



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 de nivel de sétimo y la cantidad de ítems por unidad:

7 th Grade (A1)	No. Items
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:	Unit 1	Scenario:		Band:
7th	Themes: 1. Hello, Hi there, Hey, Bye, 2. Building Community, 3. Let's Get Personal, 4. Meet My Family	Here I am!		A1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1. identifies brief, simple instructions if encountered in a 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 Adjectives</u> - This is my mother/father. - That is my cousin. - These are my siblings. <u>Possessive 's:</u> My mother's name is <u>Verb to be + adjective:</u>	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.		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.	4



	I am handsome. She is intelligent. They are selfish. <u>Intensifiers:</u> very, really, super. Vocabulary Themes 1- <u>Hello, Hi there, Hey- Bye:</u> Hi, hi there, Hey, Hello, good morning /afternoon/evening. 2- <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.		Respecting human rights principles and inclusiveness. 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. Idioms: Feeling Ok, I'm cool, What's new?	
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	3- <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. 4- <u>Meet my Family:</u> Family members such as mother, father, siblings, cousin, father-in-law.		<u>Proverbs/quotes:</u> A friend in need is a friend indeed.	
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Level:	Unit 2	Scenario:		Band:
7th	Themes: 1. My Daily Routine 2. Eating Habits 3. Hanging out 4. Things I Like to Do	Enjoying Life		A1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2. recognizes the main information on posters, brochures, signs, and invitations.	<u>Grammar and sentence frames:</u> <u>Adverbs of frequency:</u> Always, sometimes never <u>Wh questions:</u> What's your daily routine? I have breakfast at 6:30 a.m. I go to high school. <u>Present tense:</u> Subject + verb + complement I watch TV in the afternoon. <u>Vocabulary Themes</u>	Functions Identifying daily routines. Telling likes and dislikes about eating habits, routines, and food. Discourse markers: and, but, because Describing things, I like to do.	<u>Psycho-social:</u> Living safely by practicing healthy routines. Being disciplined with eating times. Loving myself by taking care of my body. Use assertive communication skills	4
R.3. distinguishes brief, simple instructions and some expressions if encountered previously in				4



the same or similar form.	1- <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. 2- <u>Eating habits</u> Healthy Food: fruit, vegetables, meats, typical food, junk Food: fast food, eating schedule, drinking water. 3- <u>Hanging out:</u> 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 sleepover, to watch a DVD (movie), to go to the cinema. 4- <u>Things I like to do:</u> I love reading. I'm interested in computers. I'm fond of traveling. Numbers (1-59)	Describing ways of hanging out.	when interacting with others. <u>Sociocultural:</u> Ways of entertainment according to or based on contexts, eating habits and table manners. <u>Social language samples:</u> I love (as in "I love coffee", "I love going to the movies".) <u>Idioms:</u> With bells on, Chill out, Hang out. Proverbs / Quotes Eating	
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			and drinking shouldn't keep us from thinking. -- Italian ´ proverb	
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Level:	Unit 3	Scenario:		Band:
7th	Themes: 1. Natural Wonders in My Backyard, 2. Marvels in Costa Rica, 3. A World of Wonders, 4. Where can I go next?	Getting back to nature		A1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2 identifies keywords 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 ____ (country)?	Functions 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>	<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>	4
R.3 recognizes main ideas in texts.				4
R.4 recognizes specific details in texts accompanied by illustrations.				4



	<u>Vocabulary Themes</u> 1- <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. 2- <u>Marvels in Costa Rica:</u> Costa Rica Natural Marvels, National Parks, Biological, Reserves caves, beaches, volcanoes, lakes, rivers, mountains, cloud/rain/dry forest. 3- <u>World Natural Wonders:</u> Mount Everest, Harbor-Rio de Janeiro, Great Barrier Reef, Victoria, Falls, Paricutin Volcano, Grand Canyon, Aurora Borealis. 4- <u>Where can I go next?</u> Traveling, I can go to ____ because, Zoo, animals, ocean, beach, river, fishing, soccer field, playing, mountain, hiking, rainforest, zip-lining.	Connecting words: and, but, because. Ex. She went to Angel Waterfall and she loved it. I don't have money but I want to go to Poas Volcano. I visited Tempisque River because my cousin lives near there.	<u>Idioms:</u> Getting back to nature A breath of fresh air In deep water <u>Proverbs/quotes:</u> Let's save our planet. Stop and smell the roses. When it rains, it pours.	
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Level:	Unit 4	Scenario:		Band:
7th	Themes: 1. My Family's Grocery List, 2. Going Shopping, 3. Does This Fit Me? 4. How Much Does It Cost?	Checking things off a shopping list		A1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a 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? <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?	Functions Listing products needed at home. Identifying products at a grocery and clothing stores. Describing products needed Buying groceries/ clothing wisely.	<u>Psycho-social:</u> Being flexible and open to changes. Making informed decisions Communicating with the person respectfully. <u>Sociocultural:</u> Asking for bargains to save money.	4
R.4 distinguishes information on posters, adverts, catalogues and everyday signs				5



and short texts.	<u>Vocabulary Themes</u> 1- <u>My Family's Grocery List:</u> Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables. 2- <u>Going Shopping:</u> Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane. 3- <u>Does This Fit Me?</u> 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. Sizes: extra small, small, medium, large, and extra-large. Colors: blue, green, orange, red, pink, purple, brown, black, white. Materials: leather, silk, cotton. Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable.	<u>Discourse markers:</u> and, but, because	<u>Social Language Samples:</u> Running errands Shop around Shoplifting <u>Idioms:</u> A penny saved is a penny earned. Saving for a rainy day. <u>Proverbs/quotes:</u> Every shop has its trick. Italian proverb.	
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	4- <u>How Much Does It Cost?</u> I'm sorry, I don't have any small change. Do you have a chance 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.			
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Level: 7th	Unit 5 Themes: 1. How my family and I celebrate “Tico” culture 2. How my community celebrates “Tico” culture 3. How other Costa Rican communities celebrate “Tico” culture 4. How Costa Ricans celebrate national “Tico” culture	Scenario: ¡Let’s celebrate Costa Rican Culture!		Band: A1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2 recognizes 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 Mother’s Day? What do you celebrate in your community?	Functions Listing family gatherings. Asking and giving information about family gatherings. Telling about community celebrations. Describing national holidays and celebrations in Costa Rica.	<u>Psycho-social:</u> Strengthen the value of belonging to my family /community. Showing respect for my family celebrations. Respecting my own emotional expressions and sense of belonging.	4 5
R.3 discriminates straightforward information, words, and expressions on	<u>Vocabulary Themes</u>			



Costa Rican culture.	1- <u>Family gatherings:</u> birthday parties, anniversaries, parties, weddings, baby showers, graduation, and family reunions. 2- <u>Community celebrations:</u> Community Day, Community traditions, Patron Saint Day. 3- <u>Costa Rican communities:</u> “Guanacastequedidad” Week, Virgen del Mar Day, “Diablitos” celebration. 4- <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.	<u>Discourse markers:</u> Connecting words: and, but, because. Ex. She loves to celebrate her birthday, but she doesn’t have time for it. My favorite holiday is Mother’s day and I buy flowers for my mom. I love to celebrate Christmas because I exchange presents with my siblings.	<u>Sociocultural:</u> Respecting other families/ Costa 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.	
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Level:	Unit 6	Scenario:		Band:
7th	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	Getting from here to there		A1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a 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? 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 ...	Functions Identifying places and buildings. Locating places and buildings. Giving directions. Describing ways to move around. Understanding and using travel fares and hotel registrations.	<u>Psycho-social:</u> Being flexible and open to changes when traveling. Analyzing and making decisions. Communicating clearly, concisely, and responsibly, with respect for the person addressed. Enjoying traveling.	4
R.4 recognizes main ideas of text when accompanied by illustrations.				5



	<u>Imperatives:</u> Go down, Go straight, Follow the signs, Turn left <u>Present tense:</u> (S + V + C) I go to the beach. <u>Vocabulary Themes</u> 1- <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 2- <u>Knowing where it is:</u> There is / There are in, on, next to, near, between, in front of, opposite of, behind, 3- <u>Knowing how to get there:</u> Where is the post office? Are we on the right road? How can I get to ___?	<u>Discourse markers:</u> Connecting words: and, but, because.	<u>Sociocultural:</u> Respecting, appreciating and being aware of his /her community, region, country, and world travelling opportunities. <u>Social language samples:</u> Straight to the point Clueless Directionally challenged <u>Idioms:</u> Itchy feet Hit the road <u>Proverbs / Quotes</u> He who returns from a journey is not the same as he who left. --	
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	It's on the 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 4- <u>Knowing what I need and when:</u> 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		Chinese proverb	
Total				55