



MINISTERIO DE
EDUCACIÓN PÚBLICA

GOBIERNO
DE COSTA RICA

DGEC
Dirección de Gestión
y Evaluación de la Calidad

Tabla de especificaciones

INGLÉS

**Pruebas del Programa Bachillerato de Educación
Diversificada a Distancia (Prueba 1)**

Rige a partir de la convocatoria 02-2026



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

Este documento es una **guía** para los postulantes al programa de Bachillerato en [Educación Diversificada a Distancia](#) (EDAD).

- **Generalidades** de la prueba de **EDAD 01** (décimo): **60 ítems**, que corresponden únicamente a la competencia lingüística de comprensión escrita (lectura = reading).

Estos ítems están distribuidos en **6 unidades** (*scenarios*), las cuales corresponden solamente al nivel de **décimo** (10°) año de los [Programas de Estudio de Inglés III Ciclo de la Educación General Básica y Educación Diversificada](#) 2016. Los escenarios son situaciones reales que aportan autenticidad a las diferentes tareas, actividades y textos a los que los postulantes están expuestos.

ESCENARIOS (SCENARIOS)

10 th Grade	No. Items
Unit 1. Scenario: Love What We Do	10
Unit 2. Scenario: Stories Come in All Shapes and Sizes	10
Unit 3. Scenario: A World of Differences	10
Unit 4. Scenario: Caution: Fragile World. Handle with care	10
Unit 5. Scenario: High Tech High Touch	10
Unit 6. Scenario: What Comes Next?	10
Total	60



1. **Elementos de la tabla de especificaciones** (distribution of items based on learning and assessment strategies):

- **Level, unit, themes, scenario, band (nivel, unidad, temas, escenario y banda):** al inicio se presenta el nivel (décimo, 10°).
- **Assessment strategy (estrategia de evaluación):** es el conjunto de resultados de aprendizaje que se evaluarán en cada una de las unidades y escenarios. **Solo** se evalúa la competencia de comprensión escrita, específicamente la **lectura** (reading).
- **Learning (saberes):** se divide en tres columnas que indican los tres tipos de saberes, los cuales son desarrollados por los [Programas de Estudio de Inglés III Ciclo de la Educación General Básica y Educación Diversificada](#) 2016 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. Asimismo, se sugiere una lista de vocabulario para cada unidad.
 - ✓ **Learn to do** (aprender a hacer): incluye las funciones del idioma en el discurso oral o en 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 psicosociales (psycho-social) y socioculturales (sociocultural) presentes en los textos. También, se dan ejemplos de expresiones sociolingüísticas de cortesía, frases idiomáticas y expresiones que la persona postulante puede encontrar dentro de un texto.
- **Number of items (número de ítems):** es la cantidad de ítems que conforman la prueba y que corresponden a cada estrategia de evaluación (assessment strategy).



EDAD 01

EDAD 01				
Level:	Unit 1	Scenario:		Band:
10th	Themes: 1. Help wanted, 2. Jobs, 3. Interviewing, 4. Working to Live or Living to Work?	Love What We Do!		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.	<u>Grammar and Sentence Frames</u> <u>Contractions/future tense (will)</u> I'll be a good doctor. I'll work as a volunteer someday. <u>Adverbial phrases of degree, extent, and probability</u> 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	<u>Functions:</u> Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. Expressing opinions about jobs and occupations.	<u>Psycho-social:</u> Being aware of future planning. Willing to face the challenge of getting a job. <u>Sociocultural:</u> Being aware of basic protocols for participating in a job interview.	5
R.4 interprets textbooks or online explanations and examples.	<u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was) - The year before last , my cousins and I spent the summer doing volunteer work in my community. - By the time I was 12 , I dreamed of being an astronaut. <u>Comparative and superlative forms of adverbs</u> -The occupation I like the most . Is playing profesional soccer.	Expressing agreement and disagreement about jobs and occupations. Managing interaction (interrupting, changing topic) in interviews.	Respecting other people's jobs and occupations. Promoting job opportunities for all people.	5



- I enjoyed the job to the **fullest**.
- The ad is offering the **best** job opportunities this year.

Past perfect
- I **had hoped** to become a technician.
- I **had worked during** a summer vacation job at the beach.

Reported speech (range of tenses)
I told my parents that I would become the best lawyer.
My family **told me that** they had a list of 10 more places they want to visit before 2025.
The news **reported that** most jobs require English-speaking applicants.

Wh-questions in the past
Where did you want to work?
What other occupations 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.

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?

Discourse Markers:
Connecting words
expressing:

- cause and effect:
Why? **Because** I had so much fun, I will never forget that day.

For this/that reason _____.

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 Jobs



Vocabulary-Themes

1- 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.

2- Job descriptions

Act, assemble components, bake, construct things, cook, deliver pizza, design buildings, drive a taxi, fly an airplane, grow vegetables, operate equipment, sell cars, translator.

3- Interviewing

Résumé writing (objective, experience, education, references), preparing for the interview (company philosophy, activities, products, competition).

Common questions at an interview (talk about yourself, why you are interested in that? position, knowledge about the company, reasons to leave your last job, experience, strengths, salary range).

4- Working to Live or Living to Work

Reasons, challenges, rewards, stress ...



EDAD 01

EDAD 01				
Level:	Unit 2	Scenario:		Band:
10th	Themes: 1. Tell me a Story 2. Thumbs Up/Thumbs Down 3. The Reviews Are In 4. You Should Read This	Stories Come in All Shapes and Sizes		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 discriminates factual information from texts and simple reports on familiar topics.	<u>Grammar & Sentence Frames</u> 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 _____.	<u>Functions:</u> Describing experiences and events in stories and film reviews. Talking about films and books. Expressing opinions about stories and film reviews. Summarizing stories previously read and film reviews.	<u>Psycho-social:</u> Practicing self-questioning strategies on a text before making decisions. Respecting others' opinions and emotions. <u>Sociocultural:</u> Demonstrating a nonjudgmental position toward others' diverse intercultural skills, beliefs, and values. Willing to share my own contributions in collaborative work respectfully. Being aware of the importance of constructive feedback.	5
R.3 recognizes information from texts of various lengths.	Conditionals, 2nd and 3rd 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 is my favorite.	<u>Discourse Markers:</u> Connecting words analyzing cause and effect, contrast, etc.		5



	<p>Phrases for summarizing</p> <ul style="list-style-type: none"> - There are more similarities than differences. - They are really quite different because... - One of the few similarities/ differences is... <p>Phrases for organizing</p> <ul style="list-style-type: none"> - The most striking/ most obvious/ most important/ most apparent/ only/ main similarity/ difference is... <ul style="list-style-type: none"> - Another/ An additional (subtler) similarity/ difference is... <p>Modals</p> <ul style="list-style-type: none"> - The author might have used fewer characters. - The movie should have had more action. <p>Reported speech (range of tenses)</p> <ul style="list-style-type: none"> - The lead in the movie then said that he would marry. - Social media is reporting that people are making the photo viral. - The reviewer indicated that he didn't like the movie. 	<p>On the other hand, we could stay at home and watch a video.</p> <p>However, this depends on the kind of book.</p> <p>Therefore, it is interesting to watch the new movie.</p>	<p>Social language</p> <p>Sample:</p> <ul style="list-style-type: none"> - Thumbs up (down) <ul style="list-style-type: none"> - Like (e.g. I got three "likes" on my post) <p>Idioms</p> <p>The reviews are in! Make a long story short. Read between the lines.</p> <p>Proverbs/Quotes</p> <p>A picture is worth a thousand words.</p> <ul style="list-style-type: none"> - Unknown Author <p>No man is an island.</p> <ul style="list-style-type: none"> - John Donne. <p>Today a reader, tomorrow a leader.</p> <p>~Margaret Fuller</p>	
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Vocabulary Themes

1- Tell me a Story

Writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger.

2- Thumbs Up/Thumbs Down

Tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summaries, literary analysis, fiction, and nonfiction.

3- The Reviews Are In

Characters, character development, plot, action, exposition, storytelling.

4- You Should Read This

Compose, create, post, and present.
Graphics, illustrations, pictures, photos, line art, images.
Metaphors, comparisons, contrasts, descriptions.



EDAD 01

EDAD 01				
Level:	Unit 3	Scenario:		Band:
10th	Themes: 1. These Are My People 2. Cultures, Subcultures, and Cliques 3. Cultural Norms and Cultural Storms 4. I Am Not My Hair	A World of Differences		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.	<p><u>Grammar & Sentence Frames</u> 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.</p> <p>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.</p> <p>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. All societies have cultural norms Even though norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all.</p>	<p><u>Functions:</u> Describing people and places, feelings, emotions, and attitudes.</p> <p>Expressing opinions, agreement, and disagreement.</p> <p>Managing interaction (resuming or continuing).</p> <p><u>Discourse Markers:</u> Connecting words expressing cause and effect, contrast:</p> <p>On the other hand, we could go to the clinic.</p>	<p><u>Psycho-social:</u> Appreciating and celebrating one's own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age).</p> <p>Valuing and preserving one's own personal/country's cultural identity.</p> <p><u>Sociocultural:</u> Valuing open-minded communication as a strategy for the future understanding.</p> <p>Showing empathy: putting oneself in the shoes of others and listening to their needs.</p>	10



	<p><u>Wh-questions in the present</u> What clique are you part of? What are some cultural norms that Costa Ricans have? What makes a Costa Rican Costa Rican?</p> <p><u>Phrasal verbs</u> When I hang out with people like me, we often talk down to people who do not like us. We don't put up with bullying. I speak up when I hear someone putting another person down.</p> <p><u>Managing interaction and resuming a conversation:</u> Anyway, what was I saying? What were we talking about? To get back to what I was saying.</p> <p><u>Continuing</u> Anyway, So, as I was saying. Okay.</p> <p><u>Expressing agreement/disagreement</u> – I think so too ... – Well, not really... – I'm sorry but I think you're wrong. – I see what you mean, but ... – Yes, I agree. – No, I disagree</p> <p><u>Modals</u> – Cliques are small exclusive groups of people that might choose to separate themselves from others. – Stereotypes may be positive or negative. – Subculture is a group having traits they have to follow that are different from others within the same culture.</p>	<p>However, this depends on the number of passengers.</p> <p>Initiating and closing a conversation: <u>Initiating</u> Can I talk to you for a minute? Excuse me, please. Do you have a minute? <u>Managing interaction or interrupting</u> Sorry to interrupt you, but ... I have a question. Could I interrupt here?</p> <p><u>Closing</u> It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p> <p><u>Changing the topic,</u> Anyway... by the way, there is something else I wanted to tell you...</p>	<p>Adopting a non-judgmental attitude towards others' cultural diversity.</p> <p><u>Social Language</u> <u>Sample:</u></p> <ul style="list-style-type: none"> - Crossing culture - People groups - Ethnic (or cultural) bias <p><u>Idioms:</u> Seek first to understand and then to be understood.</p> <p>To walk a mile in someone's shoes.</p> <p>To see eye to eye.</p> <p>All walks of life</p> <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Diversity is the one true thing we all have in common. Celebrate it every day. -Unknown Author <p>All human beings were born wonderfully different. ~Dr. José Angel Livraga.</p>	
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Vocabulary Themes

1- 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... Stereotypes include Gender, race, Age, Ethnicity, Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, and city of origin.

2- Cultures, Subcultures, and Cliques

Jocks, geeks, nerds, stoners (examples of cliques). Values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers.

3- Cultural Norms and Cultural Storms

Prejudice, racism, cliques, ethnicity, form, peace, sensitive, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical.

4- 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.

Resuming a conversation

Anyway..., anyway, what was I saying?

What were we talking about?

To get back to what I was saying ...

Continuing

Anyway ...

So, as I was saying.

Well ...



EDAD 01

EDAD 01				
Level:	Unit 4	Scenario:		Band:
10th	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?	Caution: Fragile World. Handle with Care		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.3 interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).	<u>Grammar & Sentence Frames</u> 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?	<u>Functions:</u> 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.	<u>Psycho-social:</u> Willingness to put into practice sustainable practices. Analyze, think in a critical and creative way, and make decisions. Find creative solutions and show initiative. Allow others to express themselves and decode their emotions.	10



	<p>Wh-Questions/Yes, no questions Am I Environmentally Friendly?</p> <p>What sustainability practices do you currently use in your house or school?</p> <p>When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much?</p> <p>What should we do to increase awareness about sustainable development practices?</p> <p>Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes?</p> <p>Connectors for Cause and Effect and Phrases for giving Advice Because sustainable farming does not endanger the public health, I recommend you support it.</p> <p>We should practice sustainable animal husbandry and ensure that animals are treated humanely and allowed to engage in their natural behaviors.</p> <p><u>Connecting words for Compare and Contrast</u> 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.</p> <p>Switches from petrol to diesel and fuel-saving technologies have been the main drivers of CO2 emissions; however, we need to do more.</p>	<p><u>Discourse Markers:</u> <u>Connecting words</u> <u>expressing cause</u> <u>and effect, contrast:</u></p> <p>On the other hand, we could take care of the planet.</p> <p>However, this is not everybody's business.</p> <p>Initiating and closing a conversation <u>Initiating</u> Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p> <p>Managing Interaction or Interrupting Sorry to interrupt you, but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p>	<p><u>Sociocultural:</u> Practicing responsible consumption of goods.</p> <p>Valuing collaborative teamwork.</p> <p>Taking sustainable actions to protect the environment.</p> <p>Giving and receiving constructive feedback.</p> <p><u>Social Language</u> <u>Sample:</u> Giving opinions:</p> <ul style="list-style-type: none"> - I agree - I totally agree with you. - Exactly! - I couldn't agree more. - That's true. - You're absolutely right. - I agree with some, but not all, of what you are saying: Perhaps, but ... - That may be the case, however, ... - I disagree - I'm sorry, I can't agree with ... - I'm sorry, but I disagree. - I'm afraid that isn't right - Nonsense! - That makes no sense. 	
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Vocabulary-Themes

1- What Makes Something Sustainable

Sustainability, environmentally friendly, eco-friendly, biodegradable, carbon footprint, energy efficient.

2- Products and Practices around the World

Caution, fragile, sustainable, sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimize, energy consumption, alternative, reduce, reuse, and recycle.

3- Products and Practices in Costa Rica

Locally, pesticides, biodegradable, Styrofoam, toxic, reduction, **carbon dioxide, population, barriers**, natural health, products, printed on recycled paper.

4- Am I Environmentally Friendly?

User-friendly, environmentally friendly, eco-friendly alternatives committed to green choices, going green.

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 ...

Idioms

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



EDAD 01

EDAD 01				
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 (for example, movie reviews, interviews, meeting agendas).	<p><u>Grammar & Sentence Frames</u> 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.</p> <p>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?</p>	<p><u>Functions:</u> Giving directions and advice about useful hot apps.</p> <p>Giving directions and advice about Danger Zones in a Digital World.</p>	<p><u>Psycho-social:</u> Being aware of the ethical responsibility when downloading data from the web.</p> <p>Thinking critically when searching and visiting websites.</p>	5
R.3 interprets clear, simple instructions with some visual support (for example, how to use an app).	<p>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.</p> <p>Imperatives Use a nickname instead of your real name. Check your settings. Delete old accounts. Get anti-virus software. Guard your personal information.</p>	<p>Describing tech tools for positive changes in people's lives.</p> <p>Expressing opinions about how my future is in my hands.</p>	<p><u>Sociocultural:</u> - Practicing e-safety and ethical digital regulations.</p> <p>- Being socially creative and reflectively responsible when interacting with others digitally.</p> <p>- Respecting everyone's opinions.</p>	5



	<p>Sequencing First, go to the App Store. Then, search for the app you want. Next, tap to download. Finally, check the settings.</p> <p>Noun Phrases ___Mary___ needs to know (math, science, logic, etc.) so he/she Can _____. (job function) (software engineers, systems analysts, web developers, graphic designers)</p> <p>First conditional If I were you, I would be aware of (cyberbullying, identity theft, online predators, hacking, copyright infringement, plagiarism)</p> <p style="text-align: center;"><u>Vocabulary-Themes</u></p> <p>1- 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.</p> <p>2- Danger Zones in a Digital World Virus, Spam, risks of the digital world: cyberbullying, identity theft, hacking, copyright infringement, plagiarism.</p> <p>3- Tech Tools for Positive Change Social networks, websites, sites, storyboards, Audacity, Google, Dropbox, YouTube, Prezi, Movie Maker,</p> <p>4- 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.</p>	<p><u>Discourse Markers:</u></p> <p>Connectors (Cause and effect) - 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.</p> <p>- Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason.</p>	<p><u>Social Language example:</u> High tech – Smart phone – Buzzword – Deep dive – Abbreviations: (BTW: By the Way, FYI: For Your Information IMO: In My Opinion, LOL: Laughing Out Loud or /Lots of Laughs)</p> <p><u>Idioms</u> - Going viral - Break new ground. - On the same wavelength. - Pull the plug. - Reinvent the wheel. - Light years ahead - Leading edge - Bells and whistles</p> <p><u>Proverbs/Quotes</u> The future depends on what we do in the present. ~Mahatma Gandhi</p> <p>Social and digital media are bullet trains, and that bullet train is not coming home. -Howard Schultz</p>	
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EDAD 01

EDAD 01				
Level:	Unit 6	Scenario:		Band:
10th	Themes: 1. Pass or Fail? 2. College or Career? 3. Study Here or Abroad? 4. Getting by or getting ahead?	What Comes Next?		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 on familiar topics.	<p><u>Grammar & Sentence Frames</u></p> <p>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.</p> <p>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?</p> <p>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 the year after next year. As for now, I am only focusing my attention on finishing my studies.</p>	<p><u>Functions:</u> Describing feelings, emotions, and attitudes about my goals for passing or failing.</p> <p>Giving advice and suggestions about deciding whether to go to college or pursue a career.</p> <p>Describing experiences, events, and opinions about studying locally or abroad.</p> <p>Starting obligation and necessity of getting by or getting ahead in the future.</p>	<p><u>Psycho-social:</u> Being aware of your own strengths and limitations.</p> <p>Thinking critically about my own future to set my goals.</p> <p>Managing one's own emotions and self-control when interacting with others.</p> <p><u>Sociocultural:</u> Being open to giving and receiving constructive feedback.</p> <p>Showing interest and respect for others' lives and feelings with a non-judgmental attitude.</p>	10



	<p>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.</p> <p>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.</p> <p>If clause We won't be able to get into the university if we don't pass the "bachillerato".</p> <p>If I graduate from high school, I will try to get a job soon.</p> <p>Adjectives I am a critical and business-oriented person. I am math-oriented, so I'd like to study something related to that field.</p> <p>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?</p>	<p>Discourse Markers: Connecting words expressing cause and effect, contrast:</p> <p>On the other hand, I am going to work hard to reach my goals.</p> <p>However, it will take lots of effort and sacrifices.</p> <p>Initiating and closing a conversation Initiating Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p> <p>Managing interaction interruption. Sorry to interrupt you, but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p>	<p>Social Language Sample: -A bright future -The near future -For the time being in the near future ... -Getting by/getting ahead.</p> <p>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 best.</p> <p>Proverbs / Quotes If you want to achieve greatness, stop asking for permission. - Unknown Author</p> <p>I've learned that making a 'living' is not the same thing as 'making a life'. - Maya Angelou</p>	
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	<p style="text-align: center;"><u>Vocabulary-Themes</u></p> <p>1- <u>Pass or fail?</u> Success, failure, choice, passing, fail.</p> <p>2- <u>College or Career?</u> College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent.</p> <p>3- <u>Study Here or Abroad?</u> Exchange program, academics, choice, decision making, goals.</p> <p>4- <u>Getting By or Getting Ahead?</u> Short- and long-term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible, goal-oriented (business-; math-; music, etc.)</p>	<p>Changing the topic Anyway, ... by the way, there's something else I wanted to tell you ...</p> <p>Resuming a conversation, Anyway, what was I saying?</p> <p>What were we talking about?</p> <p>To get back to what I was saying.</p> <p>Continuing Anyway.... So, as I was saying, well.</p>		
Total				60