Inglés

Tabla de Especificaciones

Bachillerato por Madurez Suficiente (BXM)

2024

Rige a partir de la convocatoria 01-2024

Este documento está elaborado y alineado con base en el <u>Programa de Estudio de Inglés vigente Tercer Ciclo de la Educación General Básica y Educación Diversificada del Ministerio de Educación Pública</u> (MEP).

Es una **guía** para los postulantes del programa de:

➢ **Bachillerato por Madurez Suficiente** (BXM).

1. GENERALIDADES: la cantidad de ítems para la prueba de <u>Bachillerato por Madurez Suficiente</u> es de **70.** Estos ítems están distribuidos en 10 diferentes escenarios (*scenarios*), los cuales corresponden a los niveles de décimo (10°) y undécimo (11°) año del Programa de Estudio de Inglés vigente de III Ciclo de la Educación General Básica y Educación Diversificada del MEP. Los escenarios son situaciones reales que proveen autenticidad a las diferentes tareas, actividades y textos a los cuales los estudiantes están expuestos.

ESCENARIOS (SCENARIOS)

10th Grade	11th Grade
Unit 1. **Scenario:** Love What We Do	**Unit 1**. **Scenario:** Recipes for Success
Unit 2. **Scenario:** Stories Come in All Shapes and Sizes	**Unit 2**. **Scenario:** From the Wheel to the Drone
Unit 3. Scenario: A World of Differences	**Unit 3. Scenario:** The Earth- Our Gift and Our Responsibility
Unit 4. **Scenario:** Caution: Fragile World. Handle with care	**Unit 4**. **Scenario:** Get Ready. Get Set. Go!
Unit 5. **Scenario:** High Tech High Touch	
Unit 6. **Scenario:** What Comes Next?	

2. **ELEMENTOS DE LA TABLA DE ESPECIFICACIONES (**distribution of items based on assessment strategies and learnings**):**

➢ **Level, unit, themes, scenario, band (nivel, unidad, temas, escenario y banda):** al inicio se presenta el nivel (décimo 10° o undécimo 11°.

➢ **Assessment strategy (estrategia de evaluación):** son los resultados de aprendizaje que se van a evaluar en cada una de las unidades y escenarios. <u>Solamente</u> se evalúa la competencia de comprensión escrita, específicamente **lectura** (reading).

➢ **Learnings (saberes):** se divide en tres columnas que indican los tres tipos de saberes; los cuales son desarrollados por el Programa de Estudio de Inglés de III Ciclo de la Educación General Básica y Educación Diversificada en cada unidad y escenario respectivamente:

✓ **Learn to know** (aprender a saber): se presentan ejemplos de estructuras gramaticales y vocabulario que la persona postulante necesita desarrollar en cada unidad. Estas estructuras son "sugerencias" o "ideas" que pueden presentarse en las lecturas e ítems del examen. De igual forma se sugiere una lista de vocabulario para cada unidad.

✓ **Learn to do** (aprender a hacer): se incluyen las funciones del idioma en el discurso oral o textos escritos. También, se dan ejemplos de "discourse markers", los cuales son conectores de discurso o palabras conectoras que ayudan a que haya una coherencia y cohesión dentro de un texto.

✓ **Learn to Be and live in a community** (aprender a ser y vivir en comunidad): se muestran aspectos psico-sociales (psycho-social) y socioculturales (sociocultural) presentes en los textos. También, se dan ejemplos de expresiones sociolingüísticas de cortesía, dichos y expresiones que la persona postulante puede encontrar dentro de un texto.

➢ **Number of items (número de ítems):** es la cantidad de ítems que se evaluará en la prueba correspondiente, los cuales corresponde a cada "assessment strategy".

Bachillerato por Madurez Suficiente (BXM)				
Level: 10th	**Unit 1** **Themes:** **1.** Help wanted, **2.** Jobs, **3.** Interviewing, **4.** Working to Live or Living to Work?	**Scenario:** **Love What We Do!**		**Band:** B1
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R. 1 recognizes factual texts and simple reports to answer literal questions about jobs and occupations.	**Grammar and sentence frames:** **Contractions/future tense (will) tense** I'll be a good doctor. I'll work as a volunteer someday. **Adverbial phrases of degree extent and probability** My father's job is nice. My family is very happy about my job aspirations. Indications of time (Now, then, when soon, ago, the year before last, last year, by the time I was) The year before, last, my cousins	**Functions:** Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. Expressing opinions about jobs and occupations.	**Psycho-social:** Being aware of planning for the future. Willing to face the challenge of getting a job. **Sociocultural:** Being aware of basic protocols for participating in a job interview.	4
R. 2 interprets textbooks or online, explanations and examples.	**Reported speech (range of tenses)** I told my parents that I would become the best lawyer. The news reported that most jobs require English-speaking applicants. **Wh-questions in the past** Where did you want to work? What other occupation did you like? **A broader range of intensifiers such as too, enough** The interview was too long. Thank you, we have enough information for now.	Expressing agreement and disagreement about jobs and occupations. **Discourse Markers:** Connecting words recognizing cause and effect: Why? Because I had so much fun, I will never forget that day. For this/that reason.	Respecting other people's jobs and occupations. Promoting job opportunities for all people.	4

	Managing Interaction Interrupting Sorry to interrupt you, but … I have a question … May I interrupt? Sorry, I just wanted to say. **Changing the topic** Anyway…/By the way, there's something else I wanted to mention… **Can/Could** Can you work on Saturdays? Could you work extra hours? Could you work at night? **Vocabulary:** **Help wanted** Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police officer, taxi driver, waiter. **Job descriptions** Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator. **Interviewing** resume writing, (objective, experience, education, references), preparing for the interview (company philosophy, activities, products, competition) Common questions at an interview (talk about yourself,	**Linkers: sequential past time.** Later, he asked me about my job expectations during the interview. After that, I want to become a teacher. Finally, the manager asked me to submit my resume.	**Social language sample** To get your foot in the door/on the ground. Job opening from 9 to 5. **Proverbs/Quotes** - If you want to know the value of your job, just imagine when you don't have it. - Unknown author Your time is limited, so don't waste it living. someone else's life. – Steve Job	

	why you are interested in that? position, knowledge about company, reasons to leave your last job, experience, strengths, salary range. **Working to Live or Living to Work** Reasons, challenges, rewards, Stress …			

Bachillerato por Madurez Suficiente (BXM)				
Level: **10th**	**Unit 2** **Themes:** **1.** Tell me a Story **2.** Thumbs Up/Thumbs Down **3.** The Reviews Are In **4.** You Should Read This	**Scenario:** **Stories Come in All Shapes and Sizes**		**Band:** **B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R. 1 discriminates information from texts and simple reports on familiar topics.	**Grammar & Language Forms:** **Present tense** A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) **Past tense** I just read a book about last night I saw a movie about _____.	**Functions:** Describing experiences and events about stories and film reviews. Talking about films and books.	**Psycho-social:** Practicing self-questioning strategies on a text before making decisions. Respecting others' opinions and emotions.	**4**
R. 2 recognizes information from texts of various lengths.	**Conditionals, 2nd and** If I had enough time, I would have watched the movie again. If I had had enough money, I would have bought the book and DVD. If I were you, I would post more on Facebook. **Determiners** All the memes I saw today were about Mother's Day. Neither the characters nor the plot interested me. None of the themes you mentioned are my favorites.	Expressing opinions about stories and film reviews. Summarizing stories previously read and film reviews. **Discourse Markers:** Connecting words analyzing cause and effect, contrast, etc. On the other hand, we could stay at home and watch a video.	**Sociocultural:** Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. Willing to share own contributions in collaborative work respectfully. Being aware of the importance of constructive feedback.	**5**

Vocabulary:	However, this depends on the kind of book.	**Social language Sample:**	
Tell me a Story	Therefore, it is interesting to watch the new movie.	The reviews are in! Make a long story short. Read between the lines.	
Writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger			
Thumbs Up/Thumbs Down		**Proverbs/Quotes** A picture is worth a thousand words.	
Tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summaries, literary analysis, fiction, and nonfiction.		Unknown Author	
The Reviews Are In Characters, character development, plot, action, exposition, storytelling.		No man is an island. – John Donne.	
You Should Read This Compose, create, post, and present, graphics, illustrations, pictures, photos, line art, images metaphors, comparisons, contrasts, descriptions.			

Bachillerato por Madurez Suficiente (BXM)				
Level: **10th**	**Unit 3** **Themes:** **1.** These Are My People **2.** Cultures, Subcultures and Cliques **3.** Cultural Norms and Cultural Storms **4.** I Am Not My Hair	**Scenario:** **A World of Differences**		**Band:** **B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R. 1 recognizes textbook explanations and examples.	**Grammar & Language Forms:** **A broader range of intensifiers such as too, enough** Jocks spend too much time in the gym. nerds/ computer lab; pretty girls/looking in the mirror; theater geeks/theater; stoners/inhaling; shy kids/alone) I have heard enough racist comments. **Conditionals, 2nd and 3rd** If we had more understanding, we would get along with other people. If I had been born somewhere else, I would have acted differently than I do now. If we could make people listen to each other, we might see peace in the world. **Contrasting opinions** On the one hand, different cultures are very interesting. On the other hand, different cultures can cause misunderstandings. Mind you, he is still very much a citizen of Costa Rica. Even though norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all.	**Functions:** Describing people and places, feelings, emotions, and attitudes. Expressing opinions, agreement and disagreement. **Discourse Markers:** Connecting words understanding cause and effect, contrast: On the other hand, we could go to the clinic. However, this depends on the number of passengers.	**Psycho-social:** Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age). Valuing and preserving own personal/country´s cultural identity. **Sociocultural:** Valuing an open-minded communication as a strategy to future understanding. Showing empathy: putting oneself in the shoes of others and listening to their needs. Adopting a non-judgmental attitude	**5**

Wh-questions in the present
What clique are you a part of?
What are some cultural norms that Costa Ricans have?
What makes a Costa Rican Costa Rican?

Phrasal verbs
When I hang out with people like me, we often talk down to people who do not like us.
I speak up when I hear someone putting another person down.

Managing interaction, and resuming a conversation:
Anyway, what I was saying?
What were we talking about?
To get back to what I was saying.

Continuing
Anyway, So, as I was saying Okay.

Agreeing/disagreement
I think so too /Well, not really…

Vocabulary:

These Are My People
Maleku, Cabécar, Bribri, Ngäbe,
Buglé, Boruca, Térraba, Chorotega, Huetar …
Hang out, talk down, put up, take out, speak up, put down...
Some types of stereotypes
include: Gender, Race, Age, Ethnicity, Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, and city of origin.

Initiating and closing a conversation:
Can I talk to you for a minute?

Excuse me, please.
Do you have a minute?

Managing Interaction or Interrupting
Sorry to interrupt you but …

I have a question.

Could I interrupt here?

Closing
It's been nice talking to you.

See you later.

I'm sorry, I have to go now.

Must go.

Changing the topic
Anyway…, by the way,
there is something else.

towards others' cultural diversity.

Social Language Sample:

Seek first to understand and then to be understood.
To walk a mile in someone's shoes.
To see eye to eye
All walks of life

Proverbs / Quotes
- Diversity is the one true thing we all have in common. Celebrate it every day.

- Unknown Author
All the human beings were born wonderfully different. ~Dr. José Angel Livraga.

	Cultures, Subcultures and Cliques Jocks, geeks, nerds, stoners (examples of cliques). values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers. **Cultural Norms and Cultural Storms** Prejudice, racism, cliques, ethnicity, form, peace, sensitive, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical. **I Am Not My Hair** Education level, school or college attended, married or single, introverted, or extroverted, language, complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams.	I wanted to tell you… **Resuming a conversation** Anyway…, anyway, what I was saying? What were we talking about? To get back to what I was saying … **Continuing** Anyway ... So, as I was saying, well …		

	Bachillerato por Madurez Suficiente (BXM)			
Level: **10th**	**Unit 4** **Themes:** **1.** What Makes Something Sustainable **2.** Products and Practices around the World **3.** Products and Practices in Costa Rica **4.** Am I Environmentally friendly?		**Scenario:** **Fragile World. Handle with Care**	**Band:** **B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R. 1 interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).	**Grammar & Language Forms:** **Comparative/Superlative** Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future. **Future continuous** By the year 2025, 83 percent of the expected global population of 8.5 billion will be living in developing countries. **Modals** People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system. **Tag questions.** People should select energy-efficient cars. **Shouldn't they**? We need to reduce our carbon dioxide footprint. Don't we?	**Functions:** Describing experiences and sustainable practices. Expressing opinions about products and practices around the world. Expressing opinions about products and practices in Costa Rica. Expressing my own commitment towards sustainable practices.	**Psycho-social:** Willingness to put into practice sustainable. practices Analyze, think in a critical and creative way, make decisions. Find creative solutions and show initiative. Allow others to express themselves and to decode their emotions.	**5**

Wh-Questions/Yes no questions Am I environmentally friendly? What are some of the sustainability practices you currently use in your house or school? When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much? What should we do to increase awareness about sustainable development practices? Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? **Connectors for Cause** and Effect and Phrases for advising because sustainable farming does not endanger public health, I recommend you support it. We should practice sustainability in raising animals and see that they are treated humanely and allowed to carry out their normal behaviors. Connecting words for Compare and Contrast Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. Switches from petrol to diesel and fuel-saving technologies have been the main drivers of the reduction of CO2 emissions; however, we need to do more. **Vocabulary:** **What Makes Something Sustainable** Sustainability, environmentally friendly, eco-friendly, biodegradable, carbon footprint, energy, efficient **Products and Practices around the World** Caution, fragile, sustainable, sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimizes, energy consumption, alternative, reduce, reuse, and recycle.	**Discourse Markers:** Connecting words expressing cause and effect, contrast: On the other hand, we could take care of the planet. However, this is not everybody's business. **Initiating and closing a conversation:** Can I talk to you for a minute? Excuse me, please. Do you have a minute? **Managing Interaction or Interrupting** Sorry to interrupt you but … I have a question. Could I interrupt here? **Closing** It's been nice talking to you. See you later. I'm sorry, I have to go now.	**Sociocultural:** Practicing a responsible consumption of goods. Valuing collaborative teamwork. Taking sustainable actions in protecting the environment. Giving and receiving constructive feedback. **Social Language Sample:** Buy local. Think global. Reuse. Recycle. Reduce. Join the green side. A ray of sunshine. A race against time. Be clean, go green. **Proverbs / Quotes** Necessity is the mother of invention. Unknown Author A little bit of mercy makes the world less cold and more just. ~Pope Francis	

	Products and Practices in Costa Rica Locally, pesticides, biodegradable, Styrofoam, toxic, reduction, carbon dioxide, population, barriers, natural health, products, printed on recycled paper. **Am I Environmentally friendly?** User-friendly, environmentally, friendly, eco-friendly alternatives committed to green choices, going green.	Must go. **Changing the topic** Anyway…, by the way, there's something else. I wanted to tell you… **Resuming a conversation** Anyway…, anyway, what I was saying? What were we talking about? To get back to what I was saying … **Continuing** -Anyway .... -So, as I was saying, well …		

Level: 10th	Unit 5 **Themes:** **1.** Hot Apps **2.** Danger Zones in a Digital World **3.** Tech Tools for Positive Change **4.** My Future is in My Hands	Scenario: High-tech High Touch		Band: B1
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R. 1 recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).	**Grammar & Language Forms:** **Simple Passive** Instagram was created as an online, photo sharing, video sharing, and social networking service. This app was designed to provide free video and phone calls, messaging, and group chats for up to 50 people. Emoticons were designed to help make texts shorter. Hashtags were created to help search for information. **Present Perfect Continuous** I have been using Facebook. You should too. You have been looking for a new video game to play. What do you suggest?	**Functions:** Giving directions and advice about useful hot apps. Giving directions and advice about Danger Zones in a Digital World. Describing tech tools for positive changes in people´s lives. Expressing opinions about how my future is in my hands.	**Psycho-social:** Being aware of the ethical responsibility when up or downloading data from the web. Thinking critically when searching and visiting websites. **Sociocultural:** Practicing e-safety and ethical digital regulations. Being socially creatively, and reflectively responsible when interacting with others digitally.	**4**
R. 2 interprets clear, simple instructions with some visual support (e.g., how to use an application).	**Present Perfect** I have used Instagram, but I don't really like it. We have purchased a new computer. I think it's much faster. The class has watched YouTube videos to learn English. I like it when we do that. **Imperatives** Use a nickname instead of your real name. Check your settings. Delete old accounts. Get anti-virus software.			**4**

	Discourse Markers: **Connectors** **(Cause and effect)**	Social Language **Sample:**	
Guard your personal information. **Sequencing** First, go to the Apps store. Then, search for the app you want. Next, tap to download. Finally, check the settings. **Noun Phrases** __Mary___ needs to know (math, science, logic, etc.) so he/she Can ____. (job function) (software engineers, systems analysts, web developers, graphic designers) **First conditional** If I were you, I would be …. **Vocabulary:** **Hot Apps** Facebook, WhatsApp, Instagram, Twitter, social apps, interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps), hashtags, line (video chat) hangouts, Skype, Messenger Viber, Spotify **Danger Zones in a Digital World** Virus, Spam, risks of the digital world: cyberbullying, identity theft, hacking, copyright infringement, plagiarism **Tech Tools for Positive Change** Social networks, websites, sites, storyboard, Audacity, Google, Dropbox, YouTube, Prezi, Movie Maker, **My Future is in My Hands** Technology improves life not only within a career or profession. Software engineers, systems analysts, web developers, graphic designers, Instagram, Facebook, Twitter, and Snapchat.	I think/I believe. that people share too much information online. I think my cellphone is more than a phone, so I should get to use it in class. Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason.	Going viral Break new ground. On the same wavelength Pull the plug. Reinvent the wheel. Light years ahead On the same wavelength Leading edge Bells and whistles **Proverbs/Quotes** The future depends on what we do in the present. ~Mahatma Gandhi Social and digital media is a bullet train, and that bullet train is not coming home. -Howard Schultz	

Bachillerato por Madurez Suficiente (BXM)				
Level: 10th	**Unit 6** **Themes:** **1.** Pass or Fail? **2.** College or Career? **3.** Study Here or Abroad? **4.** Getting by or getting ahead?	**Scenario:** **Scenario**: What Comes Next?		**Band:** **B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R.1 recognizes factual text and simple reports on familiar topics.	**Grammar & Language Forms:** **Past Tense** I passed all my subjects, but I failed to understand some things very well. I want to be like my brother who went away to college. I respected my friend's choice to study at INA and now he is a great mechanic. **Modals** I might stay in my hometown or go to San José to study. You might schedule your interview in the morning, or you could wait until the afternoon. You should ask yourself exactly what you want from a job or a career. What could the speaker say in answer to the question? Should you write about the paragraph you read? **Present continuous** I'm doing my homework this evening. I'm starting university in January. We're planning to study in San José next year. My teacher is thinking of taking a sabbatical year after next year. As for now, I am only focusing my attention on finishing my studies.	**Functions:** Describing feelings, emotions, and attitudes about my goals for passing or failing. Giving advice and suggestions about deciding to go to college or career. Describing experiences, events and opinions about studying locally or abroad. Stating obligation and necessity about getting by or getting ahead in the future.	**Psycho-social:** Being aware of your own strengths and limitations. Thinking critically about my own future for setting my goals. Managing own emotions and self-control when interacting with others. **Sociocultural:** Being open to give and receive constructive feedback. Showing interest and respect for other´s life and feelings with a non-judgmental attitude.	**5**

Phrasal Verbs You should shape up or you will have to drop out of school. You need to find out what your choices are. Don't give up your dreams. **Going to talk about plans and intentions.** I'm going to have an interview next week. He is going to move to the U.S. for an exchange program. **If clause** We won't be able to get into the university if we don't pass the "bachillerato". If I graduate from high school, I will try to get a job soon. **Adjectives** I am a critical and business-oriented person. I am math-oriented, so I'd like to study something related to that field. **Wh-questions** What are your goals for the future? What do you plan to do after graduating from high school? Where would you like to study? Which profession should I choose? **Vocabulary:** **Pass or Fail?** Success, failure, choice, pass, fail. **College or Career?** College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent. **Study Here or Abroad?** Exchange program, academics, choice, decision making, goals.	**Discourse Markers:** **Connecting words expressing cause and effect, contrast:** On the other hand, I am going to work hard to reach my goals. However, it will take lots of effort and sacrifices. Initiating and closing a conversation **Initiating** Can I talk to you for a minute? Excuse me, please. Do you have a minute? Managing interaction Interrupting Sorry to interrupt you but … I have a question. Could I interrupt here? **Closing** It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.	**Social Language Sample:** -A bright future -The near future -For the time being In the near future … -Getting by/getting ahead. **Idioms:** The future's so bright, I gotta wear shades. It's just around the corner. Time flies. Different strokes for different folks. I've had a change of heart. Hedge your bets. **Proverbs / Quotes** If you want to achieve greatness, stop asking for permission. - Unknown Author I've learned that making a 'living' is not the same thing as 'making a life'. – Maya Angelou	

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GOBIERNO
DE COSTA RICA

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y Evaluación de la Calidad

	Getting By or Getting Ahead? Short- and long-term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible.	**Changing the topic** Anyway, … by the way, there's something else I wanted to tell you … **Resuming** Anyway, what I was saying? What were we talking about? To get back to what I was saying. **Continuing** So, as I was saying, well.		

Bachillerato por Madurez Suficiente (BXM)				
Level: **11th**	**Unit 1** **Themes:** **1.** Ingredients for Healthy Living **2.** Add a Pinch of a Positive Attitude **3.** Follow the recipe: A Plan for success **4.** Give Me a Taste: Stories of Successful People		**Scenario:** **Recipes for Success**	**Band:** **B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R.1 interprets the main conclusions from straightforward factual texts.	**Grammar & Language Forms:** **2nd conditional if +past simple, would/could +infinitive** What would you do if you ran low on water and fresh food? If I were a couch potato, I would … **Future continuous will be + present participle.** Kristen will be arriving soon to help with the community event. Will you be joining the organization of the festival? **Modals: should have, might have, etc.** You should go on a diet. You might plan your future. **Phrasal verbs, extended.** Get ahead. To get ahead at work, she is working long … **Vocabulary:** **Healthy living** Exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions, diet, effect education, fitness, flexibility, gain, improvement.	**Functions:** Expressing opinions, agreement, and disagreement about healthy habits. Describing experiences and events about having a positive attitude in everything. Describing future plans to become successful. Describing past experiences of successful people	**Psycho-social:** Working on my own strengths and limitations. Being flexible and open to changes to reach success in many areas of life. **Sociocultural:** Supporting classmates to reach goals together. Promoting healthy habits for improving my family and classmates' lives.	**5**
R. 2 extracts specific information in straightforward printed text.				**5**

Positive attitude Helping friends, and role models, cooperating with the community activities and events, adaptable, affectionate, brave, bright, broad-minded, calm, determined, emotional, energetic, friendly, optimistic passionate, polite, and reliable. **Follow the recipe.** A plan for success, perseverance, smartness, determination, humility, goal setting, planning, goals, objectives, reflection, **Give me a taste: Stories of Successful People** Hard-working, trained outdoors, fitness healthy, wise, family, friends open-minded, healthy, wise …	**Discourse Markers:** **Linkers:** sequential past time (later) He finished his letter of intent and then went out for a while. Later, he looked at it again to see if he had missed anything important. After that, he changed some things he'd written before. Finally, he placed it in his portfolio. **Connecting words expressing cause and effect, contrast, etc.** On the other hand, we could study for the test and then go out. However, this depends on your attitude towards life challenges.	**Social Language Sample:** Couch potato. Fitness freak **Idioms** In the bag **Proverbs / Quotes** -Success is a journey not a destination. -Unknown Author Better late than never. –Unknown Author	

Bachillerato por Madurez Suficiente (BXM)				
Level: 11th	**Unit 2** **Themes:** **1.** Inventions that Have Changed our Lives **2.** Living in a Tech World **3.** Safety First **4.** The Next Wave of Innovations		**Scenario:** **From the Wheel to the Drone**	**Band: B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R. 1 interprets relations between main ideas and supporting ideas in topical articles and reports.	**Grammar & Language Forms:** **Broader range of intensifiers** (too, enough). The use of technology will be too important for future generations. Banning commercial drones won't be enough to avoid aviation incidents. **Comparative and superlative adjectives** Technology makes life much easier for all of us and more comfortable to develop activities in less time. The solar furnace is one of the most powerful ways of generating the highest heat by using mirrors. **3rd conditional** if + past perfect + conditional perfect. If I had built a time travel machine, I would have been around the world in seconds. **Will and going to for prediction.** I won't use online dating sites because I like romantic, traditional, and formal dating. In the future, transportation is going to be better. **Both, either neither** Both, the internet, and the wheel are considered two of the most revolutionary inventions of all.	**Functions:** Describing inventions that have changed people's lives. Expressing opinions, agreeing, and disagreeing about living in a Tech world. Describing measures to take into account to surf the web safely. **Discourse Markers:** **Linkers**: sequential – past time (later) He finished the e-mail and then went out for a while. Later, he looked at it again, to see if he had missed anything. important.	**Psycho-social:** Engaging in true face-to-face communication and quality moments over digital means. Valuing economic, sociocultural and ethical implication when using the latest tech innovations. **Sociocultural** Valuing using conventional ways to communicate with others. Demonstrating disposition to help each other within collaborative environments while working with technology.	**5**

In the near future, neither gasoline nor wires will be used. Either gas or solar energy will be too important for housing electricity. **Vocabulary:** **Inventions that Have Changed our Lives** Internet, Smartphones, Tablets, Video games, PSP, Social Network, Facebook, Twitter Instagram, Snapchat, Upload, Download, Share, Like, Comment, Cyber, Bullying **Living in a Tech World** Pros and cons when you are online (ethics, internet usage, privacy, cyberbullying, Human relationships versus technology, addictions and dependency, dating, social networks, etc.) Facebooking, Googling, To Tweet, Update, Best Technology to be wise users, to be responsible, Safety, Risk Information, Selfies **Safety First** Be careful, don't share …, Respect, Advise, to denounce. To report, to communicate, don't expose, Be smart. **The Next Wave of Innovations** Robots, holograms, Space traveling, Electric motors, Spaceships.	After that, he changed the text a little. Finally, he checked it and sent it. **Connecting words expressing cause and effect, contrast, etc.:** On the other hand, we could buy a flash memory and some ink for the printer. However, this depends on the budget you have to get a new tablet.	**Social Language Sample:** All-singing, all-dancing ~Silver-surfer **Proverbs/ Quotes** The real problem is not whether machines think, but whether men do. -B.F. Skinner You must do the thing you think you cannot do. -Eleanor Roosevelt	

Bachillerato por Madurez Suficiente (BXM)				
Level: 11th	**Unit 3** **Themes:** **1.** Natural Disasters-Is Nature Against us? **2.** What´s the Problem? **3.** A Helping Hand **4.** Who is Doing What?	**Scenario:** **The Earth–Our Gift and Our Responsibility**		**Band: B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to be and Live in Community**	**Number of items**
R. 1 summarizes the main ideas and supporting details.	**Grammar & Language Forms:** **Wh- in the past** What happened on December 26, 2014, in Thailand? When did the ozone layer problem start? Where did Hurricane Katrina hit the USA? **Modals:** must/can't /have to for deduction We **must** take care of our environment if we want to preserve life for future generations. We can't deny the importance of technology to help the environment. **Past continuous Be past + gerund:** ONU was talking about the importance of emergency issues worldwide. **Simple past** NGOs proposed different solutions to stop animal extinction.	**Functions:** Talking about natural disasters. Describing feelings, emotions and attitudes about environmental problems worldwide. Talk about Nonprofit and NGOs that help. environment.	**Psycho-social:** Engaging in setting own goals towards healthy and sustainable environment. Engaging in own true actions to protect the environment. **Sociocultural** Reflecting on local environmental needs for finding solutions. Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.	**5**

Vocabulary:	Discourse Markers Linkers: sequential –past time (later)	Social Language Sample:	
Natural Disasters -- Is Nature Against us? Atmosphere, Biodegradable, materials, chemicals, spoiled, destroyed, Deforestation Depletion, Erosion, Hurricane Twister, Flooding, Earthquake Drought, Land Sliding	They finished picking up the garbage from the beach.	-Sail close to the wind -at stake	
What´s the Problem? Catastrophe, destruction, suffering, death, contamination, dirty, harmful chemicals, poison, deforestation, overcrowded cities, greed, Fossil fuels exploitation, Overproduction of Consumerism, Global warming Ozone layer depletion, Acid rain Aerosol, Animal welfare, Carbon monoxide.	Then, they started to classify it. Later, they put it in big plastic bags, to take it for recycling.	**Proverbs/Quotes** A recipe for disaster No quick fix -A race against time -Ripple effect -To sweep something under the carpet	
A helping Hand (possible solutions) Conservation, protection, prevention, Environmental group, Green issues, Pressure, group recycling, Reuse, Reduce, Safe Environmentally aware, Green energies.	After that, they put all the garbage bags into a truck.	Proverbs / Quotes We won't have a society if we destroy the environment. Margaret Mead	
Who is Doing What? NGOs, Nonprofits, Natural disasters, aid, response, Humanitarian, economic, consequence, volunteering Nonprofit, and NGOs (Greenpeace, EWS, WWF, ocean pollution control org).	Finally, the garbage was taken to a recycling place. **Connecting words** expressing cause and effect, contrast, etc.: Consequently, because of, due to, In spite of, Although, On the other hand.		

Bachillerato por Madurez Suficiente (BXM)				
Level: **11th**	**Unit 4** **Themes:** **1.** Get ready: Take a Look at your Dreams and Fears **2.** Get Set: College or Career? **3.** Surviving or Thriving? **4.** Go! The Future is Now	**Scenario:** **Get Ready. Get set. Go!**		**Band: B1**
Assessment strategy	**Learn to know**	**Learn to do**	**Learn to Be and Live in a Community**	**Number of items**
R.1 reads short media reports on familiar events.	**Grammar & Language Forms:** **Adverb**s My professor of literature tells stories well. In this university, you hardly have to work. It's easy.	**Functions:** Describing dreams and fears about the future. Talking about college or career decisions. Describing soft skills needed to be successful in working life.	**Psycho-social** Making decisions that benefit my future. Managing soft skills at different scenarios.	**5**
R.2 extracts the key ideas from narrative and expository texts.	**Modals**: might, may, probably We may go to college next year. We might not have time off during test evaluation week. **Future continuous** Will+ be+ gerund Alex will be arriving later today. He should be punctual to keep his job. **Complex questions= tags** This job is interesting, isn't it? This enterprise doesn't offer social security insurance, does it? **Embedded Questions** Main question / statement +interrogative subject + verb + object /complement Do you know when I can apply for the job?		**Sociocultural** Respecting everyone's choices regarding their future. **Social Language Sample:** Pull your weight. Office politics Call the shots Move up the ranks down my neck	**5**

Vocabulary:	Discourse Markers:	Proverbs/Quotes	
Get ready: Take a Look at your Dreams and Fears College, high school, Teachers Counselors, Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters) **Get Set: College or Career?** Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.) Having a part-time job. **Surviving or thriving?** College dressing, College Problems, Being positive to reach your goals. Developing a positive attitude towards life events and jobs. Being open to changes, creative, and proactive. Developing Your Soft Skills, punctuality, responsibility, Initiative. Letters, Applications, Curriculums, Recruitment **Go! The Future is Now** Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc., having a part-time job, Enterprises, business). Enterprises Companies Human resources department, CEO, Soft skills (punctuality, responsibility, initiative). Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.) Moving out of the home, time to live alone.	**Linkers: Sequential** Past time (later) He finished filling out the university applications; then, he checked them. Later, he looked at them again, to see if he had missed anything important. After that, he decided to mail them. Finally, he waited for University's answer. **Connecting words expressing cause and effect, contrast, etc.:** On the other hand, we take a course to sharpen our soft skills. However, the university offers new majors.	Communication –the human connection is the key to personal and career success. -Paul J. Meyer What is the recipe for successful achievement? To my mind, there are just four essential ingredients. Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team. -Benjamin Franklin	
		Total	**70**