



Tabla de Especificaciones III Ciclo (Sétimo-Octavo-Noveno)



Rige a partir de la convocatoria 01-2024

Presentación

Este documento está elaborado con base en el [Programa de Estudio de Inglés de Tercer Ciclo de la Educación General Básica y Educación Diversificada](#) vigente del Ministerio de Educación Pública. El cual contiene la tabla de especificaciones para el nivel de sétimo.

Orientaciones sobre la prueba:

1. Generalidades.

La prueba consta de [55 ítems](#) los cuales corresponden únicamente a la competencia lingüística de comprensión escrita (lectura/reading) para el nivel de sétimo. Los ítems incluyen las 6 unidades 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, el nivel de sétimo (7°) 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).
- ✓ **Learnings (Saberes), learn to know (Aprender a saber) Grammar / Vocabulary, learn to do (Aprender a hacer) Functions y learn to be and live in 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 se evaluará en la prueba correspondiente, los cuales corresponde 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](#) vigente.

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

7th Grade (A1)	No. Ítems
Unit 1 Scenario: Here I Am!	8
Unit 2 Scenario: Enjoying Life	8
Unit 3 Scenario: Getting Back to Nature	12
Unit 4 Scenario: Checking Things off a Shopping List	9
Unit 5 Scenario: Let's Celebrate Costa Rican Culture!	9
Unit 6 Scenario: Getting from Here to There	9
Total	55

Level: 7th	Unit 1	Scenario: Here I am!		Band: A1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
R.1. identifies brief, simple instructions if encountered in similar form.	<u>Grammar and sentence frames:</u> <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 pronouns:</u> This is ..., That is ..., These are ...	Functions Greetings and saying goodbye.	<u>Psycho-social:</u> Respecting opinions, linguistic skills, and abilities of classmates.	4
R.3. recognizes some expressions and the main information about text (heard or read) with instructional support.	This is ..., That is ..., These are ... <u>Possessive 's:</u> My mother's name is <u>Verb to be + adjective:</u> I am handsome. She is intelligent. They are selfish. <u>Intensifiers:</u> very, really, super. Vocabulary: <u>Hello, Hi there, Hey- Bye:</u>	Giving personal information about me and my family members. Discourse markers: and, but, because	Using positive communication skills. <u>Sociocultural:</u> Showing interest in each peer's and family's lives and feelings. Respecting human rights principles and inclusiveness.	4



	<p>Hi, hi there, Hey, Hello, good morning /afternoon / evening. <u>Building Community</u> 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. <u>Let's Get Personal:</u> 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. <u>Meet my Family:</u> Family members such as mother, father, siblings, cousin, father-in- law,</p>		<p>Using formal and informal language when addressing people of different ages and contexts <u>Social language</u> <u>samples:</u> Hey, howdy, so far, so good, hey buddy, hey guys, hey dude. <u>Idioms:</u> Feeling Ok, I'm cool, What's new? <u>Proverbs/quotes:</u> A friend in need is a friend indeed.</p>	
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Level: 7th	Unit 2	Scenario: Enjoying Life		Band: A1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
R.2. recognizes the main information on posters, brochures, signs, and invitations.	<p>Themes: 1. My Daily Routine, 2. Eating Habits, 3. Hanging out, 4. Things I Like to Do</p> <p>Grammar and sentence frames: <u>Adverbs of frequency:</u> Always, sometimes never <u>Wh questions:</u> What's your daily routine? <u>Present tense:</u> Subject + verb + complement I watch TV in the afternoon.</p>	<p>Functions Identifying daily routines. Telling likes and dislikes about eating habits, routines, and food.</p>	<p>Psycho-social: Living safely by practicing healthy routines. Being disciplined with eating times. Loving myself by taking care of my body.</p>	4
R.3. distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form.	<p>Vocabulary: <u>My Daily Routine</u> 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. <u>Eating habits</u> Healthy Food: fruit, vegetables, meats, typical food Junk Food: fast food Eating schedule</p>	<p>Discourse markers: and, but, because Describing things, I like to do. Describing ways of hanging out.</p>	<p>Use assertive communication skills when interacting with others.</p>	4



	<p>Drinking water</p> <p><u>Hanging out:</u></p> <p>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 sleep over, to watch a DVD (movie), to go to the cinema.</p> <p><u>Things I like to do:</u></p> <p>I love reading.</p> <p>I'm interested in computers.</p> <p>I'm fond of traveling.</p> <p>Numbers (1-59)</p>		<p><u>Sociocultural:</u></p> <p>Ways of entertainment according to or based on contexts, eating habits and table manners.</p> <p><u>Social language samples:</u></p> <p>I love (as in "I love coffee", "I love going to the movies".)</p> <p><u>Idioms:</u></p> <p>With bells on, Chill out, Hang out.</p>	
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Level: 7th	Unit 3 Themes: 1. Natural Wonders in My Backyard, 2. Marvels in Costa Rica, 3. A World of Wonders, 4. Where can I go next?	Scenario: Getting back to nature		Band: A1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
R.2 identifies key words related to nature in texts	<u>Grammar and sentence frames:</u> <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. <u>Wh questions:</u> What are some natural things in your home/country? What examples of natural beauty are there in ...? <u>Vocabulary:</u> <u>Natural Wonders in My Backyard:</u> nature, living, non-living things, trees, plants, rivers, lakes, mountains, flowers, bugs, rocks, flora, fauna, hot springs, volcanoes, etc. <u>Marvels in Costa Rica:</u> Costa Rica Natural Marvels,	<u>Functions</u> Identifying natural elements in my community. Giving information about marvels in CR natural beauty. Telling about natural world wonders. Describing where I can go to enjoy natural beauties. <u>Discourse markers:</u> Connecting words: and, but, because.	<u>Psycho-social:</u> Being aware and committed to protecting the environment. Appreciating natural wonders. <u>Sociocultural:</u> Promoting the enjoyment of natural wonders for all. <u>Social language samples:</u> <u>Idioms:</u> Getting back to nature	4
R.3 recognizes main ideas in texts.				4
R.4 recognizes specific details in texts accompanied by illustrations.				4



	<p>National Parks, Biological, Reserves caves, beaches volcanoes, lake, rivers, mountains, cloud/rain/dry forest.</p> <p><u>World Natural Wonders:</u></p> <p>Mount Everest, Harbor-Rio de Janeiro, Great Barrier Reef, Victoria</p> <p>Falls, Paricutin Volcano, Grand Canyon, Aurora Borealis.</p> <p><u>Where can I go next?</u></p> <p>Traveling, I can go to ___ because, Zoo, animals, ocean, beach, river, fishing, soccer field, playing, mountain, hiking, rainforest, zip-lining.</p>		<p>A breath of fresh air In deep water</p> <p><u>Proverbs/quotes:</u></p> <p>Let's save our planet. Stop and smell the roses.</p> <p>When it rains, it pours.</p>	
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Level: 7th	Unit 4	Scenario: Checking things off a shopping list		Band: A1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
R.2 identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.	<u>Grammar and sentence frames:</u> <u>Simple present:</u> I need to buy Do you have any? <u>Wh questions and other:</u> Where can I buy the vegetables? <u>Modals:</u> Can you do a price check for me?	Functions Listing products needed at home. Identifying products at a grocery and clothing stores. Describing products needed	<u>Psycho-social:</u> Being flexible and open to changes. Making informed decisions Communicating with the person respectfully.	4
R.4 distinguishes information on posters, adverts, catalogues and everyday signs and short texts.	<u>Countable and uncountable nouns:</u> She has eight oranges in her fridge. How much money do you have? <u>Past tense:</u> After the meal, we went to a club. It was very expensive. Where did you buy this watch? <u>Vocabulary:</u> <u>My Family's Grocery List:</u> Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables.	Buying groceries/ clothing wisely. <u>Discourse markers:</u> and, but, because	<u>Sociocultural:</u> Asking for bargains to save money. <u>Social Language</u> <u>Samples:</u> Running errands	5



	<p><u>Going Shopping:</u></p> <p>Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane.</p> <p><u>Does This Fit Me?</u></p> <p>Clothes: 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>Sizes: extra small, small, medium, large, and extra-large.</p> <p>Colors: blue, green orange, red, pink, purple, brown, black, white.</p> <p>Materials: leather, silk, cotton.</p> <p>Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable.</p> <p><u>How Much Does It Cost?</u></p> <p>I'm sorry, I don't have any small change. Do you have a change for 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>		<p>Shop around Shoplifting</p> <p><u>Idioms:</u></p> <p>A penny saved is a penny earned. Saving for a rainy day.</p> <p><u>Proverbs/quotes:</u></p> <p>Every shop has its trick. Italian proverb.</p>	
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Level: 7th	Unit 5		Scenario: ¡Let's celebrate Costa Rican Culture!		Band: A1
Assessment strategy	Learn to know		Learn to do	Learn to be and Live in Community	Number of items
R.2 recognizes vocabulary and important information on basic promotional materials. (e.g. date, place and activities, on poster).	<p><u>Grammar and sentence frames:</u></p> <p><u>Preposition of time:</u> Costa Rica celebrates Mother's Day on At Christmas time, I ...</p> <p><u>Past time of to be:</u> Last Christmas I was at my grandma's house.</p> <p><u>Wh questions:</u> When do you celebrate?</p>		<p>Functions</p> <p>Listing family gatherings.</p> <p>Asking and giving information about family gatherings.</p>	<p><u>Psycho-social:</u></p> <p>Strengthen the value of belonging to my family /community.</p> <p>Showing respect for my family celebrations.</p>	4
R.3 discriminates straightforward information, words, and expressions on Costa Rican culture.	<p>What do you do on? Mother's Day? What do you celebrate in your community?</p> <p><u>Vocabulary:</u></p> <p><u>Family gatherings:</u> birthday parties, anniversary, parties, weddings, baby showers, graduation, family reunions.</p> <p><u>Community celebrations:</u></p>		<p>Telling about community celebrations.</p> <p>Describing national holidays and celebrations in Costa Rica.</p>	<p>Respecting my own emotional expressions and sense of belonging.</p> <p><u>Sociocultural:</u> Respecting other families/ Costa</p>	5



	<p>Community Day, Community traditions Patron Saint Day, <u>Costa Rican communities:</u> “Guanacastequedad” Week, Virgen del Mar Day, “Diablitos” celebration <u>Costa Rican National Holidays:</u> 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><u>Discourse markers:</u> Connecting words: and, but, because.</p>	<p>Rican communities’ celebrations. Reinforcing Costa Rica’s identity by collaborating and /on participating in the celebrations. <u>Social language samples:</u> A day off <u>Idioms:</u> It’s the thought that counts. Eat, drink, and be merry. Trim the tree. <u>Proverbs/quotes:</u> Before you judge someone, walk a mile in his shoes.</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 Community	Number of items
R.3 recognizes familiar names of places, goods and services in short and simple texts.	<u>Grammar and sentence frames:</u> <u>Future: going to:</u> We are going to Manuel Antonio National Park. Are you going to visit Poás Volcano? <u>Wh questions:</u> Where is the post office? Are we on the right road?	Functions Identifying places and buildings. Locating places and buildings.	<u>Psycho-social:</u> Being flexible and open to changes when traveling. Analyzing and making decisions.	4
R.4 recognizes main ideas of text when accompanied by illustrations.	How far is it? <u>Prepositions of place:</u> In / on / next to / near / between / in front of / opposite to / behind. <u>Prepositions of time:</u> In / on / at. <u>Determiners:</u> There is / There are ... <u>Imperatives:</u> Go down, Go straight, Follow the signs, Turn left	<u>Discourse markers:</u> Connecting words: and, but, because. Giving directions. Describing ways to move around. Understanding and using travel fares	Communicating clearly, concisely, and responsibly, with respect for the person addressed. Enjoying traveling.	5



	<p><u>Present tense:</u> (S + V + C) I go to the beach.</p> <p><u>Vocabulary:</u> <u>Knowing where I want to go:</u> 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><u>Knowing where it is:</u> There is / There are in, on, next to, near, between, in front of, opposite of, behind,</p> <p><u>Knowing how to get there:</u> Where is the post office? Are we on the right road? How can I get to ___? It's on 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><u>Knowing what I need and when:</u></p>	<p>and hotel registrations.</p>	<p><u>Sociocultural:</u> Respecting, appreciating and being aware of his /her community, region, country, and world travelling opportunities.</p> <p><u>Social language samples:</u> Straight to the point Clueless Directionally challenged</p> <p><u>Idioms:</u> Itchy feet Hit the road</p>	
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MINISTERIO DE EDUCACION PÚBLICA
DIRECCIÓN DE GESTION Y EVALUACIÓN DE LA CALIDAD
DEPARTAMENTO DE EVALUACIÓN ACADÉMICA Y CERTIFICACIÓN

	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				
				Total	55



Documento elaborado en la [Dirección de Gestión y Evaluación de la Calidad](#), con la colaboración de la Asesoría nacional de inglés del Departamento de III Ciclo y Educación Diversificada de la Dirección de Desarrollo Curricular del Ministerio de Educación Pública.

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Rige a partir de la convocatoria 01-2024

Presentación

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Orientaciones sobre la prueba:

1. Generalidades.

La prueba consta de **55 ítems** los cuales corresponden únicamente a la competencia lingüística de comprensión escrita (lectura/reading) para el nivel de sétimo. Los ítems incluyen las 6 unidades 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, el nivel de octavo (8°) 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).
- ✓ **Learnings (Saberes), learn to know** (Aprender a saber) **Grammar / Vocabulary, learn to do** (Aprender a hacer) **Functions** y **learn to be and live in 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 se evaluará en la prueba correspondiente, los cuales corresponde 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](#) vigente.

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

8th Grade (A2)	No. Ítems
Unit 1 Scenario: My High School... Our Place	9
Unit 2 Scenario: Let the Good Times Roll	9
Unit 3 Scenario: Something to Celebrate!	9
Unit 4 Scenario: Going Shopping!	9
Unit 5 Scenario: Unforgettable Events	9
Unit 6 Scenario: Amazing Costa Rica	10
Total	55

Level: 8th	Unit 1 Themes: 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.	Scenario: My High School... Our Place.		Band: A2
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. discriminates important information in simple texts.	<u>Grammar and sentence frames:</u> <u>Subject pronouns:</u> I study every day. They attend classes on Saturday. <u>Simple present:</u> I start classes at 7:00 a.m. I don't have classes on Friday afternoon. <u>Simple present: questions:</u> Do you like math? Does she like English? <u>Future Tense:</u> We are going to make pizza this evening.	<u>Functions:</u> Naming school activities. Exchanging information about my high school schedule. Describing a high school day.	<u>Psycho-social:</u> Discovering my strengths and areas for improvement. Making right decisions about school responsibilities and rights.	4
2. extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).	<u>Information questions:</u> What classes do you have in the morning? When do you have English classes? <u>Possessive adjectives:</u> My favorite subject is English. His favorite teacher is Juan. <u>Possessives 's / s':</u> Daniel's favorite subject is English. - Ana's favorite teacher is Luis. <u>Present Continuous:</u> What are you doing now?	Reporting information about my classmates' school activities. <u>Discourse markers:</u> First, we	<u>Sociocultural:</u> Respecting his/her school, classmates, and teachers. Willingness to cooperate in teamwork.	5



	<p>I'm studying for the math exam.</p> <p><u>Frequency Adverbs</u>: How often do you read? I usually read at night.</p> <p><u>Prepositions of time</u>: I study in the morning, afternoon, evening. I attend science classes on Monday.</p> <p><u>Vocabulary</u>: <u>High school. Bring it on!</u> Hall, playground, gym, sports field, corridor, lab, teacher's lounge, school, school uniforms.</p> <p><u>A day in the life of my high school.</u> Teachers, teaching staff, parents, classmates, librarian, principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers</p> <p><u>What is your next class?</u> 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 <u>High School Through my Friend's Eyes</u>: 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>	<p>have a science lesson. <u>Then</u>, we go to a language lab. <u>After that</u>, we take a math test. <u>Finally</u>, our class ends at 4:00.</p>	<p><u>Social language samples</u>: Cut class: to not attend classes. Pull an all-nighter: to stay up very late studying. Pop quiz: an announced quiz (very common in the US). Straight A's: perfect grades.</p> <p><u>Idioms</u>: To be a copycat. Learn something by heart. Teacher's pet.</p> <p><u>Proverbs/quotes</u>: Tell me and I'll forget. Show me and I may not remember. Involve me, and I'll understand. Unknown author</p>	
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Level: 8th	Unit 2 Themes: 1. Fun times: Inside and Out 2. What's your favorite ____? 3. Ready to Play: Tell Me the Rules 4. Up Close and Personal	Scenario: Let the Good Times Roll!		Band: A2
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. discriminates some key terminology from subject areas (e.g., labels on sports equipment).	<p><u>Grammar and sentence frames:</u></p> <p><u>Verb + ing / infinitive:</u> like / want / would like: I (don't) like going swimming. I (don't) want to play soccer.</p> <p><u>Yes/no questions:</u> Do you like playing soccer? Does she like dancing?</p>	<p><u>Functions:</u></p> <p>Expressing likes and dislikes regarding entertainment and sports.</p>	<p><u>Psycho-social:</u></p> <p>Showing interest in each person's life. Respecting everyone's opinions. Communicating clearly about oneself.</p>	4
2. recognizes the main idea and two or three specific details.	<p><u>Information questions:</u> What does she like to do on Saturday? When do you play soccer? What video game would you like to play today?</p> <p>Gerunds: Dancing is a great way to keep in shape.</p> <p>Can: Can you play soccer? Yes, I can. Can she swim?</p> <p>Can/could:</p>	<p>Describing different sports, their rules, indoor and outdoor activities.</p> <p>Describing sports unforgettable experiences.</p>	<p>Being aware of one's strengths and weaknesses regarding sports and activities.</p> <p><u>Sociocultural:</u> Identifying people's behavior in different sports contexts. Recognizing importance of sports to have a</p>	5



	<p>Can you play soccer with me on the weekend?</p> <p>Vocabulary:</p> <p>Fun times: Inside and out. / What´s your favorite?</p> <p>Running, walking, cycling, skate-boarding, karate, gymnastics, boxing, workout, baseball, soccer, basketball, volleyball, sports, equipment, sailing, kayaking, white water rafting, swimming, snorkeling, surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump push, exercise, games.</p> <p>Ready to play: Tell me the rules. Rules to play sports and videogames. Up close and personal: A Day I´ll never forget Participating at national games and competitions Winning a competition.</p> <p>Winning a game Participating at a championship</p> <p>Winning a medal</p>	<p>Discourse markers: There are certain rules in soccer. <u>First</u>, you cannot use your hands. <u>Then</u>, you have to kick the ball with your feet. <u>After that</u>, the player tries to pass the ball to another player. <u>Finally</u>, the winning team is the one that one scores a goal.</p>	<p>sense of belonging within a group.</p> <p>Social language samples:</p> <p>Shoot some hoops. (play basketball)</p> <p>Hang out (to join somebody to spend time together).</p> <p>Idioms:</p> <p>At this stage in the game.</p> <p>Ball is in your court.</p> <p>Proverbs/quotes:</p> <p>True enjoyment comes from activity of the mind and exercise of the body, the two are united. Alexander Von Humboldt.</p>	
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Level: 8th	Unit 3	Scenario: Something to Celebrate!		Band: A2
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. discriminates a set of clear-cut instructions (e.g. what to do if you attend a festival or celebration), especially if there are pictures	<u>Grammar and sentence frames:</u> <u>Simple present information / yes-no questions:</u> People gather to celebrate. Do you like Easter week? <u>Simple past (was, were):</u> Who was at the festival? Were you at the festival?	<u>Functions:</u> Describing different ways of celebrating holidays in my family.	<u>Psycho-social:</u> Valuing own local cultural identities. <u>Sociocultural:</u> Respecting cultural differences.	4
2. distinguishes chronological order within special sentence structures	<u>Simple past yes- no and Information questions:</u> What did you do on your last holiday? <u>Past continuous yes/no and information questions:</u> What were they doing in the festival? People were drinking and having fun. <u>Zero conditional:</u> If you go to a parade, bring comfortable shoes. <u>Vocabulary:</u> <u>Holidays and</u>	Describing what people do to celebrate different holidays in Latin America. Describing the most important celebrations and	Respecting festivals, holidays and traditions of my country and others. <u>Social language samples:</u> “Let’s party tonight!”	5



	<p><u>Celebrations with my family:</u> 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><u>Let's celebrate: Latin American holidays:</u> Party, flatbed trucks, bands, parade of floats, the crowning of Miss Carnival, African-inspired dances, music, dance, costumes, masks, fireworks, concerts, religious ceremonies, barbecues, traditional dances, and bonfires. <u>Let's celebrate holidays around the world:</u> Carnival in Rio de Janeiro, Brazil parade, samba, costumes, dance decorations, Chinese New Year, China, play, costumes, fireworks.</p> <p>Yi Peng Lantern</p> <p>Festival, Thailand.</p> <p>The Carnival of Venice, Italy.</p> <p>Venetian masks, carnival, theaters troupes. La Tomatina, Throw tomatoes, Christmas, New Year, Easter, Thanksgiving, Halloween.</p>	<p>festivals all around the world.</p> <p>Describing my favorite holiday celebration or festival.</p> <p><u>Discourse markers:</u></p> <p>Linkers: sequential past time.</p> <p>Yesterday we celebrated Independence Day.</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>	<p>"Enjoy the holidays!" Get together.</p> <p>Idioms:</p> <p>Carnival atmosphere.</p> <p>Social butterfly.</p> <p>Proverbs/quotes:</p> <p>The more you praise and celebrate your life, the more there is life to celebrate.</p> <p>Oprah Winfrey.</p>	
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Level: 8th	Unit 4 Themes: 1. Welcome to My Town 2. Getting what I need at the right place 3. Where is it? 4. How can I get there?	Scenario: Going Shopping!		Band: A2
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. discriminates short instructional illustrated through step-by-step visuals (e.g., following simple map directions).	<p><u>Grammar and sentence frames:</u></p> <p><u>Comparative and superlative:</u> The outlet is cheaper than the shopping mall.</p> <p><u>Article a/an/the:</u> There is a bank in front of the bank.</p> <p><u>Modals should/shouldn't:</u> You shouldn't shop at that store because it is very expensive.</p> <p><u>Modal have to:</u> When you go shopping you have to look for the best price.</p> <p><u>Imperatives +/-:</u> Don't forget to ask for a receipt.</p> <p><u>Prepositions:</u> Turn to the right and then turn to the left.</p>	<p><u>Functions:</u></p> <p>Identifying different retail shops and services in my town.</p> <p>Describing goods and services you can get in different places.</p>	<p><u>Psycho-social:</u></p> <p>Demonstrating interest to take part in simple social interactions when asked.</p> <p>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).</p>	4
2. discriminates directions for getting to a place, using everyday reference materials (e.g., advertising material,	<p><u>There is-are/ is-are there:</u> There is a supermarket next to the bank.</p> <p>There are two stores in front of the church.</p> <p><u>How much /how many:</u> How many cookies do you need?</p>	<p>Exchanging information for shopping wisely.</p> <p>Giving directions to get to retail shops</p>	<p><u>Sociocultural:</u></p>	5



<p>city maps and GPS gadgets).</p>	<p><u>Demonstrative those/these/that/this</u> How much are these/those shoes? <u>Determiners (any/some):</u> Yes, I have some. I don't have any. <u>Count/uncountable noun:</u> Is there any milk? How much rice do you need? <u>Vocabulary:</u> <u>Welcome to my town:</u> Appliance store, bakery, bank, bus station, clinic, clothing store, coffee shop, convenience store, drugstore, flower shop, etc. <u>Getting what I need at the right place</u> Goods: Goods are things that you can keep, eat, or use. Food, clothing, toys, furniture, toothpaste, game, book, flower, paint, toys, tools, books, pets, plants, household goods. Service: 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 plants flowers, trees, paint buildings, help children learn, keeps neighborhoods safe. <u>Where is it?</u> 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>and services in town. <u>Discourse markers:</u> Rules to go shopping. <u>First</u>, you have to go to the mall. <u>Then</u>, have some food. <u>After that</u>, buy a pair of tennis shoes. <u>Finally</u>, return home.</p>	<p>Showing understanding of and supporting local goods and services and other towns. <u>Social language samples:</u> Shopping mall. I'm just looking. <u>Idioms:</u> Burn a hole in my pocket. Window shopping. <u>Proverbs/quotes:</u> You are not what you have.</p>	
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	<p><u>How can I get there?</u> Go straight on, when you come to the crossroads., go across the roundabout, Take the first turn / road / Street on your left / right, Go on for about (10 minutes / 200 meters).</p>			
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Level: 8th	Unit 5 Themes: 1. A Day I'll Never Forget: in my Personal Life 2. An Event I'll Never Forget: with my Family 3. An Event I'll Never Forget: in Costa Rica 4. An Event I'll Never Forget: in the World	Scenario: Unforgettable Events		Band: A2
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. extracts main ideas from diagrams, with accompanying texts.	<p><u>Grammar and sentence frames:</u> <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.</p>	<p><u>Functions:</u> Identifying a personal, family, national or worldwide event.</p>	<p><u>Psycho-social:</u> Demonstrating openness towards others' experiences.</p>	4
2. recognizes the main information and a few details in short articles and reports.	<p><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. <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>Describing a personal, family, national or worldwide event. Asking and giving information about a personal, family, national or worldwide event.</p>	<p><u>Sociocultural:</u> Allowing others to express themselves and to decode their emotions. Showing interest in each person's life and feelings.</p>	5



	<p><u>Vocabulary:</u></p> <p><u>Personal life:</u> Birthday, wedding, my first kiss/boyfriend/ girlfriend, my best cell phone, my unforgettable Christmas present</p> <p><u>Events with my Family:</u> New Year`s Eve/Day, Family meeting/reunion Easter vacation/Holy week, soccer game match.</p> <p><u>Events in Costa Rica:</u> A new road/ bridge / highway Arts Festival, Festival of the Light, National teams, and athletes` participation in worldwide competitions. <u>Events in the World:</u> 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>Sharing information about a personal, family, national or worldwide event.</p> <p><u>Discourse markers:</u></p> <p>Linkers: sequential past time.</p> <p>An event I cannot forget is when the national soccer team came back from the World Cup in 2014.</p> <p><u>First</u>, people from all over the country came to Paseo Colon wearing red shirts. <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</p>	<p>Respecting human rights principles and inclusiveness.</p> <p><u>Social language samples:</u></p> <p>A day I`ll never forget.</p> <p>Remember when.</p> <p>A blast</p> <p>We rocked it.</p> <p><u>Idioms:</u></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><u>Proverbs/quotes:</u></p> <p>Two heads are better than one.</p> <p>It`s never over till it`s over.</p>	
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		<p>of the streets waiting to see the soccer players. <i>Finally</i>, the players celebrated with Costa Ricans for many hours.</p>		
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Level: 8th	Unit 6 Themes: 1. Beautiful Costa Rica 2. Hiking, Biking and Walking Around Costa Rica 3. Traveling Necessities 4. Planning My Perfect Vacation	Scenario: Amazing Costa Rica!		Band: A2
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. distinguishes the most important information in short narratives with some illustrations as support.	<u>Grammar and sentence frames:</u> <u>There is/are</u> There are rivers, volcanoes, etc. The beaches are beautiful. <u>Present Perfect:</u> <u>Yes/no and</u> <u>Information Questions.</u> Have you been to Sarapiquí? Where have you been? I've been to... <u>Future Time: Will / going to</u> What are you going to do on your next vacation? I am going to visit my relatives. <u>Prepositional</u> <u>Phrases (time)</u> I'm going to visit my friends in Limon next week. <u>First Conditional</u> If I visit Guanacaste, I will go to the beach.	<u>Functions:</u> Identifying tourist attractions in my country. Suggesting places and tourist attractions in Costa Rica. Asking and giving information to describe different tourist attractions in Costa Rica. Sequencing a short story expressed in	<u>Psycho-social:</u> Appreciating Costa Rica's natural treasures and attractions. Demonstrating responsible actions towards Costa Rica's natural treasures and attractions.	5
2. recognizes links and connections between events related to travelling in emails, web chats, postcards, or short letters.	(This cell is shared with the previous row and contains the same content)	(This cell is shared with the previous row and contains the same content)	<u>Sociocultural:</u> Promoting the enjoyment of tourist attractions within an inclusive vision.	5



	<p><u>Vocabulary:</u></p> <p><u>Beautiful Costa Rica:</u> waterfalls, sea, jungles, volcanoes, wildlife, cloud forests, beaches, volcanoes, the countryside, places of worship.</p> <p><u>Hiking, Biking and Walking Around Costa Rica:</u> 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><u>Traveling necessities:</u> <u>What to wear, what to take, what to do.</u></p> <p>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><u>Planning my perfect vacation:</u> shoes, clothes, books, maps, documents, health, first aid kit</p>	<p>simple sequential events.</p> <p><u>Discourse markers:</u></p> <p>Linkers: sequential past time.</p> <p>If you want to travel to Costa Rica keep in mind the following things:</p> <p><i>First</i>, choose comfortable shoes and clothes. <i>Then</i>, find some maps and water. <i>After that</i>, check all the documents you need.</p> <p><i>Finally</i>, get ready to chill out.</p>	<p>Respecting others' opinions when giving information about their own tourist attractions.</p> <p><u>Social language samples:</u></p> <p>Ecotourism</p> <p><u>Idioms:</u></p> <p>Tourist trap Off the beaten path</p> <p><u>Proverbs/quotes:</u> It is good to have an end to a journey; but it is the journey that matters, in the end. Unknown Author</p>	
Total				55



Documento elaborado en la [Dirección de Gestión y Evaluación de la Calidad](#), con la colaboración de la Asesoría nacional de inglés del Departamento de III Ciclo y Educación Diversificada de la Dirección de Desarrollo Curricular del Ministerio de Educación Pública.

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EDUCACIÓN
ABIERTA

INGLÉS



Noveno

2024

Tabla de Especificaciones
III Ciclo (Sétimo-Octavo-Noveno)

Rige a partir de la convocatoria 01-2024

Presentación

Este documento está elaborado con base en el [Programa de Estudio de Inglés de Tercer Ciclo de la Educación General Básica y Educación Diversificada](#) vigente del Ministerio de Educación Pública. El cual contiene la tabla de especificaciones para el nivel de sétimo.

Orientaciones sobre la prueba:

1. Generalidades.

La prueba consta de **55 ítems** los cuales corresponden únicamente a la competencia lingüística de comprensión escrita (lectura/reading) para el nivel de sétimo. Los ítems incluyen las 6 unidades 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, el nivel de noveno (9°) 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).
- ✓ **Learnings (Saberes), learn to know** (Aprender a saber) **Grammar / Vocabulary, learn to do** (Aprender a hacer) **Functions** y **learn to be and live in 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 se evaluará en la prueba correspondiente, los cuales corresponde 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](#) vigente.

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

9th Grade (A2)	No. Ítems
Unit 1 Scenario: Time to Have Fun!	8
Unit 2 Scenario: Online & Connected	8
Unit 3 Scenario: Lights, Camera & Action	12
Unit 4 Scenario: In the Public Eye	8
Unit 5 Scenario: Unexpected Situations	9
Unit 6 Scenario: Open a Book, Open Your Mind	10
Total	55

Level: 9th	Unit 1	Scenario: Time to Have Fun!		Band: A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. extracts the important information in simple, clearly drafted print materials.	<p>Themes:</p> <p>1. Let's Workout, Once Upon a Time I Enjoyed...</p> <p>2. Try it!, The Most Fun I've Ever had!</p> <p>Grammar and sentence frames:</p> <p><u>Present Perfect + ever</u> Have you ever tried rafting?</p> <p><u>Present Perfect continuous:</u> She has been listening to the same song since last night.</p>	<p>Functions:</p> <p>Describing experiences and events related to exercise, sports, and games.</p> <p>Suggesting people do something for fun.</p> <p>Describing past experiences and storytelling.</p>	<p>Psycho-social:</p> <p>Being aware of the importance of healthy leisure times for own body and mind.</p>	4
2. extracts the main points and supporting details in simple, clearly drafted print materials.	<p><u>Modal Auxiliaries:</u> Must, can't: deduction Might, may, will, probably. Should have, might have, must.</p> <p><u>Adverbs of Frequency:</u> Always, hardly ever, never, often, rarely, seldom, sometimes,</p> <p><u>Expressions of frequency:</u> Once in a while. Twice in a month.</p> <p><u>Comparative and Superlative:</u> Smarter/smarterest Prettier/the prettiest Most famous</p>	<p>Discourse markers:</p> <p>Connecting words expressing cause and effect, contrast: <i>On the other hand,</i> we could go to the movies and have</p>	<p>Sociocultural:</p> <p>Willingness to share fun times with others.</p> <p>Promoting healthy lifestyles for everybody.</p> <p>Social language samples:</p>	4



	<p><u>Vocabulary:</u></p> <p><u>Let's workout:</u></p> <p>Pilates, spinning, athletics, do, go, play, tournaments, climbing, camping, skating, walking, hike, ride, fishing, swimming championships</p> <p><u>Once upon a time, I enjoyed...</u></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><u>Try it!</u></p> <p>Collecting stamps/ coins, doing magic tricks, taking pictures, chess, exploring, playing instruments, darts, sailing, sunbathing, travelling, gardening.</p> <p><u>The most fun I've ever had!</u></p> <p>I had the best night ever last weekend!</p> <p>(the best time / party you have ever had) I have been enjoying my time at the party.</p>	<p>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>What's on? It came out last week.</p> <p><u>Idioms:</u></p> <p>Look like a million dollars.</p> <p><u>Proverbs/quotes:</u></p> <p>All truly great thoughts are conceived while walking. Friedrich Nietzsche</p>	
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Level: 9th	Unit 2		Scenario: Online & Connected		Band: A2/B1
Assessment strategy	Learn to know		Learn to do	Learn to be and Live in Community	Number of items
1. discriminates simple instructions with some visual support (e.g., safe use of social networks).	<p>Themes:</p> <ol style="list-style-type: none"> 1. Yesterday, Today and Future Media 2. Virtual Communities and Networks 3. New Media and Public Safety 4. The Magical World of Apps <p>Grammar and sentence frames:</p> <p><u>Future Tense Predictions / statements of facts:</u></p> <p>I will use new technologies to be more efficient in the future.</p> <p>I won't depend on technology to survive.</p> <p><u>Arrangements:</u></p> <p>is going to</p> <p>I'm meeting</p> <p>are visiting.</p> <p><u>Scheduled events:</u> departs / leave / arrive</p> <p><u>Future Continuous Form:</u></p> <p>Will be/going to + present participle She will be arriving too late at the conference.</p> <p><u>Intensifiers:</u></p> <p>too, enough, extremely, especially, exceptionally, fantastically, fully, quiet, terribly, totally, among others.</p> <p><u>Complex Question Tag</u></p> <p>isn't it? / aren't they? don't you? / Can you? doesn't he?</p>		<p>Functions:</p> <p>Expressing opinions about different types of media and the latest apps.</p> <p>Describing experiences regarding virtual communities and networks.</p> <p>Suggesting safe uses of media, virtual communities, and networks.</p> <p>Discourse markers:</p>	<p>Psycho-social:</p> <p>Demonstrating self-control and ethical use of social networks.</p> <p>Using conscious, self-affirmative and positive language responsibility.</p> <p>Respecting the intellectual propriety production of others.</p> <p>Sociocultural:</p> <p>Willingness to share and work cooperatively in teamwork.</p>	4
2. distinguishes between factual and fictional text.					4



	<p>Will she? Won't you?</p> <p><u>Vocabulary:</u></p> <p><u>Yesterday, Today and Future Media</u> Educaplay, Google Maps, Evernote, Edmodo Kindle, IBooks, Goodreads, Skype, You Tube, WordPress</p> <p><u>Virtual communities and Networks</u> Facebook, Twitter, LinkedIn, Instagram.</p> <p><u>New Media and Public Safety</u> tabloid, yellow journalism, print media, media bias sponsor, mainstream, smartphone, tablets, iPad, Newspaper, radio, advertisement, platforms, blog, website, entries, blogosphere, broadcasting.</p> <p><u>The Magical World of Apps</u></p> <p>Use, monthly visitors, compete rank, last updated, number of downloads, opinions WhatsApp, Waze, Line, TripAdvisor, Photo Editors, Dropbox, Bitmoji, -Snapchat, Crackle.</p>	<p>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><u>Connecting words expressing cause and effect, contrast, etc:</u></p> <p>We can use a PowerPoint presentation. <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</p>	<p>Responsibility for sharing personal information and others' information on the Internet.</p> <p>Showing respect for others when using social networks and apps.</p> <p><u>Social language samples:</u></p> <p>Keep someone posted.</p> <p>Apps</p> <p>ASAP / BRB Cutting edge Leading edge.</p> <p><u>Idioms:</u></p> <p>You rock</p> <p>Go the extra mile.</p> <p><u>Proverbs/quotes:</u> The human spirit must</p>	
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		<p>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>prevail over technology. Albert Einstein</p>	
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Level: 9th	Unit 3 Themes: 1. What's on TV?, 2. The Best Show Ever... 3. Through the Lens of the Documentary. 4. Daily News	Scenario: Lights, Camera & Action		Band: A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.	<u>Grammar and sentence frames:</u> <u>Simple Present Tense</u> The special effects are fantastic/ terrible. The best scene / the worst scene is when... <u>Simple Past Form:</u> I saw/watched __. In the movie there was a ... You did not watch that movie. <u>Simple Past Tenses</u> How was the movie? Did you see the show last night? <u>Regular Verbs:</u>	<u>Functions:</u> Describing what's on TV, favorite TV programs, documentaries and news. Expressing agreement or disagreement with information from documentaries and news.	<u>Psycho-social:</u> Demonstrating ethical and moral values when choosing programs for personal enjoyment/ growth. Assuming a critical thinking position towards issues presented in documentaries, TV programs, shows and news.	4
2. extracts subject specific words when encountered in text.	accept, announce, balance. <u>Irregular Verbs:</u> become, get, learn, make, sell, among others. <u>Present Perfect: Form:</u> have/has + past participle (+, -,?) Have you seen the film before?	Describing feelings, and emotions about daily news.	<u>Sociocultural:</u> Demonstrating respect for other people's preferences in documentaries, TV programs, shows and news.	4
3. discriminates the main idea and supporting details in straightforward	<u>Vocabulary:</u> <u>What's on TV?</u> - comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons <u>The Best Show Ever...</u>	<u>Discourse markers:</u> Linkers:		4



<p>letters and physical or electronic messages.</p>	<p>prime time, showcase, episode, trailer, full-length film, short-length film, host</p> <p><u>The World Through the Lens of the Documentary</u></p> <p>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><u>Daily News</u></p> <p>Newsreader, journal, press, headlines, to cover a story, to verify, eyewitness reports, breaking news, rolling news.</p>	<p>sequential – past time (later) She saw a documentary and <u>then</u> thought it over for a while. <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><u>Social language samples:</u></p> <p>Get the show on the road.</p> <p>Live up to my expectations</p> <p>Mind blowing</p> <p>I give it two thumbs up!</p> <p>Breaking news</p> <p><u>Idioms:</u></p> <p>It’s a wrap.</p> <p>It’s in the can. Come rain or shine.</p> <p><u>Proverbs/quotes:</u></p> <p>No news is good news.</p> <p>Italian proverb</p>	
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Level: 9th	Unit 4 Themes: 1. Success vs. Fame 2. National Role Models 3. Contributions of Outstanding Figures to Society 4. Breaking News: Read All About It	Scenario: In the Public Eye!		Band: A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. identifies relevant information to draw conclusions.	<p><u>Grammar and sentence frames:</u></p> <p><u>Past Perfect Form:</u> Subj + had + past participle. I had been a couch potato for a long time until I was diagnosed with diabetes.</p> <p><u>Third Conditional Form:</u> if + past perfect, ...would + have + past participle. If we had taken a taxi, we wouldn't have missed the plane.</p> <p><u>Past Participle Verbs:</u> loved, admitted, hurried, traveled, spoken, bitten, drunk, eaten.</p> <p><u>Past Continuous:</u> I was watching She, he, it was doing They were joking.</p>	<p><u>Functions:</u></p> <p>Describing personal stories of success.</p> <p>Describing achievements and contributions of nationally and internationally outstanding figures.</p> <p>Expressing opinions, agreement, and disagreement about outstanding figures' positive and questionable actions.</p>	<p><u>Psycho-social:</u></p> <p>Adopting a non-judgmental attitude towards others' differences.</p> <p>Demonstrating empathy towards others.</p> <p><u>Sociocultural:</u></p> <p>Respecting everyone's opinions.</p> <p>Promoting strengths and abilities while working in groups.</p>	4
2. discriminates information in factual texts and simple reports on familiar topics.				4



	<p><u>Vocabulary:</u></p> <p><u>Success and Fame</u> Difference between success and fame, Success in Little things, (personal success stories), Proudest, most difficult to achieve, most useful today.</p> <p><u>National Role Models Then–and -Now.</u> Positive role models in sports, music, art, health, and other fields then - and- now, athletic, balance, behavior, discipline, exercise, healthy habits, daily routine, contributions.</p> <p><u>Contributions of Nationally and Internationally</u></p> <p><u>Outstanding Figures</u> positive effect, set a good example, live, act, humanitarian efforts, fighting social injustices, raising money, sick or injured people, supporting, relief, efforts contributing financially to hospitals, hosting free events, support philanthropic efforts.</p> <p><u>Breaking News:</u></p> <p><u>Read All About It</u> Those we admire, recent, - 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><u>Discourse markers:</u></p> <p>Connecting words expressing cause and effect, contrast: <i>On the other hand</i>, we could go to the movies and have some food. <i>However</i>, this depends on the number of books you’ve read.</p> <p><u>Initiating and closing a conversation:</u></p> <p><u>Initiating:</u></p> <p>Can I talk to you for a minute?</p> <p>Excuse me, please. Do you have a minute?</p> <p><u>Continuing:</u></p> <p>Anyway.... So, as I was saying ...</p> <p><u>Closing:</u></p> <p>It's been nice talking to you. Bye.</p>	<p><u>Social language samples:</u> Black sheep</p> <p>In the spotlight</p> <p>breaking news</p> <p><u>Idioms:</u></p> <p>To wear one's heart on one's sleeve. To be an open book. To show one's true colors.</p> <p>To have a heart of gold.</p> <p><u>Proverbs/quotes:</u></p> <p>“Success is not final; failure is not fatal: it is the courage to continue that counts.” Winston Churchill.</p> <p>The only way to do great work is to love what you do. If you haven't found it yet, keep looking.</p> <p>Don't settle.” Steve Jobs</p>	
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Level: 9th	Unit 5	Scenario: Unexpected Situations		Band: A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. distinguishes main ideas and some key details in texts of various lengths.	<p><u>Grammar and sentence frames:</u></p> <p><u>Wh-Questions:</u> When will he have the surgery? When did he lose his tooth? How far is your clinic?</p> <p><u>Simple present tense:</u></p> <p>I need to make an appointment.</p> <p>I need to renew my prescription.</p> <p><u>Future Tense: Use of "will and going to":</u></p> <p>I will buy a ticket for next week.</p> <p>I'm going to look for help at this place.</p> <p><u>Phrasal Verbs:</u></p> <p>Ask around, back up, break down, call around, call back, calm down, catch up, check in, check out, come forward, do over, find out, get around, get away, take off.</p> <p><u>Future:</u></p> <p>I am going to begin by asking you to fill out this form.</p> <p>You won't find a dentist on the weekend.</p> <p><u>Present Perfect Continuous:</u></p>	<p><u>Functions:</u></p> <p>Describing a home emergency and unexceptional traveling situation.</p> <p>Requesting unanticipated appointments.</p> <p>Complaining at a restaurant</p> <p><u>Discourse markers:</u></p> <p>Connecting words expressing cause and effect, contrast:</p> <p><u>On the other hand,</u></p> <p>we could go to the</p>	<p><u>Psycho-social:</u></p> <p>Staying calm in unexpected situations.</p> <p>Making thoughtful decisions when facing unexpected situations.</p> <p><u>Sociocultural:</u></p> <p>Demonstrating empathy to others in unexpected situations.</p> <p>Demonstrating an attitude of support and service.</p>	5
2. interprets academic explanations.		4		



Table with 5 columns. Column 1: Text about waiting for a meal and phone call. Column 2: Vocabulary including Home Emergencies, Medicines, Emergency Traveling Situations, and Appointments. Column 3: Clinic text and conversation examples. Column 4: Social language including samples, idioms, and proverbs. Column 5: Empty.



	<p><u>Making a Complaint a Restaurant</u></p> <p>Complaints: ordering food, making, tip, Café, Snack Bar, Fast Food restaurant, pub, starters, desserts appetizers, soups, main courses, meat, beverage.</p>	<p>I'm sorry, I have to go now. I must go. See you later.</p>		
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Level: 9th	Unit 6	Scenario: Open a Book, Open Your Mind		Band: A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
1. recognizes relevant information to draw conclusions.	<p>Themes:</p> <ol style="list-style-type: none"> 1. Keep it simple 2. Show me: Comic Strips 3. Biographies of Writers 4. The Moral of the Costa Rican Legend is 			5
2. discriminates information in factual text and simple reports on familiar topics.	<p>Learn to know</p> <p><u>Grammar and sentence frames:</u></p> <p><u>Reported Speech:</u> She said she liked ice cream. He said he was living in CR. She said she hadn't seen you.</p> <p><u>Simple Passive:</u> This writer's articles are read by many people.</p> <p><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.</p> <p><u>Vocabulary:</u></p> <p><u>Keep it simple:</u></p> <p><u>Haikus/ Limerick.</u> -Haikus Poem, three lines, popular activity, (9th to 12th centuries from Japan)", Haikus masters Basho, Issa, Buson, poets, countryside, nature - Cinquain, five-line poem, describes a person, place, or thing.</p>	<p><u>Functions:</u></p> <p>Expressing ideas and feelings through simple poems.</p> <p>Describing personal comic strips.</p> <p>Describing biographies of national and international writers.</p> <p>Initiating and closing conversations about biographies and Costa Rican legends.</p> <p><u>Discourse markers:</u> Connecting words</p>	<p><u>Psycho-social:</u> Appreciating the aesthetic and emotional elements of literature.</p> <p>Perceiving literary texts with a critical eye.</p> <p><u>Sociocultural:</u> Valuing the action of giving and receiving constructive feedback.</p> <p>Implementing assertive communication with others.</p> <p><u>Social language samples:</u></p>	



	<p><u>Show me: Comic Strips.</u> computers, writing material, web pages, layout, artist, cartoonist, writer, speech balloon, image, attribute, characteristic, impact, ambition,</p> <p><u>Biographies of National and international writers.</u> nature, house, poets, school, buildings, society, books, lecture, 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><u>The Moral of the Costa Rican legend is...</u> Legends, culture past, stories moral, The “Cadejos”, La “Segua”, The Oxless Carts, The Souls, The Stone of Aserri and The Witch Zarate, Iztaru legend, Witch of Escazu, Legend of Turrialba.</p>	<p>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. <u>Initiating and closing a conversation:</u> <u>Initiating:</u> Can I talk to you for a minute? Excuse me, please. Do you have a minute? <u>Managing interaction</u> <u>Interrupting:</u> Sorry to interrupt you, but I have a question. <u>Closing:</u></p>	<p>Book smart vs. street smart</p> <p><u>Idioms:</u> Read between the lines Déjà vu Silver lining</p> <p><u>Proverbs/quotes:</u> 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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		<p>It's been nice talking to you!</p> <p><u>Changing the topic:</u></p> <p>Anyway... By the way,</p> <p><u>Resuming a conversation</u></p> <p>Anyway what I was saying? To get back to what I was saying.</p> <p><u>Continuing So</u>, as I was saying...</p>		
			Total	55



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