



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

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

8 th Grade (A2)	No. Items
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:	Unit 1	Scenario:		Band:
8th	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.	My High School... Our Place.		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2 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. She goes to French class at 8:40 am <u>Simple Present Tense: yes/no questions:</u> Do you like math? Does she like English?	<u>Functions:</u> Naming school activities. Exchanging information about my high school schedule. Describing a high school day. Reporting information about	<u>Psycho-social:</u> Discovering my strengths and areas for improvement. Making right decisions about school responsibilities and rights. <u>Sociocultural:</u> Respecting his/her school, classmates, and teachers. Willingness to	4
R.3 extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).				5



	<u>Future Tense:</u> We are going to make pizza this evening. Are you going to study this weekend? <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. -My classmates' favorite subject is Spanish. <u>Present Continuous:</u> What are you doing now? I'm studying for the math exam. Are you studying science? <u>Frequency Adverbs:</u> How often do you read? I usually read at night.	my classmates' school activities. <u>Discourse markers:</u> <u>First</u>, we have a science lesson. <u>Then</u>, we go to a language lab. <u>After that</u>, we take a math test. <u>Finally</u>, our class ends at 4:00.	cooperate in teamwork. <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. <u>Idioms:</u> To be a copycat. Learn something by heart. Teacher's pet.	
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	<u>Prepositions of time:</u> I study in the morning, afternoon, evening. I attend science classes on Monday. I study <u>at</u> noon, night. <u>Phrasal Verbs:</u> -attend classes -go to high school -do homework <u>Vocabulary Themes</u> 1- <u>High school. Bring it on!</u> Hall, playground, gym, sports field, corridor, lab, teacher's lounge, school, school uniforms. 2- <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 3- <u>What is your next class?</u> First, second, last, my first class, What's your schedule? What classes do you have? When do		<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	
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	you have lunch? It starts at... What time does it end? What's your favorite class? recess/break time. 4- <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.			
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Level:	Unit 2	Scenario:		Band:
8th	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	Let the Good Times Roll!		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.3 recognizes the main idea and two or three specific details.	<u>Grammar and sentence frames:</u> <u>Verb + ing / infinitive: like / want / would like:</u> I (don't) like going swimming. I (don't) want to play soccer. I would like to go to the match. <u>Yes/no questions:</u> Do you like playing soccer? Does she like dancing? Would you like to ____? <u>Information questions:</u> What does she like to do on Sunday? When do you play soccer? What video game would you like to play today?	<u>Functions:</u> Expressing likes and dislikes regarding entertainment and sports. Describing different sports, their rules, indoor and outdoor activities.	<u>Psycho-social:</u> Showing interest in each person's life. Respecting everyone's opinions. Communicating clearly about oneself. Being aware of one's strengths and weaknesses regarding sports and activities. <u>Sociocultural:</u> Identifying	4
R.4 recognizes most of what occurs in a well-structured short story and the story's main characters				5



	<u>Gerunds:</u> Dancing is a great way to keep in shape. Camping on the beach is a wonderful experience. <u>Can:</u> Can you play soccer? Yes, I can. Can she swim? <u>Can/could:</u> Can you play soccer with me on the weekend? Could you play with me at 3:00 pm? Yes, I can. <u>Vocabulary-Themes</u> 1- <u>Fun times: Inside and out.</u> Running, walking, cycling, skateboarding, karate, gymnastics, boxing, workout, baseball, soccer, basketball, volleyball 2- <u>What's your favorite _____?</u> exercise, game, sport, equipment, sailing, kayaking, white water rafting, swimming,	Describing sports unforgettable experiences. <u>Discourse markers:</u> 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.	people's behavior in different sports contexts. Recognizing importance of sports to have a sense of belonging within a group. <u>Social language samples:</u> Shoot some hoops. (play basketball) Hang out (to join somebody to spend time together). <u>Idioms:</u> At this stage in the game.	
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	snorkeling, surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump push. 3- <u>Ready to play: Tell me the rules.</u> Rules to play sports and video games. 4- <u>Up close and personal: A day I'll never forget</u> Participating in national games and competitions Winning a competition. Winning a game. Participating in a championship. Winning a medal.		Ball is in your court. Proverbs/quotes: True enjoyment comes from the activity of the mind and exercise of the body, the two are united. Alexander Von Humboldt.	
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Level:	Unit 3	Scenario:		Band:
8th	Themes: - Let's Celebrate: Holidays with My Family - Let's Celebrate: Latin American Holidays and Festivals - Let's Celebrate: Holidays and Festivals around the World - A Holiday to Remember: One of my favorites	Something to Celebrate!		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2 discriminates a set of clear-cut instructions (e.g. what to do if you attend a festival or celebration), especially if there are pictures	<u>Grammar and sentence frames:</u> <u>Simple present information / yes-no questions:</u> People gather to celebrate. Do you like Easter week? How do people celebrate Christmas? <u>Simple past (was, were):</u> Who was at the festival? Were you at the festival? Yes, I was. <u>Simple past yes- no and Information questions:</u> What did you do on your last holiday celebration? I gathered with my family.	<u>Functions:</u> Describing different ways of celebrating holidays in my family. Describing what people do to celebrate different holidays in Latin America.	<u>Psycho-social:</u> Valuing own local cultural identities. <u>Sociocultural:</u> Respecting cultural differences. Respecting festivals, holidays and traditions of my country and others.	4
R.3 distinguishes chronological order within special sentence structures				5



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



material, city maps and GPS gadgets).	<u>Modal have to:</u> When you go shopping you have to look for the best price. <u>Imperatives +/-:</u> Request the warranty certificate. Don't forget to ask for a receipt. <u>Prepositions:</u> Turn to the right and then turn to the left. The supermarket is in front of the bank. There is a bakery behind the mall <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> How much does it cost? How many cookies do you need? <u>Demonstrative those/these/that/this</u> How much are these/those shoes?	Giving directions to get to retail shops 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.	<u>Sociocultural:</u> 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.	
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	Those are fifteen thousand colones. <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? Vocabulary – Themes 1- <u>Welcome to my town:</u> Appliance stores, bakeries, banks, bus stations, clinics, clothing stores, coffee shops, convenience stores, drugstores, flower shops, etc. 2- <u>Getting what I need in the right place</u> Goods: Goods are things that you can keep, eat, or use. They include food, clothing, toys, furniture, toothpaste, games, books, flowers, paint, toys, tools, books, pets, plants, and household goods.			
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	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 plant flowers, and trees, paint buildings, help children learn, and keep neighborhoods safe. 3- <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. 4- <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, and go on for about (10 minutes / 200 meters).			
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Level:	Unit 5	Scenario:		Band:
8th	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	Unforgettable Events		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2 extract main ideas from diagrams, with accompanying texts.	<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.	<u>Functions:</u> Identifying a personal, family, national or worldwide event.	<u>Psycho-social:</u> Demonstrating openness towards others' experiences. Showing empathy: put oneself in the shoes of others' and listen to their needs.	4
R.3 recognizes the main information and a few details in short articles and reports.	A day I' ll never forget in Costa Rica was when we were ____ing An event I' ll never forget in the world was when I was _____ <u>Phrasal verbs:</u> The day I first asked my girlfriend out was unforgettable. When my family's car broke down on the highway, we had a lot of fun waiting for help.	Describing a personal, family, national or worldwide event. Asking and giving information about a personal, family,	<u>Sociocultural:</u> Allowing others to express themselves and to	5



	<u>Adverbial phrases:</u> My trip that night was really memorable. My family was very happy to spend time together when I was young. <u>Vocabulary - Themes:</u> 1- <u>Personal life:</u> Birthday, wedding, my first kiss/boyfriend/girlfriend, my best cell phone, my unforgettable Christmas present 2- <u>Events with my Family:</u> New Year`s Eve/Day, Family meeting/reunion Easter vacation/Holy week, soccer game match. 3- <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.	national or worldwide event. Sharing information about a personal, family, national or worldwide event. <u>Discourse markers:</u> Linkers:sequential past time. An event I cannot forget is when the national soccer team came back from the World Cup in 2014. <u>First</u>, people from all over the country came to Paseo Colon wearing red shirts.	decode their emotions. Showing interest in each person's life and feelings. Respecting human rights principles and inclusiveness. <u>Social language samples:</u> A day I'll never forget. Remember when. A blast. We rocked it. <u>Idioms:</u> Move up in the world.	
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	4- <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.	<u>Then</u>, the main streets from the airport to the Sabana were closed. <u>After that</u>, people were on each side of the streets waiting to see the soccer players. <u>Finally</u>, the players celebrated with Costa Ricans for many hours.	Count your blessings. To tie the knot, Look the other way. <u>Proverbs/quotes:</u> Two heads are better than one. It's never over till it's over.	
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Level:	Unit 6	Scenario:		Band:
8th	Themes: 1. Beautiful Costa Rica 2. Hiking, Biking and Walking Around Costa Rica 3. Traveling Necessities 4. Planning My Perfect Vacation	Amazing Costa Rica!		A2
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2 distinguishes the most important information in short narratives with some illustrations as support.	<u>Grammar and sentence frames:</u> There is/are... There are rivers, volcanoes, etc. The beaches are beautiful. <u>Present Perfect: Yes/no and 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. What will you do on the first day of vacation?	<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.	<u>Psycho-social:</u> Appreciating Costa Rica's natural treasures and attractions. Demonstrating responsible actions towards Costa Rica's natural treasures and attractions.	5
R.3 recognizes links and connections between events related to travelling in emails, web chats,				5



postcards, or short letters.	<u>Prepositional Phrases (time)</u> I'm going to visit my friends in Limon next week, next month, next year. <u>First Conditional</u> If I visit Guanacaste, I will go to the beach. If I visit Cartago, I am going to visit the Irazú Volcano. <u>Vocabulary - Themes</u> 1- <u>Beautiful Costa Rica:</u> waterfalls, sea, jungles, volcanoes, wildlife, cloud forests, beaches, volcanoes, the countryside, places of worship. 2- <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.	Sequencing a short story expressed in simple sequential events. <u>Discourse markers:</u> 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>Sociocultural:</u> Promoting the enjoyment of tourist attractions within an inclusive vision. Respecting others' opinions when giving information about their own tourist attractions. <u>Social language samples:</u> Ecotourism <u>Idioms:</u> Tourist trap Off the beaten path <u>Proverbs/quotes:</u> It is good to have an end to a journey; but it is the journey that	
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	3- <u>Traveling necessities:</u> What to wear, what to take, what to do. Amphibian hikers, hiking or walking shoes, beach sandals, flip-flops, T-shirts, long-sleeved T-shirts (for sunburn protection, hiking, and fishing), pairs of shorts, swimsuits, sarong, long pants, pairs of underwear, pairs of socks, lightweight jacket, baseball cap, map, guidebook, money belt and passport. 4- <u>Planning my perfect vacation:</u> shoes, clothes, books, maps, documents, health, first aid kit, what not to bring	<u>After that</u>, check all the documents you need. <u>Finally</u>, get ready to chill out.	matters, in the end. Unknown Author	
Total				55