



# Inglés

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

♦ **III Ciclo de la Educación General Básica Abierta**

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

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

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

**Unit 1**

**Scenario:** Here I am!

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	<b>Learner</b> 1. identifies brief, simple instructions if encounter in similar form.	<b>Learner can</b> 1. understand brief, simple instructions if encounter previously in the same or similar form.	<b><u>Grammar and sentence frames:</u></b> <b><u>Wh questions:</u></b> What's your name? My name is ..... How old are you? I am ..... Where do you live? I live in ..... <b><u>Demonstrative pronouns:</u></b> This is my father. That is my cousin. These are my siblings.	<b><u>Discourse markers:</u></b>  • Connecting words: and, but, because.  • Intensifiers: very, really, super.	<b><u>Social language samples:</u></b>  Hey, howdy, so far, so good, hey buddy, hey guys, hey dude.  <b><u>Idioms:</u></b> Feeling OK I'm cool. What's new?  <b><u>Proverbs/quotes:</u></b> A friend in need is a friend indeed.
4	2. recognizes some expressions and the main information	2. recognize some expressions and the main information (e.g. name, date, time,			

	about a text (heard or read) with instructional support.	address, date of birth) on posters, brochures, signs, and invitations and in simple texts if allowed to use dictionary.	<u>Possessive 's:</u> My mother's name is ..... <u>Verb to be +</u> <u>adjective:</u> I am handsome. She is intelligent. They are selfish.		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**7<sup>th</sup> GRADE**

**Unit 2**

**Scenario: Enjoying Life**

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	<b>Learner</b> 1. recognizes the main information on posters, brochures, sings and invitations.	<b>Learner can</b> 1. recognize the main information on posters, brochures, sings and invitations.	<b><u>Grammar and sentence frames:</u></b> <b><u>Adverbs of frequency:</u></b> Always Sometimes Never <b><u>Wh questions:</u></b> What's your daily routine? <b><u>Present tense:</u></b> Subject + verb + complement I watch TV in the afternoon.	<b><u>Discourse markers:</u></b> • Connecting words: and, but, because. She likes to listen watch television <b><u>and</u></b> listen to music a lot. I don't like chicken <b><u>but</u></b> I like fish. I go to bed early <b><u>because</u></b> my job starts at 7: 00.	<b><u>Social language samples:</u></b> I love (as in "I love coffee", "I love going to the movies".)  <b><u>Idioms:</u></b> With bells on Chill out Hang out  <b><u>Proverbs/quotes:</u></b> Eating and drinking shouldn't keep us from thinking.
4	2. distinguishes brief, simple instructions and some expressions in simple texts if	2. understand brief, simple instructions and some expressions in simple texts if allowed to use			

	encountered previously in the same or similar form.	dictionary.			
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**7<sup>th</sup> GRADE**

Unit 3					
Scenario: Getting back to nature					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	Learner 1. identifies key words related to nature in texts.	Learner can 1. identify key words related to nature in texts.	<b><u>Grammar and sentence frames:</u></b> <u>There is/are:</u> In my patio/yard there is a ..... In Costa Rica there are ..... national parks. In Costa Rica there is a biological reserve. <u>Wh questions:</u> What are some natural things in your home/country? What examples of	<b><u>Discourse markers:</u></b> • Connecting words: and, but, because. She went to Angel Waterfall <u>and</u> she loved it. I don't have money <u>but</u> I want to go to Poas Volcano. I visited Tempisque River <u>because</u> my cousin lives near there.	<b><u>Idioms:</u></b> Getting back to nature A breath of fresh air In deep water  <b><u>Proverbs/quotes:</u></b> Let's save our planet. Stop and smell the roses. When it rains, it pours.
4	2. recognizes main ideas in texts.	2. understand main ideas in familiar texts about natural beauties and wonders accompanied by illustrations.			

4	3. recognizes specific details in texts accompanied by illustrations.	3. understand specific details in texts accompanied by illustrations.	natural beauty are there in .....?		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**7<sup>th</sup> GRADE**

**Unit 4**

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

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	<b>Learner</b> 1. identifies vocabulary related to the topic and use it to understand very simple sentences if there are pictures.	<b>Learner can</b> 1. recognize previously encountered parts of words, prefixes, and suffixes.	<b><u>Grammar and sentence frames:</u></b> <b><u>Simple present:</u></b> I need to buy ..... Do you have any .....? <b><u>Wh questions and other:</u></b> Where can I buy the vegetables? <b><u>Modals:</u></b> Can you do a price check for me?	<b><u>Discourse markers:</u></b> I need to go to the mall <u>and</u> purchase some food. I bought a pair of tennis shoes <u>but</u> I didn't buy the sock <u>because</u> I didn't have money.	<b><u>Social language:</u></b> Running errands Shop around Shoplifting  <b><u>Idioms:</u></b> A penny saved is a penny earned. Saving for a rainy day.
5	2. distinguishes information on posters, adverts,	2. understand information related to groceries and clothing in posters, ads, catalogues and everyday signs	<b><u>Countable and uncountable nouns:</u></b> She has eight		<b><u>Proverbs/quotes:</u></b> Every shop has its trick. Italian proverb.



	catalogues and everyday signs and short texts.	and short texts.	<p>oranges in her fridge.</p> <p>How much money do you have?</p> <p><u>Past tense:</u></p> <p>After the meal, we went to a club.</p> <p>It was very expensive.</p> <p>Where did you buy this watch?</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**7<sup>th</sup> GRADE**

Unit 5					
Scenario: Let's celebrate Costa Rican culture!					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	Learner 1. recognizes vocabulary and important information on basic promotional materials. (e.g. date, place and activities, on poster).	Learner can 1. recognize vocabulary and important information on basic promotional materials. (e.g. date, place and activities, on poster).	<u>Grammar and sentence frames:</u> <u>Preposition of time:</u> Costa Rica celebrates Mother's Day on ..... At Christmas time, I ..... <u>Past time of to be:</u> Last Christmas I was at my grandma's house. <u>Wh questions:</u> When do you celebrate .....? What do you do on	<u>Discourse markers:</u> • Connecting words: and, but, because. She loves to celebrate birthday, <u>but</u> she doesn't have time for it. My favorite holiday is Mother's Day <u>and</u> I buy flowers for my mother. I love to celebrate Christmas because I exchange presents with my siblings.	<u>Social language:</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.
5	2. discriminates straightforward information,	2. understand straightforward information,			

	words and expressions on Costa Rican culture.	words and expressions on Costa Rican culture such as holidays and celebrations. (e.g. We celebrate Labor Day on May 1 <sup>st</sup> .)	Mother's Day? What do you celebrate in your community?		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**7<sup>th</sup> GRADE**

Unit 6					
Scenario: Getting from here to there					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	Learner 1. recognizes familiar names of places, goods and services in short and simple texts.	Learner can 1. recognize familiar names of places, goods and services in short and simple texts.	<b><u>Grammar and sentence frames:</u></b> <u>Future: going to:</u> We are going to Manuel Antonio National Park. Are you going to visit Poas Volcano? <u>Wh questions:</u> Where is the post office? Are we on the right road? How far is it? <u>Prepositions of place:</u>	<b><u>Discourse markers:</u></b> • Connecting words: and, but, because. She lives next to my house, <u>and</u> her uncle's house, too. I can't go to the post office <u>but</u> I can go to the church. I love to go to the movie theater <u>because</u> I love movies.	<b><u>Social language:</u></b> Straight to the point Clueless Directionally challenged  <b><u>Idioms:</u></b> Itch feet Hit the road  <b><u>Proverbs/quotes:</u></b> He who returns from a journey is not the same as he who left. Chinese proverb.
5	2. recognizes main ideas of text when accompanied by illustrations.	2. understand main ideas of text when accompanied by illustrations.			

			<p>In / on / next to / near / between / in front of / opposite to / behind.</p> <p><u>Prepositions of time:</u> In / on / at.</p> <p><u>Determiners:</u> There is / There are .....</p> <p><u>Imperatives:</u> Go down Go straight Follow the signs Turn left</p> <p><u>Present tense:</u> (S + V + C) I go to the beach</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**8<sup>th</sup> GRADE**

**Unit 1**

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

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

	(print and/or electronic).	and/or electronic) provided the subjects are familiar.	<p><u>Future Tense:</u> We are going to make a pizza this evening.</p> <p><u>Information questions:</u> What classes do you have in the morning? When do you have English classes?</p> <p><u>Possessive adjectives:</u> My favorite subject is English. His favorite teacher is Juan.</p> <p><u>Possessives 's / s':</u> Daniel's favorite subject is English. - Ana's favorite</p>	<p><b><u>Proverbs/quotes:</u></b> Tell me and I'll forget. Show me and I may not remember. Involve me, and I'll understand. Unknown author</p>
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			<p>teacher is Luis.</p> <p><u>Present Continuous:</u></p> <p>What are you doing now?</p> <p>I'm studying for the math exam.</p> <p><u>Frequency Adverbs:</u></p> <p>How often do you read?</p> <p>I usually read at night.</p> <p><u>Prepositions of time:</u></p> <p>I study in the morning, afternoon, evening.</p> <p>I attend science classes on Monday</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**8<sup>th</sup> GRADE**

**Unit 2**

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

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
<b>4</b>	<b>Learner</b> 1. discriminates some key terminology from subject areas (e.g., labels on sports equipment).	<b>Learner can</b> 1. recognize some key terminology from subject areas (e.g., labels on sports equipment).	<b><u>Grammar and sentence frames:</u></b> <u>Verb + ing / infinitive: like / want / would like:</u> I (don't) like going swimming. I (don't) want to play soccer. <u>Yes/no questions:</u> Do you like playing soccer? Does she like dancing? <u>Information questions:</u>	<b><u>Discourse markers:</u></b> There are certain rules in soccer. <u>First</u> , you cannot use 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 other player. <u>Finally</u> , the winner team is the one that one scores a goal.	<b><u>Social language:</u></b> Shoot some hoops (play basketball) Hang out (to join somebody to spend time together).  <b><u>Idioms:</u></b> At this stage in the game. Ball is in your court.  <b><u>Proverbs/quotes:</u></b> True enjoyment comes from activity of the mind and exercise of
<b>5</b>	2. recognizes the main idea and two or three specific details.	2. understand the main idea and two or three details in texts written in simple language using			

		<p>high frequency words and/or words recognized from other known languages.</p>	<p>What does she like to do on Saturday?</p> <p>When do you play soccer?</p> <p>What video game would you like to play today?</p> <p><u>Gerunds:</u></p> <p>Dancing is a great way to keep in shape.</p> <p><u>Can:</u></p> <p>Can you play soccer? Yes, I can.</p> <p>Can she swim?</p> <p><u>Can/could:</u></p> <p>Can you play soccer with me on the weekend?</p>		<p>the body, the two are united.</p> <p>Alexander von Humboldt.</p>
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**8<sup>th</sup> GRADE**

Unit 3					
Scenario: Something to celebrate!					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	<b>Learner</b> 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.	<b>Learner can</b> 1. follow a set of clear-cut instructions (e.g. what to do if you attend a festival or celebration), especially if there are pictures.	<b><u>Grammar and sentence frames:</u></b> <u>Simple present information / yes-no questions:</u> People gather to celebrate. Do you like Easter week? <u>Simple past (was-were):</u> Who was in the festival? Were you in the festival?	<b><u>Discourse markers:</u></b> Linkers: sequential past time. Yesterday we celebrated Independence Day. <u>First</u> , we attended a school ceremony and sang the national anthem. <u>Then</u> , we went to see the parades. <u>After that</u> , we went back home. <u>Finally</u> , we went to bed.	<b><u>Social language:</u></b> “Let’s party tonight!” “enjoy the holidays!” Get together.  <b><u>Idioms:</u></b> Carnival atmosphere. Social butterfly.  <b><u>Proverbs/quotes:</u></b> The more you praise and celebrate your life, the more there is life to celebrate. Oprah Winfrey.
5	2. distinguishes chronological order within	2. understand chronological order within special sentence structures using linkers:	<u>Simple past yes- no</u>		

	special sentence structures.	sequential past time.	<u>and Information</u> <u>questions:</u> What did you do on your last holiday? I gathered with my family. <u>Past continuous</u> <u>yes-no and</u> <u>information</u> <u>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.		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**8<sup>th</sup> GRADE**

Unit 4					
Scenario: Going shopping!					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	Learner 1. discriminates short instructional illustrated through step-by-step visuals (e.g., following simple map directions).	Learner can 1. understand short instructional illustrated through step-by-step visuals (e.g., following simple map directions).	<u>Grammar and sentence frames:</u> <u>Comparative and superlative:</u> The outlet is cheaper than the shopping mall. <u>Article a/an/the:</u> There is a bank in front of the bank. <u>Modals</u> <u>should/shouldn't:</u> You shouldn't shop at that store because it is very expensive.	<u>Discourse markers:</u> Rules to go shopping. <u>First</u> , you have to go to the mall. <u>Then</u> , have some foo. <u>After that</u> , buy a pair of tennis shoes. <u>Finally</u> , return home.	<u>Social language:</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.
5	2. discriminates directions for getting to a place, using	2. understand directions for getting to a place, using everyday			

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

Unit 5					
Scenario: Unforgettable Events					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	Learner 1. extracts main ideas from diagrams, with accompanying texts.	Learner can 1. extract main ideas from diagrams, with accompanying texts, and use information to answer questions if given lead-in phrases.	<b><u>Grammar and sentence frames:</u></b> <b><u>Contractions/future tense (will) with past continuous tense clause:</u></b> A day I'll never forget in my personal life was when I was ... -ing. <b><u>Phrasal verbs:</u></b> The day I first asked my girlfriend out was unforgettable. When my family's car broke down on	<b><u>Discourse markers:</u></b> Linkers: sequential past time. An event I cannot forget is when the national soccer team came back from the World Cup in 2014. <b><u>First</u></b> , people from all over the country came to Paseo Colon wearing red shirts. <b><u>Then</u></b> , the main streets from the airport to the Sabana were closed. <b><u>After that</u></b> , people were	<b><u>Social language:</u></b> A day I'll never forget Remember when A blast We rocked it  <b><u>Idioms:</u></b> Move up in the world Count your blessings To tie the knot Look the other way  <b><u>Proverbs/quotes:</u></b> Two heads are better than one. It's never over till it's
5	2. recognizes the main information and a few	2. understand the main information and a few details in short articles			



	<p>details in short articles and reports.</p>	<p>and reports (e.g. a national and world event) if they deal with familiar subjects.</p>	<p>the highway, we had a lot of fun waiting for help.</p> <p><u>Adverbial phrases:</u></p> <p>My trip was night was really memorable.</p> <p>My family was very happy to spend time together when I was young.</p>	<p>on each side of the streets waiting to see the soccer players.</p> <p><u>Finally</u>, the players celebrated with Costa Ricans for many hours.</p>	<p>over.</p>
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**8<sup>th</sup> GRADE**

**Unit 6**

**Scenario:** Amazing Costa Rica!

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
5	<b>Learner</b> 1. distinguishes the most important information in short narratives with some illustrations as support.	<b>Learner can</b> 1. understand the most important information in short narratives with some illustrations as support.	<b><u>Grammar and sentence frames:</u></b> <u>There is/are</u> There are rivers, volcanoes, etc. The beaches are beautiful. <u>Present Perfect:</u> <u>Yes/no and Information Questions.</u> Have you been to Sarapiquí? Where have you been? I've been to.....	<b><u>Discourse markers:</u></b> Linkers: sequential past time. If you want to travel to Costa Rica keep in mind the following things: <u>First</u> , choose comfortable shoes and clothes. <u>Then</u> , find some maps and water. <u>After that</u> , check all the documents you need. <u>Finally</u> , get ready to chill out.	<b><u>Social language:</u></b> Ecotourism  <b><u>Idioms:</u></b> Tourist trap Off the beaten path  <b><u>Proverbs/quotes:</u></b> It is good to have an end to a journey; but it is the journey that matters, in the end. Unknown Author
5	2. recognizes links and connections between	2. find links and connections between events related to			

	events related to travelling in e-mails, web chats, postcards, or short letters.	travelling in e-mails, web chats, postcards, or short letters.	<p><u>Future Time: Will / going to</u></p> <p>What are you going to do on your next vacation?</p> <p>I am going to visit my relatives.</p> <p><u>Prepositional Phrases (time)</u></p> <p>I'm going visit my friends in Limon next week, next month, next year,</p> <p><u>First Conditional</u></p> <p>If I visit Guanacaste, I will go to the beach.</p> <p>If I visit Cartago, I am going to visit the Irazú Volcano.</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**9<sup>th</sup> GRADE**

**Unit 1**

**Scenario: Time to Have Fun!**

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	<b>Learner</b> 1. extracts the important information in simple, clearly drafted print materials.	<b>Learner can</b> 1. understand important information on the label of packages (e.g., directions for use, and instructions for preparation).	<b><u>Grammar and sentence frames:</u></b> <u>Present Perfect + ever</u> Have you ever tried rafting? <u>Present Perfect continuous:</u> She has been listening to the same song since last night. <u>Modal Auxiliaries:</u> Must, can't: deduction Might, may, will,	<b><u>Discourse markers:</u></b> Connecting words expressing cause and effect, contrast: <u>On the other hand</u> , we could go to the movies and have some food. <u>However</u> , this depends on the number of books you've read.  <u>Markers to structure informal spoken discourse:</u> Right. Really?	<b><u>Social language:</u></b> What's on? It came out last week.  <b><u>Idioms:</u></b> Look like a million dollars  <b><u>Proverbs/quotes:</u></b> All truly great thoughts are conceived while walking. Friedrich Nietzsche
4	2. extracts the main points and supporting details in simple, clearly drafted print	2. understand the main points and supporting details in simple, clearly drafted print materials, such			

	materials	as school handouts, brochures, letters and messages or newspapers.	probably. Should have, might have, must <u>Adverbs of</u> <u>Frequency:</u> Always, hardly ever, never, often, rarely, seldom, sometimes, <u>Expressions of</u> <u>frequency:</u> Once in a while. Twice in a month. Every now and again. <u>Comparative and</u> <u>Superlative:</u> Smarter/smarter Prettier/the prettiest Most famous	Oh, I know. Yes, I suppose so.	
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**9<sup>th</sup> GRADE**

**Unit 2**

**Scenario:** Online & Connected

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	<b>Learner</b> 1. discriminates simple instructions with some visual support (e.g., safe use of social networks).	<b>Learner can</b> 1. understand simple instructions with some visual support (e.g., safe use of social networks).	<b><u>Grammar and sentence frames:</u></b> <u>Future Tense</u> <u>Predictions</u> / <u>statements of facts:</u> I will use new technologies to be more efficient in the future. I won't depend on technology to survive. <u>Arrangements:</u> is going to I'm meeting are visiting	<b><u>Discourse markers:</u></b> Linkers: sequential past time (later). He finished the email and <u>then</u> went out for a while. <u>Later</u> , he looked at it again, to see if he had missed anything important. <u>After that</u> , he changed the text a little. <u>Finally</u> , he checked it and sent it. <u>Connecting words</u> <u>expressing cause and effect, contrast, etc:</u> We can use a Power	<b><u>Social language:</u></b> Keep someone posted Apps ASAP / BRB Cutting edge Leading edge  <b><u>Idioms:</u></b> You rock Go the extra mile  <b><u>Proverbs/quotes:</u></b> The human spirit must prevail over technology. Albert Einstein
4	2. distinguishes between factual and fictional text.	2. distinguish between factual and fictional text.			

			<p><u>Scheduled events:</u> departs / leave / arrive</p> <p><u>Future Continuous:</u> <u>Form:</u> Will be/going to + present participle She will be arriving too late at the conference.</p> <p><u>Intensifiers:</u> too, enough, extremely, especially, exceptionally, fantastically, fully, quite, terribly, totally, among others.</p> <p><u>Complex Question</u> <u>Tag</u></p>	<p>Point presentation. <u>On the other hand</u>, we can also watch a new video from You Tube. This program is the best and you can download it for free. <u>However</u>, it depends on the number megabytes you have in your computer because it is really heavy.</p>	
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			<p>isn't it? / aren't  they? don't you? /  can you? doesn't  he? Will she?  Won't you?</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**9<sup>th</sup> GRADE**

Unit 3					
Scenario: Lights, Camera & Action					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	<b>Learner</b> 1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.	<b>Learner can</b> 1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports.	<b><u>Grammar and sentence frames:</u></b> <u>Simple Present Tense</u> The special effects are fantastic/terrible. The best scene / the worst scene is when... <u>Simple Past Form:</u> I saw/watched _____. In the movie there was a ... You did not watch that movie.	<b><u>Discourse markers:</u></b> Linkers: sequential – past time (later) She saw a documentary and <u>then</u> thought it over for a while. <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.	<b><u>Social language:</u></b> Get the show on the road Live up to my expectations Mind blowing I give it two thumbs up! Breaking news  <b><u>Idioms:</u></b> It's a wrap. It's in the can. Come rain or shine
4	2. extracts subject specific words when	2. understand subject specific words when encountered in			

4	<p>encountered in text.</p> <p>3. discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.</p>	<p>text.</p> <p>3. understand the main idea and supporting details in straightforward physical or electronic letters and messages</p>	<p><u>Simple Past Tenses</u></p> <p>How was the movie?</p> <p>Did you see the show last night?</p> <p><u>Regular Verbs:</u></p> <p>accept, announce, balance</p> <p><u>Irregular Verbs:</u></p> <p>become, get, learn, make, sell, among others.</p> <p><u>Present Perfect:</u></p> <p><u>Form:</u></p> <p>have/has + past participle (+, -,?)</p> <p>Have you seen the film before?</p> <p>I have seen the film before.</p>		<p><b><u>Proverbs/quotes:</u></b></p> <p>No news is good news. Italian proverb</p>
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**9<sup>th</sup> GRADE**

Unit 4					
Scenario: In the Public Eye!					
Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
4	Learner 1. identifies relevant information to draw conclusions.	Learner can 1. identify relevant information and draw conclusions.	<b><u>Grammar and sentence frames:</u></b> <b><u>Past Perfect Form:</u></b> Subj + had + past participle. I had been a couch potato for a long time until I was diagnosed with diabetes.	<b><u>Discourse markers:</u></b> Connecting words expressing cause and effect, contrast: <i><u>On the other hand</u></i> , we could go to the movies and have some food. <i><u>However</u></i> , this depends on the number of books you've read. <b><u>Initiating and closing a conversation:</u></b> <b><u>Initiating:</u></b> Can I talk to you for a minute? Excuse me, please. Do you have a	<b><u>Social language:</u></b> Black sheep In the spotlight breaking news  <b><u>Idioms:</u></b> To wear one's heart on one's sleeve. To be an open book. To show one's true colors. To have a heart of gold.
4	2. discriminates information in factual texts and simple reports on familiar topics.	2. understand factual text and simple reports on familiar topics (e.g., charts and graphs, movie review, and	<b><u>Third Conditional Form:</u></b> if + past perfect, ...would + have + past participle. If we had taken a		

		interviews).	<p>taxi, we wouldn't have missed the plane.</p> <p><u>Past Participle</u></p> <p><u>Verbs:</u></p> <p>loved, admitted, hurried, traveled, spoken, bitten, drunk, eaten.</p> <p><u>Past Continuous:</u></p> <p>I was watching She, he, it was doing ....</p> <p>They were joking</p>	<p>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><b><u>Proverbs/quotes:</u></b></p> <p>"Success is not final; failure is not fatal: it is the courage to continue that counts." Winston Churchill.</p> <p>The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle." Steve Jobs</p>
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**9<sup>th</sup> GRADE**

**Unit 5**

**Scenario: Unexpected Situations**

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
5	Learner 1. distinguishes main ideas and some key details in texts of various lengths.	Learner can 1. understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.	<u>Grammar and sentence frames:</u> <u>Wh-Questions:</u> When will he have the surgery? When did he lose his tooth? How far is your clinic?	<u>Discourse markers:</u> Connecting words expressing cause and effect, contrast: <u>On the other hand</u> , we could go to the clinic. <u>However</u> , this depends on the number of passengers.	<u>Social language:</u> Keep calm
			<u>Simple present tense:</u> I need to make an appointment. I need to renew my prescription. <u>Future Tense: Use</u>	<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	<u>Idioms:</u> To get the ball rolling To have the ball in one's court To keep one's eye on the prize  <u>Proverbs/quotes:</u> One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency. Unknown
4	2. interprets academic explanations.	2. understand academic explanations and examples with aid of word list and/or dictionary support.			

			<p>of "will and going to":</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</p>	<p>minute?</p> <p><u>Continuing:</u></p> <p>Anyway.... So, as I was saying ... Okay</p> <p><u>Closing:</u></p> <p>It's been nice talking to you. Bye.</p> <p>I'm sorry, I have to go now.</p> <p>I must go.</p> <p>See you later.</p>	<p>Author</p> <p>We only have what we give. Isabel Allende</p>
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			<p>dentist on the weekend.</p> <p>She is going to call 911.</p> <p><u>Present</u>      <u>Perfect</u></p> <p><u>Continuous:</u></p> <p>I've been waiting for over 30 minutes and my meal still hasn't come.</p> <p>I have been on the phone for over 40 minutes waiting for your answer.</p>		
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**DISTRIBUTION OF ITEMS BASED ON SCENARIOS AND GOALS**  
**9<sup>th</sup> GRADE**

**Unit 6**

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

Number of items	Assessment strategies	Goals	Types of Knowledge		
			Learn to know	Learn to do	Learn to be and live in community
5	Learner 1. recognizes relevant information to draw conclusions.	Learner can 1. understand relevant information to draw conclusions.	<u><b>Grammar and sentence frames:</b></u> <u><b>Reported Speech:</b></u> She said she liked ice cream. He said he was living in CR. She said she hadn't seen you. <u><b>Simple Passive:</b></u> This writer's articles are read by many people. <u><b>Second Conditional:</b></u> Form: if + past simple, ...would +	<u><b>Discourse markers:</b></u> 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. <u><b>Initiating and closing a conversation:</b></u> <u><b>Initiating:</b></u> Can I talk to you for a minute? Excuse me, please. Do you have a	<u><b>Social language:</b></u> Book smart vs. street smart  <u><b>Idioms:</b></u> Read between the lines Déjà vu Silver lining  <u><b>Proverbs/quotes:</b></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
5	2. discriminates information in factual text and simple reports on familiar topics.	2. understand factual texts and simple reports on familiar topics.			



			<p>infinitive.</p> <p>If I won the lottery, I would buy a big house.</p> <p>She would pass the exam if she ever studied.</p>	<p>minute?</p> <p><u>Managing interaction</u></p> <p><u>Interrupting:</u></p> <p>Sorry to interrupt you but ...</p> <p>I have a question.</p> <p><u>Closing:</u></p> <p>It's been nice talking to you.</p> <p>I'm sorry, I have to go now.</p> <p><u>Changing the topic:</u></p> <p>Anyway...</p> <p>By the way,</p> <p><u>Resuming a conversation</u> Anyway what I was saying? To get back to what I was saying</p> <p><u>Continuing</u> So, as I was saying.....</p>	Sweene
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