



MINISTERIO DE  
EDUCACIÓN PÚBLICA

GOBIERNO  
DE COSTA RICA

**DGEC**  
Dirección de Gestión  
y Evaluación de la Calidad

# Tabla de especificaciones

# INGLÉS

**Pruebas del Programa III Ciclo de la Educación  
General Básica Abierta**

*Rige a partir de la convocatoria 02-2026*



Este documento está elaborado con base en el [Programa de Estudio de Inglés de Tercer Ciclo de la Educación General Básica y Educación Diversificada](#) aprobado en el año 2016.

El cual contiene la tabla de especificaciones para los niveles séptimo, octavo y noveno.

## Orientaciones sobre la prueba:

### 1. Generalidades.

La prueba consta de **60** ítems, los cuales corresponden únicamente a la competencia lingüística de comprensión escrita (lectura=reading) para cada uno de los niveles de **séptimo, octavo y noveno**. Los ítems incluyen las **6** unidades en cada uno de los niveles antes mencionados y sus respectivos escenarios. Los escenarios son situaciones reales que proveen autenticidad a las diferentes tareas, actividades y textos a los cuales los postulantes están expuestos.

### 2. Elementos de la Tabla de Especificaciones (distribution of items based on assessment strategies and learnings).

La tabla incluye la siguiente información:

- ✓ **Unit, level, scenario (Unidad, nivel y escenario):** Al inicio se presenta la unidad y el nivel respectivo (séptimo, octavo, noveno) y el escenario al cual corresponde la tabla.
- ✓ **Assessment strategy (Estrategia de evaluación):** En esta columna se mencionan los resultados de aprendizaje que se van a evaluar en cada una de las unidades y escenarios. En este caso solo se evaluará la competencia de comprensión escrita, específicamente lectura (Reading).
- ✓ **Learning (Saberes), learn to know (Aprender a saber) Grammar / Vocabulary, learn to do (Aprender a hacer) Functions y learn to be and live in a community (Aprender a ser y vivir en comunidad) Idioms;** los cuales son desarrollados por el programa en cada unidad y escenario respectivamente.
- ✓ **Number of items (Número de ítems):** es la cantidad de ítems que conforman la prueba, los cuales corresponden a cada estrategia de evaluación (assessment strategy).



Todos los puntos antes mencionados están alineados al [Programa de Estudio de Inglés de III Ciclo de la Educación General Básica y Educación Diversificada](#) aprobado en el año 2016.

A continuación, se visualiza la tabla con los escenarios en el nivel de sétimo y la cantidad de ítems por unidad:

<b>7<sup>th</sup> Grade (A1)</b>	<b>No. Items</b>
<b>Unit 1 Scenario:</b> Here I Am!	<b>10</b>
<b>Unit 2 Scenario:</b> Enjoying Life	<b>10</b>
<b>Unit 3 Scenario:</b> Getting Back to Nature	<b>10</b>
<b>Unit 4 Scenario:</b> Checking Things off a Shopping List	<b>10</b>
<b>Unit 5 Scenario:</b> Let's Celebrate Costa Rican Culture!	<b>10</b>
<b>Unit 6 Scenario:</b> Getting from Here to There	<b>10</b>
<b>Total</b>	<b>60</b>



<b>Level:</b>  <b>7th</b>	<b>Unit 1</b>  <b>Themes:</b> 1. Hello, Hi there, Hey, Bye, 2. Building Community, 3. Let's Get Personal, 4. Meet My Family	<b>Scenario:</b>  <b>Here I am!</b>		<b>Band:</b>  <b>A1</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.1. identifies brief, simple instructions if encountered in a similar form.	<b><u>Grammar and sentence frames:</u></b> <u>Wh questions:</u> What's your name? My name is ..... How old are you? I am ... Where do you live? I live in .....  <u>Demonstrative Adjectives</u> - This is my mother/father. - That is my cousin. - These are my siblings.  <u>Possessive 's:</u> My mother's name is ....	<b>Functions</b>  Greetings and saying goodbye.	<b><u>Psycho-social:</u></b>  Respecting opinions, linguistic skills, and abilities of classmates.	<b>5</b>
R.3. recognizes some expressions and the main information about text (heard or read) with instructional support.			Giving personal information about me and my family members.  <b>Discourse markers:</b> and, but, because	Using positive communication skills.  <b><u>Sociocultural:</u></b> Showing interest in each peer's and family's lives and feelings.



	<p><u>Verb to be + adjective:</u></p> <p>I am handsome.  She is intelligent.  They are selfish.</p> <p><u>Intensifiers:</u></p> <p>very, really, super.</p> <p style="text-align: center;"><b>Vocabulary Themes</b></p> <p><b>1- <u>Hello, Hi there, Hey- Bye:</u></b></p> <p>Hi, hi there, Hey, Hello, good morning /afternoon/evening.</p> <p><b>2- <u>Building Community</u></b></p> <p>Could you repeat, please?  May I go to the restroom? May I borrow your pencil?  How do you say ___ in English?  How do you say ___?  Raise your hand.</p>		<p>Respecting human rights principles and inclusiveness.</p> <p>Using formal and informal language when addressing people of different ages and contexts</p> <p><b><u>Social language</u></b></p> <p><b><u>samples:</u></b></p> <p>Hey, howdy, so far, so good, hey buddy, hey guys, hey dude.</p> <p><b><u>Idioms:</u></b></p> <p>Feeling Ok,  I´m cool,  What´s new?</p>	
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	<p><b>3- <u>Let's Get Personal:</u></b> Age, status, phone number, country, nationality, occupation, residence, handsome, pretty, intelligent, numbers, dates, the alphabet/ I am... happy, sad, angry, excited, unhappy, frustrated, annoyed, threatened, furious, bored, satisfied, shocked, scared, shy, disappointed.</p> <p><b>4- <u>Meet my Family:</u></b> Family members such as mother, father, siblings, cousin, father-in-law.</p>		<p><b><u>Proverbs/quotes:</u></b> A friend in need is a friend indeed.</p>	
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<b>Level:</b>  <b>7th</b>	<b>Unit 2</b>  <b>Themes:</b> 1. My Daily Routine 2. Eating Habits 3. Hanging out 4. Things I Like to Do	<b>Scenario:</b>  <b>Enjoying Life</b>		<b>Band:</b>  <b>A1</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2. recognizes the main information on posters, brochures, signs, and invitations.	<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? I have breakfast at 6:30 a.m. I go to high school.	<b>Functions</b>  Identifying daily routines.  Telling likes and dislikes about eating habits, routines, and food.	<b><u>Psycho-social:</u></b>  Living safely by practicing healthy routines.  Being disciplined with eating times.	<b>5</b>
	<u>Present tense:</u> Subject + verb + complement I watch TV in the afternoon.		Loving myself by taking care of my body.	



<p>R.3. distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form.</p>	<p style="text-align: center;"><b><u>Vocabulary Themes</u></b></p> <p><b>1- <u>My Daily Routine</u></b> My everyday life: Have breakfast/ lunch/ dinner/ snack/ brunch, coffee time/coffee break, take a bath/shower, brush my teeth, get up, wake up, go to high school, finish high school, study, watch TV, listen to music, read, go out, take a nap.</p> <p><b>2- <u>Eating habits</u></b> Healthy Food: fruit, vegetables, meats, typical food, junk Food: fast food, eating schedule, drinking water.</p> <p><b>3- <u>Hanging out:</u></b> To spend time, to send text messages, to talk by cell phone, to play board games, to play cards, to go to the mall, to go to the pool, to have a sleepover, to watch a DVD (movie), to go to the cinema.</p>	<p><b>Discourse markers:</b> and, but, because</p> <p>Describing things, I like to do.</p> <p>Describing ways of hanging out.</p>	<p>Use assertive communication skills when interacting with others.</p> <p><b><u>Sociocultural:</u></b> Ways of entertainment according to or based on context, eating habits and table manners.</p> <p><b><u>Social language samples:</u></b> I love (as in “I love coffee”, “I love going to the movies”.)</p> <p><b><u>Idioms:</u></b> With bells on, Chill out, Hang out.</p>	<p style="text-align: center;"><b>5</b></p>
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	<p><b>4- <u>Things I like to do:</u></b> I love reading. I'm interested in computers. I'm fond of traveling. Numbers (1-59)</p>		<p>Proverbs / Quotes Eating and drinking shouldn't keep us from thinking. -- Italian 'proverb</p>	
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<b>Level:</b>  <b>7th</b>	<b>Unit 3</b>  <b>Themes:</b> 1. Natural Wonders in My Backyard, 2. Marvels in Costa Rica, 3. A World of Wonders, 4. Where can I go next?	<b>Scenario:</b>  <b>Getting back to nature</b>		<b>Band:</b>  <b>A1</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.3 recognizes main ideas in texts.	<b><u>Grammar and sentence frames:</u></b>  <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.	<b>Functions</b>  Identifying natural elements in my community.	<b><u>Psycho-social:</u></b>  Being aware and committed to protecting the environment.	<b>5</b>
R.4 recognizes specific details in texts accompanied by illustrations.	<u>Wh Questions:</u> What are some natural things in your home/country? What examples of natural beauty are there in ____ (country)?	Giving information about marvels in CR natural beauty.  Telling about natural world wonders.  Describing where I can go to enjoy natural beauties.	Appreciating natural wonders.  <b><u>Sociocultural:</u></b> Promoting the enjoyment of natural wonders for all.	<b>5</b>



	<u>Vocabulary Themes</u>	<u>Discourse markers:</u>	<u>Social language samples:</u>	
	<p><b>1- <u>Natural Wonders in My Backyard:</u></b> nature, living, non-living things, trees, plants, rivers, lakes, mountains, flowers, bugs, rocks, flora, fauna, hot springs, volcanoes, etc.</p> <p><b>2- <u>Marvels in Costa Rica:</u></b> Costa Rica Natural Marvels, National Parks, Biological Reserves, caves, beaches, volcanoes, lakes, rivers, mountains, cloud/rain/dry forest.</p> <p><b>3- <u>World Natural Wonders:</u></b> Mount Everest, Harbor-Rio de Janeiro, Great Barrier Reef, Victoria, Falls, Paricutin Volcano, Grand Canyon, Aurora Borealis.</p> <p><b>4- <u>Where can I go next?</u></b> Traveling, I can go to ___ because, Zoo, animals, ocean, beach, river, fishing, soccer field, playing mountain, hiking, rainforest, ziplining.</p>	<p>Connecting words: and, but, because.</p> <p>Ex. She went to Angel Waterfall and she loved it. I don't have money, but I want to go to Poás Volcano. I visited Tempisque River because my cousin lives near there.</p>	<p><b><u>Idioms:</u></b> Getting back to nature A breath of fresh air In deep water</p> <p><b><u>Proverbs/quotes:</u></b> Let's save our planet. Stop and smell the roses. When it rains, it pours.</p>	



<b>Level:</b>  <b>7th</b>	<b>Unit 4</b>  <b>Themes:</b> 1. My Family's Grocery List, 2. Going Shopping, 3. Does This Fit Me? 4. How Much Does It Cost?	<b>Scenario:</b>  <b>Checking things off a shopping list</b>		<b>Band:</b>  <b>A1</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Simple present:</u> I need to buy ..... Do you have any .....?</p> <p><u>Wh questions and other:</u> Where can I buy vegetables?</p> <p><u>Modals:</u> Can you do a price check for me?</p> <p><u>Countable and uncountable 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>Functions</b></p> <p>Listing products needed at home.</p> <p>Identifying products at a grocery and clothing stores.</p> <p>Describing products needed</p> <p>Buying groceries/ clothing wisely.</p>	<p><b><u>Psycho-social:</u></b></p> <p>Being flexible and open to changes.</p> <p>Making informed decisions</p> <p>Communicating with the person respectfully.</p> <p><b><u>Sociocultural:</u></b></p> <p>Asking for bargains to save money.</p>	<b>5</b>



<p>R.4 distinguishes information on posters, adverts, catalogues and everyday signs and short texts.</p>	<p style="text-align: center;"><b><u>Vocabulary Themes</u></b></p> <p><b>1- <u>My Family's Grocery List:</u></b> Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables.</p> <p><b>2- <u>Going Shopping:</u></b> Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane.</p> <p><b>3- <u>Does This Fit Me?</u></b></p> <p><b>Clothes:</b> shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt.</p> <p><b>Sizes:</b> extra small, small, medium, large, and extra-large.</p> <p><b>Colors:</b> blue, green, orange, red, pink, purple, brown, black, white.</p> <p><b>Materials:</b> leather, silk, cotton.</p> <p><b>Adjectives:</b> good, bad, expensive, cheap, big, small, beautiful, reasonable.</p>	<p><b><u>Discourse markers:</u></b> and, but, because</p>	<p><b><u>Social Language Samples:</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><u>Proverbs/quotes:</u></b> Every shop has its trick. Italian proverb.</p>	<p><b>5</b></p>
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	<p><b>4- <u>How Much Does It Cost?</u></b></p> <p>I'm sorry, I don't have any small change. Do you have a chance to do this? May I have the receipt, please? Can I pay by credit card / in cash? Is this on sale?" Budget: income, debts, utility bill (electricity, phone, cable), savings.</p>			
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<b>Level:</b>  <b>7th</b>	<b>Unit 5</b>  <b>Themes:</b> 1. How my family and I celebrate “Tico” culture 2. How my community celebrates “Tico” culture 3. How other Costa Rican communities celebrate “Tico” culture 4. How Costa Ricans celebrate national “Tico” culture	<b>Scenario:</b>  <b>¡Let’s celebrate Costa Rican Culture!</b>		<b>Band:</b>  <b>A1</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 recognizes vocabulary and important information on basic promotional materials. (e.g. date, place and activities, on poster).	<b><u>Grammar and sentence frames:</u></b> <u>Preposition of time:</u> Costa Rica celebrates Mother’s Day on ..... At Christmas time, I ... <u>Past time of to be:</u> Last Christmas I was at my grandma’s house. <u>Wh questions:</u> When do you celebrate .....? What do you do on Mother’s Day?	<b>Functions</b> Listing family gatherings. Asking and giving information about family gatherings. Telling about community celebrations.	<b><u>Psycho-social:</u></b> Strengthen the value of belonging to my family /community. Showing respect for my family celebrations.	<b>5</b>
	What do you celebrate in your community?	Describing national holidays and celebrations in Costa Rica.	Respecting my own emotional expressions and sense of belonging.	



<p>R.3 discriminates straightforward information, words, and expressions on Costa Rican culture.</p>	<p style="text-align: center;"><b><u>Vocabulary Themes</u></b></p> <p><b>1- <u>Family gatherings:</u></b> birthday parties, anniversaries, parties, weddings, baby showers, graduation, and family reunions.</p> <p><b>2- <u>Community celebrations:</u></b> Community Day, Community traditions, Patron Saint Day.</p> <p><b>3- <u>Costa Rican communities:</u></b> “Guanacastequedad” Week, Virgen del Mar Day, “Diablitos” celebration.</p> <p><b>4- <u>Costa Rican National Holidays:</u></b> New Year’s Eve, New Year’s Day, Holy Week, Labor Day, Guanacaste Annexation Day, The Day of the Virgin of Los Angeles, Mother’s Day, Independence Day, Culture Day.</p>	<p><b><u>Discourse markers:</u></b></p> <p>Connecting words: and, but, because. Ex. She loves to celebrate her birthday, <b>but</b> she doesn’t have time for it. My favorite holiday is Mother’s day and I buy flowers for my mom. I love to celebrate Christmas <b>because</b> I exchange presents with my siblings.</p>	<p><b><u>Sociocultural:</u></b> Respecting other families/ Costa Rican communities’ celebrations. Reinforcing Costa Rica’s identity by collaborating and /on participating in the celebrations.</p> <p><b><u>Social language samples:</u></b> A day off</p> <p><b><u>Idioms:</u></b> It’s the thought that counts. Eat, drink, and be merry. Trim the tree.</p> <p><b><u>Proverbs/quotes:</u></b> Before you judge someone, walk a mile in his shoes.</p>	<p style="text-align: center;"><b>5</b></p>
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Level:  7th	Unit 6  Themes: 1. Knowing where I want to go 2. Knowing where it is 3. Knowing how to get there 4. Knowing what I need and when	Scenario:  Getting from here to there		Band:  A1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.3 recognizes familiar names of places, goods and services in short and simple texts.	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Future: going to:</u> We are going to Manuel Antonio National Park. Are you going to visit Poás Volcano?</p> <p><u>Wh questions:</u> Where is the post office? Are we on the right road? How far is it?</p>	<p><b>Functions</b></p> <p>Identifying places and buildings.</p> <p>Locating places and buildings.</p> <p>Giving directions.</p>	<p><b><u>Psycho-social:</u></b></p> <p>Being flexible and open to changes when traveling.</p> <p>Analyzing and making decisions.</p>	<b>5</b>
R.4 recognizes main ideas of text when accompanied by illustrations.	<p><u>Prepositions of place:</u> In / on / next to / near / between / in front of / opposite to / behind.</p> <p><u>Prepositions of time:</u> In / on / at.</p> <p><u>Determiners:</u> There is / There are ...</p>	<p>Describing ways to move around.</p> <p>Understanding and using travel fares and hotel registrations.</p>	<p>Communicating clearly, concisely, and responsibly, with respect for the person addressed.</p> <p>Enjoying traveling.</p>	<b>5</b>



	<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 style="text-align: center;"><b><u>Vocabulary Themes</u></b></p> <p><b>1- <u>Knowing where I want to go:</u></b> High School, church, bank, park, restaurant, cafeteria hospital, supermarket, grocery store, mall, movie theater, cinema, soccer field, river, beach, lake, National Park, volcano</p> <p><b>2- <u>Knowing where it is:</u></b> There is / There are in, on, next to, near, between, in front of, opposite of, behind,</p>	<p><b><u>Discourse markers:</u></b> Connecting words: and, but, because.</p>	<p><b><u>Sociocultural:</u></b> Respecting, appreciating and being aware of his /her community, region, country, and world travelling opportunities.</p> <p><b><u>Social language samples:</u></b> Straight to the point Clueless Directionally challenged</p> <p><b><u>Idioms:</u></b> Itchy feet Hit the road</p>	
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	<p><b>3- <u>Knowing how to get there:</u></b>  Where is the post office?  Are we on the right road?  How can I get to ___?  It's on the main street ...,  It is not far,  It is quite far,  Go straight...  Follow the signs.  Turn left, go straight, by car/ walking/ bike/ bus/  train/ airplane/ motorcycle/ boat, carpooling</p> <p><b>4- <u>Knowing what I need and when:</u></b>  Travel expenses, schedules, transfer,  transportation fare, price, cash, ticket, toll,  reservation, form, Numbers from 1 to 5 thousand  Days of the week, Months of the year, Time</p>		<p><b>Proverbs / Quotes</b>  He who returns  from a journey is  not the same as  he who left. --  Chinese proverb</p>	
<b>Total</b>				<b>60</b>



Todos los puntos antes mencionados están alineados al [Programa de Estudio de Inglés de III Ciclo de la Educación General Básica y Educación Diversificada](#) aprobado en el año (2016).

A continuación, se visualiza la tabla con los escenarios en el nivel de octavo y la cantidad de ítems por unidad:

<b>8<sup>th</sup> Grade (A2)</b>	<b>No. Items</b>
<b>Unit 1 Scenario:</b> My High School... Our Place	<b>10</b>
<b>Unit 2 Scenario:</b> Let the Good Times Roll	<b>10</b>
<b>Unit 3 Scenario:</b> Something to Celebrate!	<b>10</b>
<b>Unit 4 Scenario:</b> Going Shopping!	<b>10</b>
<b>Unit 5 Scenario:</b> Unforgettable Events	<b>10</b>
<b>Unit 6 Scenario:</b> Amazing Costa Rica	<b>10</b>
<b>Total</b>	<b>60</b>



<b>Level:</b>  <b>8th</b>	<b>Unit 1</b>  <b>Themes:</b> 1. High School Bring it on! 2. A Day in the Life of My High School. 3. What is Your Next Class? 4. High School Through the Eyes of My Friends.	<b>Scenario:</b>  <b>My High School... Our Place.</b>		<b>Band:</b>  <b>A2</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 discriminates important information in simple texts.	<b><u>Grammar and sentence frames:</u></b>  <u>Subject pronouns:</u> I study every day.  They attend classes on Saturday.	<b><u>Functions:</u></b>  Naming school activities.	<b><u>Psycho-social:</u></b>  Discovering my strengths and areas for improvement.	<b>5</b>
R.3 extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).	<u>Simple present:</u>  I start classes at 7:00 a.m.  I don't have classes on Friday afternoon.  She goes to French class at 8:40 am  <u>Simple Present Tense: yes/no questions:</u>  Do you like math? Does she like English?	Exchanging information about my high school schedule.  Describing a high school day.	Making right decisions about school responsibilities and rights.	<b>5</b>



	<p><u>Future Tense:</u> We are going to make pizza this evening. Are you going to study this weekend?</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><u>Possessive's / s':</u> -Daniel's favorite subject is English. -Ana's favorite teacher is Luis. -My classmates' favorite subject is Spanish.</p> <p><u>Present Continuous:</u> What are you doing now? I'm studying for the math exam. Are you studying science?</p> <p><u>Frequency Adverbs:</u> How often do you read? I usually read at night.</p>	<p>Reporting information about my classmates' school activities.</p> <p><u>Discourse markers:</u> <u>First</u>, we have a science lesson. <u>Then</u>, we go to a language lab. <u>After that</u>, we took a math test. <u>Finally</u>, our class ends at 4:00.</p>	<p><b><u>Sociocultural:</u></b> Respecting his/her school, classmates, and teachers. Willingness to cooperate in teamwork.</p> <p><b><u>Social language samples:</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>	
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	<p><u>Prepositions of time:</u></p> <p>I study in the morning, afternoon, evening. I attend science classes on Monday. I study at noon, night.</p> <p><b><u>Phrasal Verbs:</u></b></p> <p>-attend classes -go to high school -do homework</p> <p style="text-align: center;"><b><u>Vocabulary Themes</u></b></p> <p><b>1- <u>High school. Bring it on!</u></b></p> <p>Hall, playground, gym, sports field, corridor, lab, teacher's lounge, school, school uniforms.</p> <p><b>2- <u>A day in the life of my high school.</u></b></p> <p>Teachers, teaching staff, parents, classmates, librarian, principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers</p>		<p><b><u>Idioms:</u></b></p> <p>To be a copycat. Learn something by heart. Teacher's pet.</p> <p><b><u>Proverbs/quotes:</u></b></p> <p>Tell me and I'll forget. Show me and I may not remember.</p> <p>Involve me, and I'll understand. Unknown author</p>	
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	<p><b>3- <u>What is your next class?</u></b> First, second, last, my first class, What's your schedule? What classes do you have? When do you have lunch? It starts at... What time does it end? What's your favorite class? recess/break time.</p> <p><b>4- <u>High School Through my Friend's Eyes:</u></b> Return to school, visits and exchanges, Parents' Day, sports/dance competitions, English day, matches, festivals, fairs, parades, lessons, games, playtime, school clubs and open house.</p>			
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Level:	Unit 2	Scenario:		Band:
8th	<b>Themes:</b> 1. Fun times: Inside and Out 2. What's your favorite ____? 3. Ready to Play: Tell Me the Rules 4. Up Close and Personal	Let the Good Times Roll!		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.3 recognizes the main idea and two or three specific details.	<b><u>Grammar and sentence frames:</u></b> <u>Verb + ing / infinitive: like / want / would like:</u> I (don't) like going swimming. I (don't) want to play soccer. I would like to go to the match.  <u>Yes/no questions:</u> Do you like playing soccer? Does she like dancing? Would you like to ____?  <u>Information questions:</u> What does she like to do on Sunday? When do you play soccer? What video game would you like to play today?	<b><u>Functions:</u></b> Expressing likes and dislikes regarding entertainment and sports.  Describing different sports, their rules, indoor and outdoor activities.	<b><u>Psycho-social:</u></b> Showing interest in each person's life. Respecting everyone's opinions. Communicating clearly about oneself. Being aware of one's strengths and weaknesses regarding sports and activities.	5
R.4 recognizes most of what occurs in a well-structured short story and the story's main characters				5



	<p><u>Gerunds:</u> Dancing is a great way to keep in shape. Camping on the beach is a wonderful experience.</p> <p><u>Can:</u> Can you play soccer? Yes, I can. Can she swim?</p> <p><u>Can/could:</u> Can you play soccer with me at the weekend? Could you play with me at 3:00 pm? Yes, I can.</p> <p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Fun times: Inside and out.</u></b> Running, walking, cycling, skateboarding, karate, gymnastics, boxing, workout, baseball, soccer, basketball, volleyball</p>	<p>Describing sports' unforgettable experiences.</p> <p><b><u>Discourse markers:</u></b></p> <p>There are certain rules in soccer.</p> <p><u>First</u>, you cannot use your hands.</p> <p><u>Then</u>, you have to kick the ball with your feet.</p> <p><u>After that</u>, the player tries to pass the ball to another player.</p> <p><u>Finally</u>, the winning team is the one that one scores a goal.</p>	<p><b>Sociocultural:</b></p> <p>Identifying people's behavior in different sports contexts.</p> <p>Recognizing importance of sports to have a sense of belonging within a group.</p> <p><b><u>Social language samples:</u></b></p> <p>Shoot some hoops. (play basketball) Hang out (to join somebody to spend time together).</p>	
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	<p><b>2- <u>What's your favorite</u> ?</b> exercise, game, sport, equipment, sailing, kayaking, white water rafting, swimming, snorkeling, surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump push.</p> <p><b>3- <u>Ready to play: Tell me the rules.</u></b> Rules to play sports and video games.</p> <p><b>4- <u>Up close and personal: A day I'll never forget</u></b> Participating in national games and competitions Winning a competition. Winning a game. Participating in a championship. Winning a medal.</p>		<p><b>Idioms:</b> At this stage in the game. Ball is in your court.</p> <p><b>Proverbs/quotes:</b> True enjoyment comes from the activity of the mind and exercise of the body, the two are united. Alexander Von Humboldt.</p>	
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<b>Level:</b>  <b>8th</b>	<b>Unit 3</b>  <b>Themes:</b> <ol style="list-style-type: none"> <li>Let's Celebrate: Holidays with My Family</li> <li>Let's Celebrate: Latin American Holidays and Festivals</li> <li>Let's Celebrate: Holidays and Festivals around the World</li> <li>A Holiday to Remember: One of my favorites</li> </ol>	<b>Scenario:</b>  <b>Something to Celebrate!</b>		<b>Band:</b>  <b>A2</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 discriminates a set of clear-cut instructions (e.g. what to do if you attend a festival or celebration), especially if there are pictures	<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? How do people celebrate Christmas?  <u>Simple past (was, were):</u> Who was at the festival? Were you at the festival? Yes, I was.	<b><u>Functions:</u></b> Describing different ways of celebrating holidays in my family.  Describing what people do to celebrate different holidays in Latin America.	<b><u>Psycho-social:</u></b> Valuing own local cultural identities.  <b><u>Sociocultural:</u></b> Respecting cultural differences.	<b>5</b>
R.3 distinguishes chronological order within special sentence structures	<u>Simple past yes- no and Information questions:</u> What did you do on your last holiday celebration? I gathered with my family. Did you enjoy it? Yes, I did.		Respecting festivals, holidays and traditions of my country and others.	<b>5</b>



	<p><u>Past continuous yes/no and information questions:</u>          What were they doing at the festival?          People were drinking and having fun.          What was she doing?</p> <p><u>Zero conditional:</u>          If you go to a parade, bring comfortable shoes.          If you go to the festival, try new food.          If you go to the carnival, bring your camera</p> <p style="text-align: center;"><b><u>Vocabulary-Themes:</u></b></p> <p><b><u>1- Holidays and Celebrations with my family:</u></b>          Bullfights, live music, folk dancing, carnival with rides, games, parade, concerts, fireworks, ox-cart parade and procession, hand carved masks, traditional costumes rodeo, street fairs, traditional food, beauty contest, live music, and sporting events.</p>	<p>Describing the most important celebrations and festivals all around the world.</p> <p>Describing my favorite holiday celebration or festival.</p> <p><b><u>Discourse markers:</u></b>          Linkers:          sequential past time.          Yesterday we celebrated Independence Day.</p>	<p><b>Social language samples:</b>          “Let’s party tonight!”          “Enjoy the holidays!”          Get together.</p> <p><b>Idioms:</b>          Carnival atmosphere.          Social butterfly.</p> <p><b>Proverbs/quotes:</b>          The more you praise and celebrate your life, the more there is life to celebrate.          Oprah Winfrey.</p>	
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	<p><b>2- <u>Let's celebrate: Latin American holidays:</u></b></p> <p>Party, flatbed trucks, bands, parade of floats, the crowning of Miss Carnaval, African-inspired dances, music, dance, costumes, masks, fireworks, concerts, religious ceremonies, barbecues, traditional dances, and bonfires.</p> <p><b>3- <u>Let's celebrate holidays around the world:</u></b></p> <p>Carnival in Rio de Janeiro, Brazil parade, samba, costumes, dance decorations, Chinese New Year, China, plays, costumes, fireworks. Yi Peng Lantern Festival, Thailand. The Carnival of Venice, Italy.</p> <p>Venetian masks, carnival, theaters troupes. La Tomatina, Throw tomatoes.</p> <p><b>4- <u>A Holiday to Remember: One of my favorites</u></b></p> <p>Christmas, New Year, Easter, Thanksgiving, Halloween.</p>	<p><u>First</u>, we attended a school ceremony and sang the national anthem.</p> <p><u>Then</u>, we went to see the parades.</p> <p><u>After that</u>, we went back home.</p> <p><u>Finally</u>, we went to bed.</p>		
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<b>Level:</b>  <b>8th</b>	<b>Unit 4</b>  <b>Themes:</b> 1. Welcome to My Town 2. Getting what I need at the right place 3. Where is it? 4. How can I get there?	<b>Scenario:</b>  <b>Going Shopping!</b>		<b>Band:</b>  <b>A2</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 discriminates short instructional illustrated through step-by-step visuals (e.g., following simple map directions).	<b><u>Grammar and sentence frames:</u></b> <u>Comparative and superlative:</u> Which store is cheaper ____ or _____? The outlet is cheaper than the shopping mall.  <u>Article a/an/the:</u> There is a bank in front of the park. The Citi Bank is next to the church.	<b><u>Functions:</u></b> Identifying different retail shops and services in my town.  Describing goods and services you can get in different places.	<b><u>Psycho-social:</u></b> Demonstrating interest to take part in simple social interactions when asked.  Valuing making well thought out, effective decisions (ex: where to go in town for a certain item, using a map to get to a destination).	<b>5</b>
	<u>Modals should/shouldn't:</u> You shouldn't shop at that store because it is very expensive. You should compare prices.	Exchanging information for shopping wisely.		



<p>R.3 discriminates directions for getting to a place, using everyday reference materials (e.g., 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> Request the warranty certificate. Don't forget to ask for a receipt.</p> <p><u>Prepositions:</u> Turn to the right and then turn to the left. The supermarket is in front of the bank. There is a bakery behind the mall</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> How much does it cost? How many cookies do you need?</p> <p><u>Demonstrative those/these/that/this</u> How much are these/those shoes? Those are fifteen thousand colones.</p>	<p>Giving directions to get to retail shops and services in town.</p> <p><b><u>Discourse markers:</u></b> Rules to go shopping.</p> <p><u>First</u>, you have to go to the mall. <u>Then</u>, have some food.</p> <p><u>After that</u>, buy a pair of tennis shoes.</p> <p><u>Finally</u>, return home.</p>	<p><b><u>Sociocultural:</u></b> Showing understanding of and supporting local goods and services and other towns.</p> <p><b><u>Social language samples:</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 style="text-align: center;"><b>5</b></p>
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Determiners (any/some): Yes, I have some.

I don't have any.

Count/uncountable noun:

Is there any milk?

How much rice do you need?

### **Vocabulary – Themes**

#### **1- Welcome to my town:**

Appliance stores, bakeries, banks, bus stations, clinics, clothing stores, coffee shops, convenience stores, drugstores, flower shops, etc.

#### **2- Getting what I need in the right place**

Goods: Goods are things that you can keep, eat, or use. They include food, clothing, toys, furniture, toothpaste, games, books, flowers, paint, toys, tools, books, pets, plants, and household goods.



	<p><b>Service:</b> A service is something that someone does for you. Fix cars, get a checkup, get haircuts, mail delivery, clean a messy house, transport people and goods, cut grass and plant flowers and trees, paint buildings, help children learn, and keep neighborhoods safe.</p> <p><b>3- <u>Where is it?</u></b> Right over there, nearby, around the corner, down the street, next to, about five minutes from here, turn left / right, go across, go down, go through, go out of, in front of, opposite, on the corner.</p> <p><b>4- <u>How can I get there?</u></b> Go straight on, when you come to the crossroads, go across the roundabout. Take the first turn/road / Street on your left/right, and go on for about (10 minutes / 200 meters).</p>			
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<b>Level:</b>  <b>8th</b>	<b>Unit 5</b>  <b>Themes:</b> <ol style="list-style-type: none"> <li>1. A Day I'll Never Forget: in my Personal Life</li> <li>2. An Event I'll Never Forget: With My Family</li> <li>3. An Event I'll Never Forget: in Costa Rica</li> <li>4. An Event I'll Never Forget: in the World</li> </ol>	<b>Scenario:</b>  <b>Unforgettable Events</b>		<b>Band:</b>  <b>A2</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 extract main ideas from diagrams, with accompanying texts.	<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.	<b><u>Functions:</u></b>  Identifying a personal, family, national or worldwide event.	<b><u>Psycho-social:</u></b>  Demonstrating openness towards others' experiences. Showing empathy: put	<b>5</b>
R.3 recognizes the main information and a few details in short articles and reports.	A day I' ll never forget in Costa Rica <b>was</b> when <b>we were ___ing</b>  An event I' ll never forget in the world <b>was</b> when I <b>was</b> ____  <u>Phrasal verbs:</u>  The day I first asked my girlfriend out was unforgettable.  When my family's car broke down on the highway, we had a lot of fun waiting for help.	Describing a personal, family, national or worldwide event.	oneself in the shoes of others' and listen to their needs.	<b>5</b>



	<p><u>Adverbial phrases:</u> My trip that night was really memorable. My family was very happy to spend time together when I was young.</p> <p style="text-align: center;"><b><u>Vocabulary - Themes:</u></b></p> <p><b>1- <u>Personal life:</u></b>          Birthday, wedding, my first kiss/boyfriend/girlfriend, my best cell phone, my unforgettable Christmas present</p> <p><b>2- <u>Events with my Family:</u></b>          New Year`s Eve/Day, Family meeting/reunion          Easter vacation/Holy week, soccer game match.</p> <p><b>3- <u>Events in Costa Rica:</u></b>          A new road/bridge/highway Arts Festival, Festival of the Light, National teams, and athletes' participation in worldwide competitions.</p>	<p>Asking and giving information about a personal, family, national or worldwide event.          Sharing information about a personal, family, national or worldwide event.</p> <p><b><u>Discourse markers:</u></b>          Linkers:sequential          past time.          An event I cannot forget is when the national soccer team came back from the World Cup in 2014.</p>	<p><b><u>Sociocultural:</u></b>          Allowing others to express themselves and to decode their emotions.          Showing interest in each person's life and feelings.          Respecting humans rights principles and inclusiveness.</p> <p><b><u>Social language samples:</u></b>          A day I'll never forget.          Remember when.          A blast.          We rocked it.</p>	
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	<p><b>4- <u>Events in the World:</u></b></p> <p>FIFA World Cup, Music Awards, Nobel prize, winner/nominee, world's wonders, high tech invention unforgettable, memorable, impact, influence, effect, bring to mind, take into account, event, occasion, incident, result.</p>	<p><u>First</u>, people from all over the country came 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>Idioms:</u></b></p> <p>Move up in the world.</p> <p>Count your blessings.</p> <p>To tie the knot,</p> <p>Look the other way.</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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<b>Level:</b>  <b>8th</b>	<b>Unit 6</b>  <b>Themes:</b> <ol style="list-style-type: none"> <li>Beautiful Costa Rica</li> <li>Hiking, Biking and Walking Around Costa Rica</li> <li>Traveling Necessities</li> <li>Planning My Perfect Vacation</li> </ol>	<b>Scenario:</b>  <b>Amazing Costa Rica!</b>		<b>Band:</b>  <b>A2</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 distinguishes the most important information in short narratives with some illustrations as support.	<p><b><u>Grammar and sentence frames:</u></b></p> <p>There is/are... There are rivers, volcanoes. The beaches are beautiful.</p> <p><b><u>Present Perfect: Yes/no and Information Questions.</u></b></p> <p>Have you been to Sarapiquí? Where have you been? I've been to...</p>	<p><b><u>Functions:</u></b></p> <p>Identifying tourist attractions in my country.</p> <p>Suggesting places and tourist attractions in Costa Rica.</p>	<p><b><u>Psycho-social:</u></b></p> <p>Appreciating Costa Rica's natural treasures and attractions.</p> <p>Demonstrating responsible actions towards Costa Rica's natural treasures and attractions.</p>	<b>5</b>
	<p><b><u>Future Time: Will / going to</u></b></p> <p>What are you going to do on your next vacation? I am going to visit my relatives. What will you do on the first day of vacation?</p>	<p>Asking and giving information to describe different tourist attractions in Costa Rica.</p>		



<p>R.3 recognizes links and connections between events related to travelling in emails, web chats, postcards, or short letters.</p>	<p><u>Prepositional Phrases (time)</u> I'm going to visit my friends in Limon next week, next month, next year.</p> <p><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><b><u>Vocabulary - Themes</u></b></p> <p><b>1- <u>Beautiful Costa Rica:</u></b> waterfalls, sea, jungles, volcanoes, wildlife, cloud forests, beaches, volcanoes, the countryside, places of worship.</p> <p><b>2- <u>Hiking, Biking and Walking Around Costa Rica:</u></b> Visiting national parks, seeing volcanoes, surfing, watching large crocodiles, getting a tan on beautiful beaches, hiking, camping, bird watching, rafting on rivers, canopy tours, hot springs, scuba diving, sportfishing, kayaking, golfing.</p>	<p>Sequencing a short story expressed in simple sequential events.</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>, find some maps and water.</p>	<p><b><u>Sociocultural:</u></b> Promoting the enjoyment of tourist attractions within an inclusive vision. Respecting others' opinions when giving information about their own tourist attractions.</p> <p><b><u>Social language samples:</u></b> Ecotourism</p> <p><b><u>Idioms:</u></b> Tourist trap Off the beaten path</p>	<p>5</p>
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	<p><b>3- <u>Traveling necessities:</u></b>          What to wear, what to take, what to do. Amphibian hikers, hiking or walking shoes, beach sandals, flip-flops, T-shirts, long-sleeved T-shirts (for sunburn protection, hiking, and fishing), pairs of shorts, swimsuits, sarong, long pants, pairs of underwear, pairs of socks, lightweight jacket, baseball cap, map, guidebook, money belt and passport.</p> <p><b>4- <u>Planning my perfect vacation:</u></b>          shoes, clothes, books, maps, documents, health, first aid kit, what not to bring</p>	<p><u>After that</u>, check all the documents you need.  <u>Finally</u>, get ready to chill out.</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 end.          Unknown Author</p>	
<b>Total</b>				<b>60</b>



Todos los puntos antes mencionados están alineados al [Programa de Estudio de Inglés de III Ciclo de la Educación General Básica y Educación Diversificada](#) aprobado en el año (2016).

A continuación, se visualiza la tabla con los escenarios en el nivel de noveno y la cantidad de ítems por unidad:

<b>9<sup>th</sup> Grade (A2-B1)</b>	<b>No. Items</b>
<b>Unit 1 Scenario:</b> Time to Have Fun!	<b>10</b>
<b>Unit 2 Scenario:</b> Online & Connected	<b>10</b>
<b>Unit 3 Scenario:</b> Lights, Camera & Action	<b>10</b>
<b>Unit 4 Scenario:</b> In the Public Eye	<b>10</b>
<b>Unit 5 Scenario:</b> Unexpected Situations	<b>10</b>
<b>Unit 6 Scenario:</b> Open a Book, Open Your Mind	<b>10</b>
<b>Total</b>	<b>60</b>



Level:	Unit 1	Scenario:		Band:
9th	<b>Themes:</b> 1. Let's Workout, 2. Once Upon a Time I Enjoyed... 3. Try it! 4. The Most Fun I've Ever Had!	Time to Have Fun!		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 extracts the important information in simple, clearly drafted print materials.	<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, probably. Should have, might have, must, have to.  <u>Adverbs of Frequency:</u> Always, hardly ever, never, often, rarely, seldom, sometimes, usually	<b><u>Functions:</u></b> Describing experiences and events related to exercise, sports, and games.  Suggesting people do something for fun.  Describing past experiences and storytelling.	<b><u>Psycho-social:</u></b> Being aware of the importance of healthy leisure times for own body and mind.  <b><u>Sociocultural:</u></b> Willingness to share fun times with others.  Promoting healthy lifestyles for everybody.	5
R.4 extract the main points and supporting details in simple, clearly drafted print materials.		5		



	<p><u>Expressions of frequency:</u></p> <p>Once in a while. Twice in a month. Every now and again</p> <p><u>Comparative and Superlative:</u></p> <p>Smarter/smartest Prettier/the prettiest Most famous the better/ the best</p> <p style="text-align: center;"><b><u>Vocabulary-Themes:</u></b></p> <p><b><u>1- Let's workout:</u></b></p> <p>Pilates, spinning, athletics, do, go, play, tournaments, climbing, camping, skating, walking, hiking, riding, fishing, swimming championships.</p>	<p>and effect, contrast:</p> <p><u>On the other hand,</u> we could go to the movies and have some food.</p> <p><u>However,</u> this depends on the number of books you've read.</p> <p><u>Markers to structure informal spoken discourse:</u></p> <p>Right. Really? Oh, I know. Yes, I suppose so.</p>	<p><b><u>Social language samples:</u></b></p> <p>What's on? It came out last week.</p> <p><b><u>Idioms:</u></b></p> <p>Look like a million dollars.</p> <p><b><u>Proverbs/quotes:</u></b></p> <p>All truly great thoughts are conceived while walking. Friedrich Nietzsche</p>	
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	<p><b>2- <u>Once upon a time, I enjoyed...</u></b></p> <p>Past activities: was, were, began, broke, bought, caught, did, drank, drove, ate, fell, fought, got, went, had, left, lost, met, paid, been, become, begun, broken, brought, built, bought, caught, come, done, drunk, driven, eaten, felt, found, forgiven, frozen, gotten, given, gone, had, heard, hidden, hit, kept.</p> <p><b>3- <u>Try it!</u></b></p> <p>Collecting stamps/ coins, doing magic tricks, taking pictures, chess, exploring, playing instruments, darts, sailing, sunbathing, travelling, gardening.</p> <p><b>4- <u>The most fun I've ever had!</u></b></p> <p>I had the best night ever last weekend! (the best time/party you have ever had) I have been enjoying my time at the party. Have you ever been to Italy?</p>			
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Level:	Unit 2	Scenario:		Band:
9th	<b>Themes:</b> <ol style="list-style-type: none"> <li>1. Yesterday, Today and Future Media</li> <li>2. Virtual Communities and Networks</li> <li>3. New Media and Public Safety</li> <li>4. The Magical World of Apps</li> </ol>	Online & connected		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 discriminates simple instructions with some visual support (e.g., safe use of social networks).	<b><u>Grammar and sentence frames:</u></b> <u>Future Tense Predictions/statements of facts:</u> will, won't. I will use new technologies to be more efficient in the future. I won't depend on technology to survive.  <b><u>Arrangements:</u></b> is going to I'm meeting are visiting.	<b><u>Functions:</u></b> Initiating and closing conversations about today and future media. Expressing opinions about different types of media and the latest apps. Describing experiences regarding virtual communities and networks.	<b><u>Psycho-social:</u></b> Demonstrating self-control and ethical use of social networks. Using conscious, self-affirmative and positive language responsibility. Respecting the intellectual propriety production of others.	5
R.3 distinguishes between factual and fictional text.	<u>Scheduled events:</u> departs/leave/arrive			5



	<p><u>Future Continuous Form:</u> Will be/going to + present participle She will be arriving too late at the conference.</p> <p><u>Intensifiers:</u> too, enough, extremely, especially, exceptionally, fantastically, fully, quiet, terribly, totally, among others.</p> <p><u>Complex Question Tag</u> isn't it? / aren't they? don't you? / Can you? Doesn't he?, Will she?, Won't you?</p> <p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Yesterday, Today, and Future Media</u></b> Educaplay, Google, Maps, Evernote, Edmodo, Kindle, eBooks, Goodreads, Skype, YouTube, WordPress.</p> <p><b>2- <u>Virtual Communities and Networks</u></b> Facebook, Twitter, LinkedIn, Instagram.</p>	<p>Suggesting safe uses of media, virtual communities, and networks.</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 changed the text a little. <u>Finally</u>, he checked it and sent it.</p>	<p><b><u>Sociocultural:</u></b> Willingness to share and work cooperatively in teamwork. Responsibility for sharing personal information and others' information on the Internet. Showing respect for others when using social networks and apps.</p> <p><b><u>Social language samples:</u></b> Keep someone posted. Apps ASAP / BRB</p>	
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	<p><b>3- <u>New Media and Public Safety</u></b>  Tabloid, yellow journalism, print media, media bias sponsor, mainstream, smartphone, tablets, iPad, Newspaper, radio, advertisement, platforms, blog, website, entries, blogosphere, broadcasting.</p> <p><b>4- <u>The Magical World of Apps</u></b>  Use, monthly visitors, compete rank, last updated, number of downloads, opinions WhatsApp, Waze, Line, TripAdvisor, Photo Editors, Dropbox, Bitmoji, Snapchat, Crackle.</p>	<p><u>Connecting words expressing cause and effect, contrast, etc:</u></p> <p>We can use a Power Point presentation.</p> <p><u>On the other hand,</u> we can also watch a new video from YouTube.</p> <p>This program is the best and you can download it for free. <u>However,</u> it depends on the number of megabytes you have in your computer because it is really heavy.</p>	<p>Cutting edge  Leading edge.</p> <p><b><u>Idioms:</u></b>  You rock  Go the extra mile.</p> <p><b><u>Proverbs/quotes:</u></b>  The human spirit must prevail over technology. Albert Einstein</p>	
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<b>Level:</b>  <b>9th</b>	<b>Unit 3</b>  <b>Themes:</b> 1. What's on TV? 2. The Best Show Ever... 3. Through the Lens of the Documentary. 4. Daily News	<b>Scenario:</b>  <b>Lights, Camera &amp; Action</b>		<b>Band:</b>  <b>A2</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.1 identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Simple Present Tense</u></p> <p>The special effects are fantastic/ terrible.</p> <p>The best scene / the worst scene is when...</p> <p>When I see a show about __, I wonder...</p> <p><u>Simple Past Form:</u></p> <p>I saw/watched __.</p> <p>In the movie, there was a ...</p> <p>You did not watch that movie.</p>	<p><b><u>Functions:</u></b></p> <p>Describing what's on TV, favorite TV programs, documentaries and news.</p> <p>Expressing agreement or disagreement with information from documentaries and news.</p>	<p><b><u>Psycho-social:</u></b></p> <p>Demonstrating ethical and moral values when choosing programs for personal enjoyment/ growth.</p> <p>Assuming a critical thinking position towards issues presented in documentaries, TV programs, shows and news.</p>	<b>5</b>
	<p>I thought the film was great/OK/ fantastic...</p> <p>The actors/ costumes /are/ is ...</p> <p><u>Simple Past Tenses</u></p> <p>How was the movie?</p> <p>Did you see the show last night?</p> <p>The documentaries were interesting.</p>			



<p>R.4 discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.</p>	<p><u>Regular Verbs:</u> accept, announce, balance, change, list, among others.</p> <p><u>Irregular Verbs:</u> become, get, learn, make, sell, sit, win, 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 style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>What's on TV?</u></b> comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport, programs, cartoons.</p> <p><b>2- <u>The Best Show Ever...</u></b> prime time, showcase, episode, trailer, full-length film, short-length film, host.</p>	<p>Describing feelings, and emotions about daily news.</p> <p>Initiating, maintaining and closing conversations about TV programs, documentaries and news.</p> <p><b><u>Discourse markers:</u></b> Linkers: sequential past time (later) She saw a documentary and <u>then</u> thought it over for a while.</p>	<p><b><u>Sociocultural:</u></b> Demonstrating respect for other people's preferences in documentaries, TV programs, shows and news.</p> <p><b><u>Social language samples:</u></b> Get the show on the road. Live up to my expectations Mind blowing I give it two thumbs up! Breaking news</p> <p><b><u>Idioms:</u></b> It's a wrap. It's in the can. Come rain or shine.</p>	<p><b>5</b></p>
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	<p><b>3- <u>The World Through the Lens of the Documentary</u></b> film crew, premiere, real-world screenwriter, screenplay, role, supporting actor/cast/ filmmaker, real people, feature films, series, film documentaries, box office, hit, documentaries, voice-overs, narrator, title screens, host, outstanding role models.</p> <p><b>4- <u>Daily News</u></b> Newsreader, journal, press, headlines, to cover a story, to verify, eyewitness reports, breaking news, rolling news.</p>	<p><u>Later</u>, she watched it again, to see if she had missed anything important. <u>After that</u>, she shared the information with her mom. <u>Finally</u>, she wrote a paper about it.</p>	<p><b><u>Proverbs/quotes:</u></b> No news is good news. Italian proverb</p>	
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<b>Level:</b>  <b>9th</b>	<b>Unit 4</b>  <b>Themes:</b> <ol style="list-style-type: none"> <li>1. Success vs. Fame</li> <li>2. National Role Models</li> <li>3. Contributions of Outstanding Figures to Society</li> <li>4. Breaking News: Read All About It</li> </ol>	<b>Scenario:</b>  <b>In the Public Eye!</b>		<b>Band:</b>  <b>B1</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.1 identifies relevant information to draw conclusions.	<p><b><u>Grammar and sentence frames:</u></b></p> <p><u>Past Perfect Form:</u> Subj + had + past participle.</p> <p><u>Example:</u></p> <p>I had been a couch potato for a long time until I was diagnosed with diabetes.</p> <p><u>Third Conditional Form:</u></p> <p>if + past perfect, ...would + have + past participle.</p> <p><u>Example:</u></p> <p>If we had taken a taxi, we wouldn't have missed the plane.</p> <p>She wouldn't have been tired if she had gone to bed earlier.</p> <p><u>Past Participle Verbs:</u></p> <p>loved, admitted, hurried, traveled, spoken, bitten, drunk, eaten, flown.</p>	<p><b><u>Functions:</u></b></p> <p>Describing personal stories of success.</p> <p>Describing achievements and contributions of nationally and internationally outstanding figures.</p>	<p><b><u>Psycho-social:</u></b></p> <p>Adopting a non-judgmental attitude towards others' differences.</p> <p>Demonstrating empathy towards others.</p>	<b>5</b>
R.3 discriminates information in factual texts and simple reports on familiar topics.			<p><b><u>Sociocultural:</u></b></p> <p>Respecting everyone's opinions.</p> <p>Promoting strengths and abilities while working in groups.</p>	<b>5</b>



	<p><u>Past Continuous:</u>  I was watching  She, he, it was doing  They were joking.  Have you been working there?</p> <p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Success and Fame</u></b>  Difference between success and fame, Success in Little things, (personal success stories), Proudest, most difficult to achieve, most useful today.</p> <p><b>2- <u>National Role Models Then-and -Now.</u></b>  Positive role models in sports, music, art, health, and other fields then - and- now, athletics, balance, behavior, discipline, exercise, healthy habits, daily routine, and contributions.</p>	<p>Expressing opinions, agreement, and disagreement about outstanding figures’ positive and questionable actions.</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 the number of books you’ve read.</p>	<p><b><u>Social language samples:</u></b>  Black sheep  In the spotlight  breaking news</p> <p><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> <p><b><u>Proverbs/quotes:</u></b>  “Success is not final; failure is not fatal: it is the courage to continue that count.”  Winston Churchill.</p>	
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	<p><b><u>3- Contributions of Nationally and Internationally Outstanding Figures</u></b></p> <p>The positive effects include setting a good example, living, acting, humanitarian efforts, fighting social injustices, raising money for sick or injured people, supporting relief efforts, contributing financially to hospitals, hosting free events, support philanthropic efforts.</p> <p><b><u>4- Breaking News: Read All About It</u></b></p> <p>Those we admire, recently, - those who inspire us, are good role models - those whose behavior is sometimes brought into question, appearance, treatment, plastic surgery, image, nutrition, popularity, pictures, videos, movies, celebrity breakups, blogs, newspaper, magazine, latest couples, gossip.</p>	<p>Initiating and closing a conversation:</p> <p><u>Initiating:</u> Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p> <p><u>Continuing:</u> Anyway.... So, as I was saying ...</p> <p><u>Closing:</u> It's been nice talking to you. Bye. I'm sorry, I have to go now. I must go See you later.</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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Level:	Unit 5	Scenario:		Band:
9th	<b>Themes:</b> <ol style="list-style-type: none"> <li>Home Emergencies</li> <li>Emergency Traveling Situations</li> <li>Unanticipated Appointments</li> <li>Making a Complaint at a Restaurant</li> </ol>	Unexpected Situations		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 distinguishes main ideas and some key details in texts of various lengths.	<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? What seems to be the problem?	<b><u>Functions:</u></b> Describing a home emergency and unexceptional traveling situation. Requesting unanticipated appointments. Complaining at a restaurant Initiating and closing conversations about unexpected situations.	<b><u>Psycho-social:</u></b> Staying calm in unexpected situations. Making thoughtful decisions when facing unexpected situations.	5
R.3 interprets academic explanations.	<u>Simple present tense:</u> I need to make an appointment. I need to renew my prescription. My child needs to come in for a check-up.  <u>Future Tense: Use of "will and going to":</u> I will buy a ticket for next week. I'm going to look for help at this place. I'm going to find another flight.		<b><u>Sociocultural:</u></b> Demonstrating empathy to others in unexpected situations.	5



	<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 Continuous:</u> I am going to begin by asking you to fill out this form. You won't find a dentist at the weekend. She is going to call 911.</p> <p><u>Present Perfect Continuous:</u> I've been waiting for over 30 minutes, and my meal still hasn't come. I have been on the phone for over 40 minutes waiting for your answer.</p>	<p><b><u>Discourse markers:</u></b> Connecting words expressing cause and effect, contrast:</p> <p><u>On the other hand,</u> we could go to the clinic. <u>However,</u> this depends on the number of passengers.</p> <p>Initiating and closing a conversation:</p> <p><u>Initiating:</u> Can I talk to you for a minute?</p>	<p>Demonstrating an attitude of support and service.</p> <p><b><u>Social language samples:</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 recognize a problem before it becomes an emergency. Unknown Author</p>	
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	<p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Home Emergencies</u></b></p> <p><b>Body parts:</b> head, face, eyes, ear, nose, cheek, mouth, lip, tongue, chin, chest, shoulder, back, elbow, hand, arm.</p> <p><b>Common illnesses and symptoms:</b> headache, earache, stomachache, sore throat, cold, virus, infection, rash sunburn, runny nose, dizzy, nauseous, vomit, bruise, swollen, itchy.</p> <p><b>Medicines:</b> prescription, injection, stitches, aspirin lotion, capsule, pill, ointment antacid, cold tablets, cough syrup.</p> <p><b>2- <u>Emergency Traveling Situations</u></b></p> <p>Stay calm, buying tickets, e-tickets, schedules, box office, announcements, complaints, luggage claim check-in, check-out, deliver, delay, departure, destination, fare, hitchhike, counter, passenger, operator, on foot, waiting room, flat tire, broken bike, lost luggage, delayed flight, flights canceled.</p>	<p>Excuse me, please.</p> <p>Do you have a minute?</p> <p><u>Continuing:</u></p> <p>Anyway....</p> <p>So, as I was saying</p> <p>Okay</p> <p><u>Closing:</u></p> <p>It's been nice talking to you. Bye.</p> <p>I'm sorry, I have to go now.</p> <p>I must go.</p> <p>See you later.</p>	<p>We only have what we give. Isabel Allende</p>	
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	<p><b>3- <u>Unanticipated, Appointments</u></b> Barbershop/ dentist/vet/ beauty parlor /clinic do, doctor, say, dosage, every four hours.</p> <p><b>4- <u>Making a Complaint to a Restaurant</u></b> Complaints: ordering food, making, tip, Café, Snack Bar, Fast Food restaurant, pub, starters/ appetizers, soups, main courses, meat, Fish/Vegetarian, desserts, beverages.</p>			
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Level:	Unit 6	Scenario:		Band:
9th	<b>Themes:</b> 1. Keep it simple 2. Show me: Comic Strips 3. Biographies of Writers 4. The Moral of the Costa Rican Legend is	Open a Book, Open Your Mind		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 recognizes relevant information to draw conclusions.	<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 simple, ...would + infinitive. If I won the lottery, I would buy a big house. She would pass the exam if she ever studied.	<b><u>Functions:</u></b> Expressing ideas and feelings through simple poems. Describing personal comic strips. Describing biographies of national and international writers.  Initiating and closing conversations	<b><u>Psycho-social:</u></b> Appreciating the aesthetic and emotional elements of literature. Perceiving literary texts with a critical eye.  <b><u>Sociocultural:</u></b> Valuing the action of giving and receiving constructive feedback.	5
R.3 discriminates information in factual text and simple reports on familiar topics.				5



	<p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Keep it simple:</u></b>  <b>Haikus/ Limerick:</b> -Haikus Poem, three lines, popular activity, (9th to 12th centuries from Japan)", Haikus masters Basho, Issa, Buson, poets, countryside, nature - Cinquain, a five-line poem, describes a person, place, or thing.</p> <p><b>2- <u>Show me: Comic Strips.</u></b>  computers, writing material, web pages, layout, artist, cartoonist, writer, speech balloon, image, attribute, characteristic, impact, ambition,</p> <p><b>3- <u>Biographies of National and international writers.</u></b>  Nature, house, poets, school, buildings, society, books, lectures, theatres, readings, poems, writing, novel, plot, material, writer, impact, educational institutions, ambition, achievement, diary, influence, life story perspective, theme, setting, protagonist, point of view.</p>	<p>about biographies and Costa Rican legends.</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 the number of books you've read.  Initiating and closing a conversation:</p>	<p>Implementing assertive communication with others.</p> <p><b><u>Social language samples:</u></b>  Book smart vs. street smart</p> <p><b><u>Idioms:</u></b>  Read between the lines  Déjà vu  Silver lining</p>	
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	<p><b>4- <u>The Moral of the Costa Rican legend is...</u></b></p> <p>Legends, culture past, stories moral, The “Cadejos”, La “Segua”, The Oxless Carts, The Souls, The tone of Aserri and The Witch Zarate, Iztaru legend, Witch of Escazu, Legend of Turrialba.</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 I have a question.</p> <p><u>Closing:</u></p> <p>It's been nice talking to you!</p> <p><u>Changing the topic:</u></p> <p>Anyway...</p> <p>By the way,</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. Paul Sweeney</p>	
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		<u>Resuming a conversation</u> Anyway what was I saying? To get back to Anyway, what I was saying. What were we talking about? To get back to what I was saying <u>Continuing</u> <u>So</u> , as I was saying...			
				<b>Total</b>	<b>60</b>