



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

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

9 th Grade (A2)	No. Items
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:	Unit 1	Scenario:		Band:
9th	Themes: 1. Let's Workout, 2. Once Upon a Time I Enjoyed... 3. Try it! 4. The Most Fun I've Ever Had!	Time to Have Fun!		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 extracts the important information in simple, clearly drafted print materials.	<u>Grammar and sentence frames:</u> <u>Present Perfect + ever</u> Have you ever tried rafting? <u>Present Perfect continuous:</u> She has been listening to the same song since last night. <u>Modal Auxiliaries:</u> Must, can't: deduction Might, may, will, probably. Should have, might have, must, have to. <u>Adverbs of Frequency:</u> Always, hardly ever, never, often, rarely, seldom, sometimes, usually	<u>Functions:</u> Describing experiences and events related to exercise, sports, and games. Suggesting people do something for fun. Describing past experiences and storytelling. <u>Discourse markers:</u> Connecting words expressing cause	<u>Psycho-social:</u> Being aware of the importance of healthy leisure times for own body and mind.	4
R.4 extract the main points and supporting details in simple, clearly drafted print materials.			<u>Sociocultural:</u> Willingness to share fun times with others. Promoting healthy lifestyles for everybody.	4



	<u>Expressions of frequency:</u> Once in a while. Twice in a month. Every now and again <u>Comparative and Superlative:</u> Smarter/smartest Prettier/the prettiest Most famous the better/ the best <u>Vocabulary-Themes:</u> 1- <u>Let's workout:</u> Pilates, spinning, athletics, do, go, play, tournaments, climbing, camping, skating, walking, hiking, riding, fishing, swimming championships. 2- <u>Once upon a time, I enjoyed...</u> Past activities: was, were, began, broke, bought, caught, did, drank, drove, ate, fell, fought, got, went,	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? Oh, I know. Yes, I suppose so.	<u>Social language samples:</u> What's on? It came out last week. <u>Idioms:</u> Look like a million dollars. <u>Proverbs/quotes:</u> All truly great thoughts are conceived while walking. Friedrich Nietzsche	
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	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. 3- <u>Try it!</u> Collecting stamps/ coins, doing magic tricks, taking pictures, chess, exploring, playing instruments, darts, sailing, sunbathing, travelling, gardening. 4- <u>The most fun I've ever had!</u> I had the best night ever last weekend! (the best time/party you have ever had) I have been enjoying my time at the party. Have you ever been to Italy?			
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Level:	Unit 2	Scenario:		Band:
9th	Themes: 1. Yesterday, Today and Future Media 2. Virtual Communities and Networks 3. New Media and Public Safety 4. The Magical World of Apps	Online & connected		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 discriminates simple instructions with some visual support (e.g., safe use of social networks).	<u>Grammar and sentence frames:</u> <u>Future Tense Predictions/statements of facts:</u> will, won't. I will use new technologies to be more efficient in the future. I won't depend on technology to survive. <u>Arrangements:</u> is going to	<u>Functions:</u> Initiating and closing conversations about today and future media. Expressing opinions about different types of media and the latest apps. Describing experiences regarding virtual communities and networks.	<u>Psycho-social:</u> Demonstrating self-control and ethical use of social networks. Using conscious, self-affirmative and positive language responsibility.	4
R.3 distinguishes between factual and fictional text.	I'm meeting are visiting. <u>Scheduled events:</u> departs/leave/arrive		Respecting the intellectual propriety production of others.	4



	<u>Future Continuous Form:</u> Will be/going to + present participle She will be arriving too late at the conference. <u>Intensifiers:</u> too, enough, extremely, especially, exceptionally, fantastically, fully, quiet, terribly, totally, among others. <u>Complex Question Tag</u> isn't it? / aren't they? don't you? / Can you? Doesn't he?, Will she?, Won't you? <u>Vocabulary-Themes</u> 1- <u>Yesterday, Today, and Future Media</u> Educaplay, Google, Maps, Evernote, Edmodo, Kindle, iBooks, Goodreads, Skype, YouTube, WordPress. 2- <u>Virtual Communities and Networks</u> Facebook, Twitter, LinkedIn, Instagram.	Suggesting safe uses of media, virtual communities, and networks. <u>Discourse markers:</u> 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>Sociocultural:</u> Willingness to share and work cooperatively in teamwork. Responsibility for sharing personal information and others' information on the Internet. Showing respect for others when using social networks and apps. <u>Social language samples:</u> Keep someone posted. Apps ASAP / BRB	
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	3- <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. 4- <u>The Magical World of Apps</u> Use, monthly visitors, compete rank, last updated, number of downloads, opinions WhatsApp, Waze, Line, TripAdvisor, Photo Editors, Dropbox, Bitmoji, Snapchat, Crackle.	<u>Connecting words expressing cause and effect, contrast, etc:</u> We can use a Power Point presentation. <u>On the other hand</u>, we can also watch a new video from YouTube. This program is the best and you can download it for free. <u>However</u>, it depends on the number of megabytes you have in your computer because it is really heavy.	Cutting edge Leading edge. <u>Idioms:</u> You rock Go the extra mile. <u>Proverbs/quotes:</u> The human spirit must prevail over technology. Albert Einstein	
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Level:	Unit 3	Scenario:		Band:
9th	Themes: 1. What's on TV? 2. The Best Show Ever... 3. Through the Lens of the Documentary. 4. Daily News	Lights, Camera & Action		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.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... When I see a show about __, I wonder... <u>Simple Past Form:</u> I saw/watched __. In the movie, there was a ... You did not watch that movie. I thought the film was great/OK/ fantastic... The actors/ costumes /are/ is ...	<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	4
R.3 extract subject specific words when encountered in text.				4



R.4 discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.	<u>Simple Past Tenses</u> How was the movie? Did you see the show last night? The documentaries were interesting. <u>Regular Verbs:</u> accept, announce, balance, change, list, among others. <u>Irregular Verbs:</u> become, get, learn, make, sell, sit, win, among others. <u>Present Perfect: Form:</u> have/has + past participle (+, -,?) Have you seen the film before? I have seen the film before. <u>Vocabulary-Themes</u> 1- <u>What's on TV?</u> comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport, programs, cartoons.	Describing feelings, and emotions about daily news. Initiating, maintaining and closing conversations about TV programs, documentaries and news. <u>Discourse markers:</u> Linkers: sequential past time (later) She saw a documentary and <u>then</u> thought it over for a while.	programs, shows and news. <u>Sociocultural:</u> Demonstrating respect for other people's preferences in documentaries, TV programs, shows and news. <u>Social language samples:</u> Get the show on the road. Live up to my expectations Mind blowing I give it two thumbs up! Breaking news	4
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	2- <u>The Best Show Ever...</u> prime time, showcase, episode, trailer, full-length film, short-length film, host. 3- <u>The World Through the Lens of the Documentary</u> 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. 4- <u>Daily News</u> Newsreader, journal, press, headlines, to cover a story, to verify, eyewitness reports, breaking news, rolling news.	<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.	<u>Idioms:</u> It's a wrap. It's in the can. Come rain or shine. <u>Proverbs/quotes:</u> No news is good news. Italian proverb	
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Level:	Unit 4	Scenario:		Band:
9th	Themes: 1. Success vs. Fame 2. National Role Models 3. Contributions of Outstanding Figures to Society 4. Breaking News: Read All About It	In the Public Eye!		A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 identifies relevant information to draw conclusions.	<u>Grammar and sentence frames:</u> <u>Past Perfect Form:</u> Subj + had + past participle. <u>Example:</u> I had been a couch potato for a long time until I was diagnosed with diabetes. <u>Third Conditional Form:</u> if + past perfect, ...would + have + past participle. <u>Example:</u> If we had taken a taxi, we wouldn't have missed the plane. She wouldn't have been tired if she had gone to bed earlier. Past Participle Verbs:	<u>Functions:</u> Describing personal stories of success. Describing achievements and contributions of nationally and internationally outstanding figures. Expressing opinions, agreement, and disagreement	<u>Psycho-social:</u> Adopting a non-judgmental attitude towards others' differences. Demonstrating empathy towards others. <u>Sociocultural:</u> Respecting everyone's opinions. Promoting strengths and abilities while working in groups.	4
R.3 discriminates information in factual texts and simple reports on familiar topics.				4



	loved, admitted, hurried, traveled, spoken, bitten, drunk, eaten, flown. <u>Past Continuous:</u> I was watching She, he, it was doing They were joking. Have you been working there? <u>Vocabulary-Themes</u> 1- <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. 2- <u>National Role Models Then–and -Now.</u> Positive role models in sports, music, art, health, and other fields then - and- now, athletics, balance, behavior, discipline, exercise, healthy habits, daily routine, and contributions.	about outstanding figures’ positive and questionable actions. <u>Discourse markers:</u> Connecting words expressing cause and effect, contrast: <u>On the other hand</u>, we could go to the movies and have some food. <u>However</u>, this depends on the number of books you’ve read. Initiating and closing a conversation: <u>Initiating:</u>	<u>Social language samples:</u> Black sheep In the spotlight breaking news <u>Idioms:</u> 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. <u>Proverbs/quotes:</u> “Success is not final; failure is not fatal: it is the courage to continue that count.” Winston Churchill. The only way to do great work is to love	
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	<u>3- Contributions of Nationally and Internationally Outstanding Figures</u> The positive effects, setting a good example, living, acting, humanitarian efforts, fighting social injustices, raising money, for sick or injured people, supporting, relief, efforts contributing financially to hospitals, hosting free events, support philanthropic efforts. <u>4- Breaking News: Read All About It</u> Those we admire, recently, - those who inspire us, are good role models - those whose behavior is sometimes brought into question, appearance, treatment, plastic surgery, image, nutrition, popularity, pictures, videos, movies, celebrity breakups, blogs, newspaper, magazine, latest couples, gossip.	Can I talk to you for a minute? Excuse me, please. Do you have a minute? <u>Continuing:</u> Anyway.... So, as I was saying ... <u>Closing:</u> It's been nice talking to you. Bye. I'm sorry, I have to go now. I must go See you later.	what you do. If you haven't found it yet, keep looking. Don't settle." Steve Jobs	
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Level:	Unit 5	Scenario:		Band:
9th	Themes: 1. Home Emergencies 2. Emergency Traveling Situations 3. Unanticipated Appointments 4. Making a Complaint at a Restaurant	Unexpected Situations		A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 distinguishes main ideas and some key details in texts of various lengths.	<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? What seems to be the problem? <u>Simple present tense:</u> I need to make an appointment. I need to renew my prescription. My child needs to come in for a check-up. <u>Future Tense: Use of "will and going to":</u> I will buy a ticket for next week. I'm going to look for help at this place. I'm going to find another flight.	<u>Functions:</u> Describing a home emergency and unexceptional traveling situation. Requesting unanticipated appointments. Complaining at a restaurant Initiating and closing conversations about unexpected situations.	<u>Psycho-social:</u> Staying calm in unexpected situations. Making thoughtful decisions when facing unexpected situations. <u>Sociocultural:</u> Demonstrating empathy to others in unexpected situations.	5
R.3 interprets academic explanations.				4



	<u>Phrasal Verbs:</u> Ask around, back up, break down, call around, call back, calm down, catch up, check-in, check out, come forward, do over, find out, get around, getaway, take off. <u>Future Continuous:</u> I am going to begin by asking you to fill out this form. You won't find a dentist on the weekend. She is going to call 911. <u>Present Perfect Continuous:</u> I've been waiting for over 30 minutes and my meal still hasn't come. I have been on the phone for over 40 minutes waiting for your answer. <u>Vocabulary-Themes</u> 1- <u>Home Emergencies</u>	<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. Initiating and closing a conversation: <u>Initiating:</u> Can I talk to you for a minute?	Demonstrating an attitude of support and service. <u>Social language samples:</u> Keep calm. <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 Author	
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	Body parts: head, face, eyes, ear, nose, cheek, mouth, lip, tongue, chin, chest, shoulder, back, elbow, hand, arm. Common illnesses and symptoms: headache, earache, stomachache, sore throat, cold, virus, infection, rash sunburn, runny nose, dizzy, nauseous, vomit, bruise, swollen, itchy. Medicines: prescription, injection, stitches, aspirin lotion, capsule, pill, ointment antacid, cold tablets, cough syrup. 2- <u>Emergency Traveling Situations</u> Stay calm, buying tickets, e-tickets, schedules, box office, announcements, complaints, luggage claim check-in, check-out, deliver, delay, departure, destination, fare, hitchhike, counter, passenger, operator, on foot, waiting room, flat tire, broken bike, lost luggage, delayed flight, flights canceled. 3- <u>Unanticipated, Appointments</u> Barbershop/ dentist/vet/ beauty parlor /clinic do, doctor, say, dosage, every four hours.	Excuse me, please. Do you have a minute? <u>Continuing:</u> Anyway.... So, as I was saying Okay <u>Closing:</u> It's been nice talking to you. Bye. I'm sorry, I have to go now. I must go. See you later.	We only have what we give. Isabel Allende	
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	4- <u>Making a Complaint to a Restaurant</u> Complaints: ordering food, making, tip, Café, Snack Bar, Fast Food restaurant, pub, starters/ appetizers, soups, main courses, meat, Fish/Vegetarian, desserts, beverages.			
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Level:	Unit 6	Scenario:		Band:
9th	Themes: 1. Keep it simple 2. Show me: Comic Strips 3. Biographies of Writers 4. The Moral of the Costa Rican Legend is	Open a Book, Open Your Mind		A2/B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 recognizes relevant information to draw conclusions.	<u>Grammar and sentence frames:</u> <u>Reported Speech:</u> She said she liked ice cream. He said he was living in CR. She said she hadn't seen you. <u>Simple Passive:</u> This writer's articles are read by many people. <u>Second Conditional:</u> Form: if + past simple, ...would + infinitive. If I won the lottery, I would buy a big house. She would pass the exam if she ever studied. <u>Vocabulary-Themes</u>	<u>Functions:</u> Expressing ideas and feelings through simple poems. Describing personal comic strips. Describing biographies of national and international writers. Initiating and closing conversations	<u>Psycho-social:</u> Appreciating the aesthetic and emotional elements of literature. Perceiving literary texts with a critical eye. <u>Sociocultural:</u> Valuing the action of giving and receiving constructive feedback.	5
R.3 discriminates information in factual text and simple reports on familiar topics.				5



	1- <u>Keep it simple:</u> Haikus/ Limerick: -Haikus Poem, three lines, popular activity, (9th to 12th centuries from Japan)", Haikus masters Basho, Issa, Buson, poets, countryside, nature - Cinquain, a five-line poem, describes a person, place, or thing. 2- <u>Show me: Comic Strips.</u> computers, writing material, web pages, layout, artist, cartoonist, writer, speech balloon, image, attribute, characteristic, impact, ambition, 3- <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.	about biographies and Costa Rican legends. <u>Discourse markers:</u> Connecting words expressing cause and effect, contrast: <u>On the other hand,</u> we could go to the movies and have some food. <u>However,</u> this depends on the number of books you've read. Initiating and closing a conversation:	Implementing assertive communication with others. <u>Social language samples:</u> Book smart vs. street smart <u>Idioms:</u> Read between the lines Déjà vu Silver lining <u>Proverbs/quotes:</u> You know you've read a good book when you turn the last page and feel a little	
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	4- <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 tone of Aserri and The Witch Zarate, Iztaru legend, Witch of Escazu, Legend of Turrialba.	<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> It's been nice talking to you! <u>Changing the topic:</u> Anyway... By the way, <u>Resuming a conversation</u> Anyway	as if you have lost a friend. Paul Sweeney	
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		what was I saying? To get back to Anyway, what I was saying. What were we talking about? To get back to what I was saying <u>Continuing</u> <u>So</u>, as I was saying...		
Total				55