, with accompanying texts.</li> <li>recognize the main information and a few details in short articles and reports</li> </ol>	<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>extract main ideas from diagrams, with accompanying texts, and use information to answer questions if given lead-in phrases.</li> </ol>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Contractions/future tense (will) with past continuous tense clause:</u>          A day I'll never forget in my personal life was when I was ... -ing.  <u>Phrasal verbs:</u>          The day I first asked my girlfriend out was unforgettable.          When my family's</p>	<p><b><u>Discourse markers:</u></b>  <u>Linkers:</u>          sequential past time.          An event I cannot forget is when the national soccer team came back from the World Cup in 2014. <i>First</i>, people from all over the country came</p>	<p><b><u>Social language:</u></b>          A day I'll never forget          Remember when          A blast          We rocked it</p> <p><b><u>Idioms:</u></b>          Move up in the world          Count your blessings          To tie the knot          Look the other way</p>	<p><b>10</b></p>

	<p>2. understand the main information and a few details in short articles and reports (e.g. a national and world event) if they deal with familiar subjects.</p>	<p>car broke down on the highway, we had a lot of fun waiting for help.</p> <p><u>Adverbial phrases:</u></p> <p>My trip was night was really memorable.</p> <p>My family was very happy to spend time together when I was young.</p>	<p>to Paseo Colon wearing red shirts.</p> <p><u>Then</u>, the main streets from the airport to the Sabana were closed.</p> <p><u>After that</u>, people were on each side of the streets waiting to see the soccer players.</p> <p><u>Finally</u>, the players celebrated with Costa Ricans for many hours.</p>	<p><b><u>Proverbs/quotes:</u></b></p> <p>Two heads are better than one.</p> <p>It's never over till it's over.</p>	
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DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS

8<sup>th</sup> GRADE

Unit 6

Scenario: Amazing Costa Rica!

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. distinguish the most important information in short narratives with some illustrations as support.</p> <p>2. recognize links and connections between events related to travelling in e-mails, web chats, postcards, or short letters.</p>	<p><b>Learner can .....</b></p> <p>1. understand the most important information in short narratives with some illustrations as support.</p> <p>2. find links and connections between events related to travelling in e-mails, web</p>	<p><b><u>Grammar and sentence frames:</u></b>  <u>There is/are</u>          There are rivers, volcanoes, etc.          The beaches are beautiful.  <u>Present Perfect:</u>  <u>Yes/no and Information Questions.</u>          Have you been to Sarapiquí?          Where have you been? I've been</p>	<p><b><u>Discourse markers:</u></b>          Linkers:          sequential past time.          If you want to travel to Costa Rica keep in mind the following things: <u>First</u>,          choose comfortable shoes and clothes. <u>Then</u>,</p>	<p><b><u>Social language:</u></b>          Ecotourism</p> <p><b><u>Idioms:</u></b>          Tourist trap          Off the beaten path</p> <p><b><u>Proverbs/quotes:</u></b>          It is good to have an end to a journey; but it is the journey that matters, in the</p>	<p><b>10</b></p>

	<p>chats, postcards, or short letters.</p>	<p>to.....  <u>Future Time: Will / going to</u>          What are you going to do on your next vacation?          I am going to visit my relatives.  <u>Prepositional Phrases (time)</u>          I'm going visit my friends in Limon next week, next month, next year,  <u>First Conditional</u>          If I visit Guanacaste, I will go to the beach.          If I visit Cartago, I am going to visit the Irazú Volcano.</p>	<p>find some maps and water. <u>After that</u>, check all the documents you need.  <u>Finally</u>, get ready to chill out.</p>	<p>end.          Unknown Author</p>	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**

**9<sup>th</sup> GRADE**

**Unit 1**

**Scenario: Time to Have Fun!**

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>extract the important information in simple, clearly drafted print materials.</li> <li>extract the main points and supporting details in simple, clearly drafted print materials</li> </ol>	<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>understand important information on the label of packages (e.g., directions for use, and instructions for preparation).</li> <li>understand the main points and supporting details in simple, clearly</li> </ol>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Present Perfect + ever</u>          Have you ever tried rafting?  <u>Present Perfect continuous:</u>          She has been listening to the same song since last night.  <u>Modal Auxiliaries:</u>          Must, can't: deduction          Might, may, will,</p>	<p><b><u>Discourse markers:</u></b>          Connecting words expressing cause and effect, contrast:  <u>On the other hand</u>, we could go to the movies and have some food.  <u>However</u>, this depends on</p>	<p><b><u>Social language:</u></b>          What's on?          It came out last week.  <b><u>Idioms:</u></b>          Look like a million dollars  <b><u>Proverbs/quotes:</u></b>          All truly great thoughts are conceived while walking. Friedrich Nietzsche</p>	<p><b>8</b></p>

	<p>drafted print materials, such as school handouts, brochures, letters and messages or newspapers.</p>	<p>probably.        Should have, might have, must  <u>Adverbs of Frequency:</u>        Always, hardly ever, never, often, rarely, seldom, sometimes,  <u>Expressions of frequency:</u>        Once in a while. Twice in a month. Every now and again.  <u>Comparative and Superlative:</u>        Smarter/smartest        Prettier/the prettiest        Most famous</p>	<p>the number of books you've read.  <u>Markers to structure</u>  <u>informal</u>  <u>spoken</u>  <u>discourse:</u>        Right.        Really?        Oh, I know.        Yes, I suppose so.</p>		
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DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS

9<sup>th</sup> GRADE

Unit 2

Scenario: Online & Connected

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>discriminate simple instructions with some visual support (e.g., safe use of social networks).</li> <li>distinguish between factual and fictional text.</li> </ol>	<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>understand simple instructions with some visual support (e.g., safe use of social networks).</li> <li>distinguish between factual and fictional text.</li> </ol>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Future Tense</u>  <u>Predictions / statements of facts:</u>          I will use new technologies to be more efficient in the future.          I won't depend on technology to survive.  <u>Arrangements:</u> is going to          I'm meeting</p>	<p><b><u>Discourse markers:</u></b>          Linkers:          sequential – past time (later).          He finished the email and <u>then</u> went out for a while. <u>Later</u>, he looked at it again, to see if he had missed anything important.  <u>After that</u>, he</p>	<p><b><u>Social language:</u></b>          Keep someone posted          Apps          ASAP / BRB          Cutting edge          Leading edge</p> <p><b><u>Idioms:</u></b>          You rock          Go the extra mile</p>	8

		<p>are visiting</p> <p><u>Scheduled events:</u>          departs / leave / arrive</p> <p><u>Future Continuous:</u></p> <p><u>Form:</u>          Will be/going to + present participle</p> <p>She will be arriving too late at the conference.</p> <p><u>Intensifiers:</u>          too, enough, extremely, especially, exceptionally, fantastically, fully, quite, terribly, totally, among others.</p> <p><u>Complex Question</u></p>	<p>changed the text a little.</p> <p><i>Finally</i>, he checked it and sent it.</p> <p><u>Connecting words</u>  <u>expressing cause and effect,</u>  <u>contrast, etc:</u></p> <p>We can use a Power Point presentation.</p> <p><i>On the other hand</i>, we can also watch a new video from You Tube.</p> <p>This program</p>	<p><b><u>Proverbs/quotes:</u></b></p> <p>The human spirit must prevail over technology. Albert Einstein</p>	
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		<p><u>Tag</u>          isn't it? / aren't          they? don't you? /          can you? doesn't          he? Will she?          Won't you?</p>	<p>is the best and          you can          download it for          free. <u>However</u>,          it depends on          the number          megabytes          you have in          your computer          because it is          really heavy.</p>		
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DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS

9<sup>th</sup> GRADE

Unit 3

Scenario: Lights, Camera & Action

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>identify the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.</li> <li>extract subject specific words when encountered in text.</li> </ol>	<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports.</li> <li>understand subject specific words</li> </ol>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Simple Present Tense</u>          The special effects are fantastic/terrible.          The best scene / the worst scene is when...  <u>Simple Past Form:</u>          I saw/watched ___.          In the movie there was a ...          You did not watch that movie.</p>	<p><b><u>Discourse markers:</u></b>  <u>Linkers:</u>          sequential – past time (later)          She saw a documentary and <i>then</i> thought it over for a while.  <i>Later</i>, she watched it again, to see if she had missed</p>	<p><b><u>Social language:</u></b>          Get the show on the road          Live up to my expectations          Mind blowing          I give it two thumps up!          Breaking news    <b><u>Idioms:</u></b>          It's a wrap.          It's in the can.          Come rain or shine</p>	<p><b>12</b></p>

<p>3. discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.</p>	<p>when encountered in text.</p> <p>3. understand the main idea and supporting details in straightforward physical or electronic letters and messages.</p>	<p><u>Simple Past Tenses</u></p> <p>How was the movie?</p> <p>Did you see the show last night?</p> <p><u>Regular Verbs:</u> accept, announce, balance</p> <p><u>Irregular Verbs:</u> become, get, learn, make, sell, among others.</p> <p><u>Present Perfect Form:</u> have/has + past participle (+, -,?) Have you seen the film before? I have seen the film before.</p>	<p>anything important.</p> <p><i>After that</i>, she shared the information with her mom.</p> <p><i>Finally</i>, she wrote a paper about it.</p>	<p><b><u>Proverbs/quotes:</u></b></p> <p>No news is good news. Italian proverb</p>	
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DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS

9<sup>th</sup> GRADE

Unit 4

Scenario: In the Public Eye!

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>identify relevant information to draw conclusions.</li> <li>discriminate information in factual texts and simple reports on familiar topics.</li> </ol>	<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>identify relevant information and draw conclusions.</li> <li>understand factual text and simple reports on familiar topics (e.g., charts and graphs, movie review, and interviews).</li> </ol>	<p><b><u>Grammar and sentence frames:</u></b> <b><u>Past Perfect Form:</u></b> Subj + had + past participle. I had been a couch potato for a long time until I was diagnosed with diabetes. <b><u>Third Conditional Form:</u></b> if + past perfect, ...would + have + past participle. If we had taken a</p>	<p><b><u>Discourse markers:</u></b> Connecting words expressing cause and effect, contrast: <i>On the other hand</i>, we could go to the movies and have some food. <i>However</i>, this depends on the number</p>	<p><b><u>Social language:</u></b> Black sheep In the spotlight breaking news <b><u>Idioms:</u></b> To wear one's heart on one's sleeve. To be an open book. To show one's true colors. To have a heart of gold.</p>	8

		<p>taxi, we wouldn't have missed the plane.</p> <p><u>Past Participle</u></p> <p><u>Verbs:</u> loved, admitted, hurried, traveled, spoken, bitten, drunk, eaten.</p> <p><u>Past Continuous:</u> I was watching She, he, it was doing .... They were joking</p>	<p>of books you've read.</p> <p><u>Initiating and closing a conversation:</u></p> <p><u>Initiating:</u> Can I talk to you for a minute? Excuse me, please. Do you have a minute? <u>Continuing:</u> Anyway.... So, as I was saying ... <u>Closing:</u> It's been nice talking to you. Bye.</p>	<p><b><u>Proverbs/quotes:</u></b></p> <p>"Success is not final; failure is not fatal: it is the courage to continue that counts." Winston Churchill.</p> <p>The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle." Steve Jobs</p>	
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DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS

9<sup>th</sup> GRADE

Unit 5

Scenario: Unexpected Situations

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>distinguish main ideas and some key details in texts of various lengths.</li> <li>interpret academic explanations.</li> </ol>	<p><b>Learner can .....</b></p> <ol style="list-style-type: none"> <li>understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</li> <li>understand academic explanations and examples with aid of word list and/or dictionary support.</li> </ol>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Wh-Questions:</u>          When will he have the surgery?          When did he lose his tooth?          How far is your clinic?  <u>Simple present tense:</u>          I need to make an appointment.          I need to renew my prescription.  <u>Future Tense: Use</u></p>	<p><b><u>Discourse markers:</u></b>          Connecting words expressing cause and effect, contrast:  <u>On the other hand</u>, we could go to the clinic.  <u>However</u>, this depends on the number of passengers.</p>	<p><b><u>Social language:</u></b>          Keep calm</p> <p><b><u>Idioms:</u></b>          To get the ball rolling          To have the ball in one's court          To keep one's eye on the prize</p> <p><b><u>Proverbs/quotes:</u></b>          One of the true tests of leadership is the ability to</p>	<p>9</p>

		<p><u>of "will and going to":</u>          I will buy a ticket for next week.          I'm going to look for help at this place.</p> <p><u>Phrasal Verbs:</u>          Ask around, back up, break down, call around, call back, calm down, catch up, check in, check out, come forward, do over, find out, get around, get away, take off.</p> <p><u>Future:</u>          I am going to begin by asking you to fill</p>	<p><u>Initiating and closing a conversation:</u>  <u>Initiating:</u>          Can I talk to you for a minute?          Excuse me, please. Do you have a minute?  <u>Continuing:</u>          Anyway.... So, as I was saying ...          Okay  <u>Closing:</u>          It's been nice talking to you.          Bye.          I'm sorry, I</p>	<p>recognize a problem before it becomes an emergency.          Unknown Author          We only have what we give. Isabel Allende</p>	
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		<p>out this form.        You won't find a dentist on the weekend.        She is going to call 911.</p> <p><u>Present</u>    <u>Perfect</u></p> <p><u>Continuous:</u></p> <p>I've been waiting for over 30 minutes and my meal still hasn't come.</p> <p>I have been on the phone for over 40 minutes waiting for your answer.</p>	<p>have to go now.        I must go.        See you later.</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**

**9<sup>th</sup> GRADE**

**Unit 6**

**Scenario:** Open a Book, Open Your Mind

Assessment strategies	Goals	Learn to know	Learn to do	Learn to be and live in community	Number of items
<p><b>Learner can .....</b></p> <p>1. recognize relevant information to draw conclusions.</p> <p>2. discriminate information in factual text and simple reports on familiar topics.</p>	<p><b>Learner can .....</b></p> <p>1. understand relevant information to draw conclusions.</p> <p>2. understand factual texts and simple reports on familiar topics.</p>	<p><b><u>Grammar and sentence frames:</u></b>  <u>Reported Speech:</u>          She said she liked ice cream.          He said he was living in CR.          She said she hadn't seen you.  <u>Simple Passive:</u>          This writer's articles are read by many people.  <u>Second Conditional:</u>          Form: if + past</p>	<p><b><u>Discourse markers:</u></b>          Connecting words expressing cause and effect, contrast:  <u>On the other hand</u>, we could go to the movies and have some food.  <u>However</u>, this depends on</p>	<p><b><u>Social language:</u></b>          Book smart vs. street smart</p> <p><b><u>Idioms:</u></b>          Read between the lines          Déjà vu          Silver lining</p>	<p><b>10</b></p>

		<p>simple, ...would + infinitive.</p> <p>If I won the lottery, I would buy a big house.</p> <p>She would pass the exam if she ever studied.</p>	<p>the number of books you've read.</p> <p><u>Initiating and closing a conversation:</u></p> <p><u>Initiating:</u></p> <p>Can I talk to you for a minute?</p> <p>Excuse me, please. Do you have a minute?</p> <p><u>Managing interaction</u></p> <p><u>Interrupting:</u></p> <p>Sorry to interrupt you but ...</p> <p>I have a</p>	<p><b><u>Proverbs/quotes:</u></b></p> <p>You know you've read a good book when you turn the last page and feel a little as if you have lost a friend.</p> <p>Paul Sweeney</p>	
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			<p>question.</p> <p><u>Closing:</u></p> <p>It's been nice talking to you.</p> <p>I'm sorry, I have to go now.</p> <p><u>Changing the topic:</u></p> <p>Anyway...</p> <p>By the way,</p> <p><u>Resuming a conversation</u></p> <p>Anyway what I was saying?</p> <p>To get back to what I was saying</p> <p><u>Continuing</u></p> <p>So, as I was saying.....</p>		
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