

# Curriculum CONVERSATIONAL ENGLISH

Third Cycle  
Basic General Education



## Table of Contents

<b>Copyright</b> .....	<b>4</b>
<b>Authorities</b> .....	<b>4</b>
<b>Presentation</b> .....	<b>7</b>
<b>Curriculum</b> .....	<b>9</b>
<b>Rationale</b> .....	<b>13</b>
<b>General Mediation Strategies and Pedagogical Approach</b> .....	<b>20</b>
The Action Oriented Approach. ....	20
Task Based Language Teaching (TBLT) .....	22
Seven principles for task-based language teaching.....	23
Learner-Teacher, Learning and Acquisition in Action Oriented Approach.....	25
English for Specific Purposes (ESP) .....	26
The methodology used in the classroom.....	27
<b>Guidelines for Pedagogical Activities outside the Institution</b> .....	<b>29</b>
<b>Curricular Design Template Elements</b> .....	<b>30</b>
Curriculum Template. ....	32
<b>Profile</b> .....	<b>34</b>
Student.....	34
Teacher .....	36



<b>Planning .....</b>	<b>38</b>
Annual Learning Plan.....	38
Pedagogical Practice Plan .....	40
Task Building Process .....	41
<b>Assessment .....</b>	<b>48</b>
<b>Curricular Structure .....</b>	<b>51</b>
<b>Curricular Structure .....</b>	<b>52</b>
<b>Curricular Structure .....</b>	<b>53</b>
<b>Curricular Grid: Conversational English .....</b>	<b>54</b>
<b>Curriculum Scope and Sequence Seventh Grade .....</b>	<b>57</b>
<b>Curriculum Scope and Sequence Eighth Grade .....</b>	<b>62</b>
<b>Curriculum Scope and Sequence Ninth Grade .....</b>	<b>67</b>
<b>References .....</b>	<b>216</b>



### Copyright

The Higher Education Council (CSE) and the Ministry of Public Education (MEP), as authors of this Study Program, reserve the moral and property rights of this work, and it is the responsibility of any user or entity to acknowledge this condition in order to use, reproduce or quote this Study Program and its text.

### Authorities

Giselle Cruz Maduro, Minister of Public Education of Costa Rica.

Melania Brenes Monge, Academic Vice Minister.

Steven González Cortés, Vice Minister of Administration.

Paula Villalta Olivares, Vice Minister of Institutional Planning and Regional Coordination.

Pablo Masís Boniche, Director of Bureau of Technical Education and Entrepreneurship, MEP

Joyce Mejías Padilla, Head of Technical Specialties Department, DETCE, MEP.

Ministry of Public Education.

Bureau of Technical Education and Entrepreneurship (DETCE), MEP

Department of Technical Specialties, Curricular Section.

San José, Costa Rica.

August, 2019.



**General coordination and review.**

Rocío Quirós Campos, Head of Curriculum Department.

**Elaboration.**

Lizzette Vargas Murillo, National English Advisor, 7th Grade Program, the methodology development, curriculum design and templates.

Maricel Cox Alvarado, National English Advisor, 8th - 9th Grades Program

**Collaborating Technical Team.**

Roxana Ferreto Fernández, English Foreign Language Teacher, Technical Profesional School Calle Zamora  
(Author of Phonology Learnings Part, all Grades 7th to 11th).

Lisseth González Alfaro, English Foreign Language Teacher, Technical Profesional School Calle Zamora.  
(9th grade Author)

Julio Ruiz Huertas, English Foreign Language Teacher, Technical Profesional School Calle Zamora  
(9th grade Author)

Katie O'Hara, Peace Corps Volunteer, Validation Process 7th Grade.

Mia Levy, Peace Corps Volunteer, Validation Process, 8th Grade.



**Format design.**

Heidy Cordonero Solano, Computer Science/ IT National Advisor, DETCE.

Cover graphic design.

Karla Guevara Murillo, Designer and Advisor from Department of Technological Resources, MEP.

**Validation and Review.**

M.Ed. Howard Johnson,

Peace Corps Volunteer

Native Speaker and Specialist Teaching English to Speakers of Other Languages (TESOL)

**INIE.**

Institute of Research in Education, University of Costa Rica

Updating the model of educational competencies



## Presentation

The Technical Vocational Education (TVET) is a subsystem of the education system. It constitutes a pillar in the preparation of skilled workers, promoting the social and economic development of the country through a flexible and dynamic educational offer. The Bureau of Technical Education and Entrepreneurship is the technical body responsible for promoting education and training programs for a specialized human talent, whose technical and professional training is the bridge that strengthens its link with labor markets or entrepreneurship.

In order to provide our young people with greater opportunities and improve the country's competitiveness, the Higher Education Council approved in session No. 5 of January 30<sup>th</sup>, 2003 the incorporation of the subject of Conversational English as part of the curriculum of the III Cycle of the TVET.

The development of language skills in English is an essential element for Costa Rican youth to successfully integrate into the society, take advantage of new opportunities and enhance their employability.

The programs of study from seventh to ninth grade offer a novel curricular approach that combines the development of communicative skills with student-centered pedagogy, a technical orientation that integrates collaborative learning, the development of critical thinking, instruction based on conversation about a problem or product in the classroom, and project-based learning.



For the first time, English for Specific Purposes (ESP) is incorporated, in which the four linguistic competences are worked on, using the six levels of the Common European Framework of Reference (CEFR) with essential knowledge specific to the areas of TVET such as: Tourism, Agriculture, Design, Mechanics, Accounting and Information Technologies, among others. At the end of the ninth grade the student must be a basic user of the English language by reaching the B1.1 band on the Common European Framework of Reference (CEFR).

## Curriculum

The organization proposed in this Curriculum is closer to real-life language use, which is grounded in interaction in which meaning is co-constructed. Goals are presented under four modes of communication: reception, production, interaction and mediation. (CEFF, 2019 p.30.)

Language as, embracing language learning, comprises the action performed by people who as individuals and as social agents develop a range of general and particular communicative language competences. Drawing on the competences at their disposal in various contexts under various conditions and under different constraints to engage language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement of modification of their competences.

The CEFR has two axis: a horizontal axis for describing different activities and aspects of competence and a vertical axis representing progress in proficiency. To facilitate organization, the CEFR presents six common reference levels. Firstly, they can be grouped into three broad categories: Basic user (A1 and A2), Independent user (B1 and B2) and Proficient User (C1 and C2). Secondly, the six reference levels are often segmented.



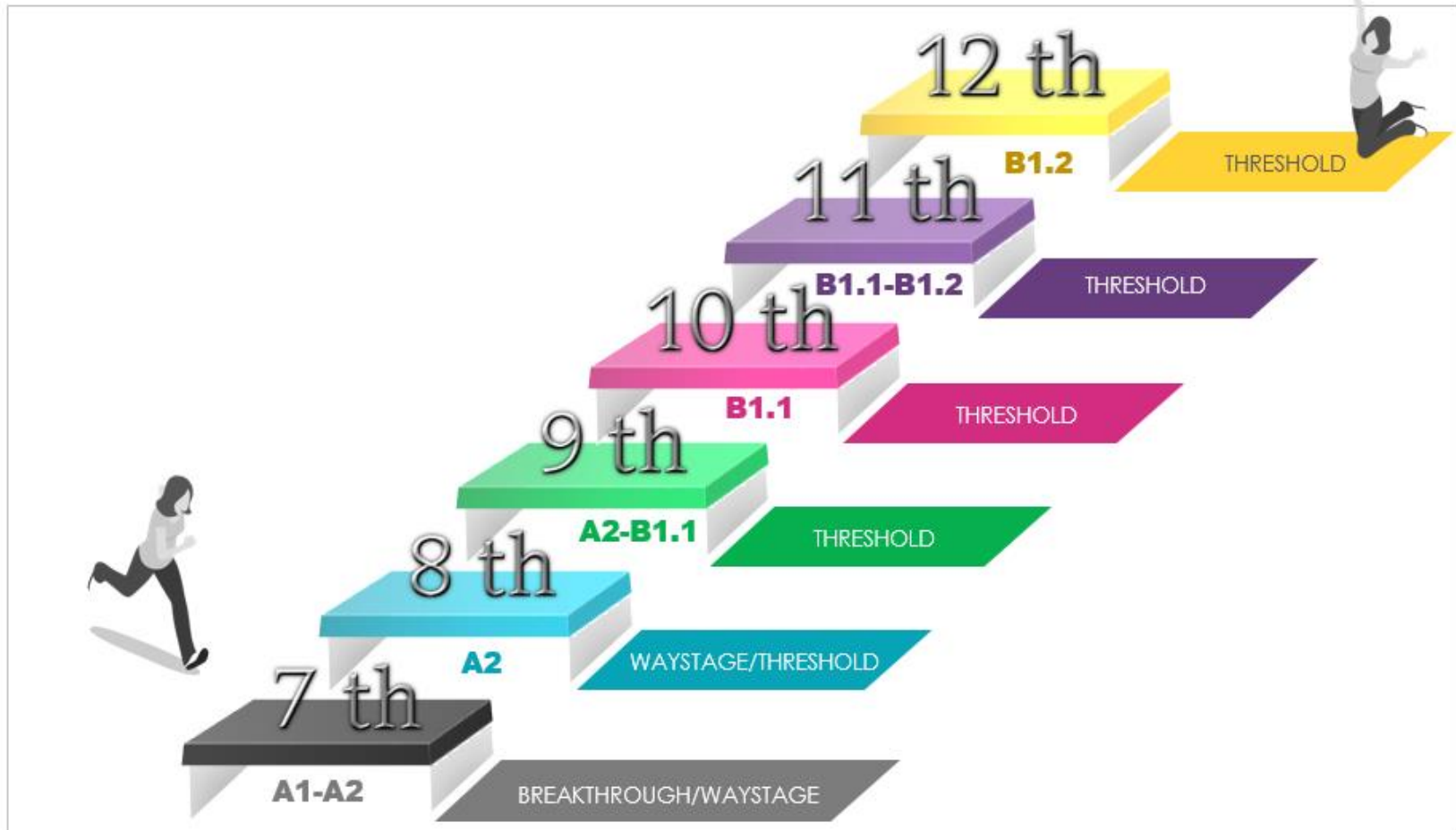


Figure 1. Common reference levels Common reference levels in the Professional Technical Education curriculum

Source: Prepared by the authors on the basis of data supplied by CEFR, DETCE, 2019.



## EFR Guidelines

### Instructional hours needed to fulfill the targets of each CEFR level:

Table 1. Range of hours required to achieve the category

Category	Range of hours required to achieve the category
A1	Approximately 90-100
A2	Approximately 180-200
B1	Approximately 350- 400
B2	Approximately 500-600
C1	Approximately 700-800
C2	Approximately 1000 –1200

Source: Prepared by the authors on the basis of data supplied by CEFR, 2014.

Table 2. Range of hours in Conversational English, Seventh Grade.

SCENARIO	CEFR	Number of hours <sup>1</sup>
S1	A1.1	32 hours
S2	A1.1	32 hours
S3	A1.2	32 hours
S4	A1.2	32 hours
S5	A2.1	32 hours

Source: Prepared by the authors on the basis of data supplied by CEFR, 2014.

<sup>1</sup> 4 hours per week\* 40=160 hours per year

Table 3. Range of hours in Conversational English, Eighth grade.

SCENARIO	CEFR	Number of hours <sup>2</sup>
S1	A2.1	32 hours
S2	A2.1	32 hours
S3	A2.2	32 hours
S4	A2.2	32 hours
S5	A2.2	32 hours

Source: Prepared by the authors on the basis of data supplied by CEFR, 2014.

Tabla 4. Range of hours in Conversational English, Ninth grade.

SCENARIO	CEFR	Number of hours
S1	A2.2	32 hours
S2	B1.1	32 hours
S3	B1.1	32 hours
S4	B1.1	32 hours
S5	B1.1	32 hours

Source: Prepared by the authors on the basis of data supplied by CEFR, 2014.

<sup>2</sup> 4 hours per week\* 40=160 hours per year



## Rationale

The Costa Rican education system is based on the Political Constitution, which establishes that the development of public education is the responsibility of the State. As indicated in article 77 of the Constitution of Costa Rica states, “Public education shall be organized as an integral process correlated in its various cycles, from preschool to university”.

In Costa Rica, education is recognized as a human and constitutional right, where the education system favors the acquisition of skills, abilities, knowledge, values, attitudes, behaviors and ways of seeing the world. In addition, it fosters and stimulates the integral development of the person and his or her individual and social transformation. It also promotes active participation in civic and academic life.

The Council of Higher Education (CSE), within the framework of its constitutional mandate, has adopted a series of comprehensive provisions, regulations and policies to guide Costa Rican education. Of special importance are the curricular policies within the framework of "Educating for a New Citizenship." "The person: center of the educational process and transforming subject of society", and the approval of study programs, which materialize the curricular transformation embodied in the aforementioned policies.

The Technical Vocational Education and Training, (TVE) in compliance with the regulations and policies approved by the Higher Education Council, has implemented a series of educational reforms aimed at providing tools that promote the incorporation of people to employability, the creation of their own business and / or continue higher education studies. The curricular foundation of the study programs, under a competency-based education approach carried out since 2006, constitutes one of the most important advances of Costa Rican professional technical education on the road to a holistic education.

Pursuit of improvement and promotion of the social mobility of Costa Rican population, the TVET of Costa Rica continues evolving with the purpose of generating qualified technical human talent capable of making informed decisions, assuming the responsibility



of its individual actions and influencing the present and future collectivity, with environmental integrity, economic viability and social justice within the framework of respect for cultural diversity and environmental ethics that contribute to the competitiveness of the country.

The educational policy and curricula establish the educational model in which the Technical Vocational Education and Training (TVET) study programs are framed, with a curricular focus on Education by Competencies that constitute the foundation and reference framework to follow for the achievement of the proposed goals and objectives of the subsystem.

The curricula are based on the philosophical pillars and the axes established in education policy, which are detailed below:

- **The Complexity Paradigm:** which states that the human being is a self-organized and self-referential being, i.e. that he is aware of himself and his environment. Their existence makes sense within a natural social-family ecosystem and as part of society. As for the acquisition of knowledge, this paradigm takes into account that students develop in a bio natural ecosystem (which refers to the biological character of knowledge in terms of brain forms and learning modes) and in a social ecosystem that conditions the acquisition of knowledge. The human being is characterized by having autonomy and individuality, establishing relationships with the environment, possessing aptitudes to learn, inventiveness, creativity, capacity to integrate information from the natural and social world and the ability to make decisions. In the field of education, the paradigm of complexity allows for a wider horizon of training, since it considers that human action, due to its characteristics, is essentially uncertain, full of unpredictable events that require the student to develop inventiveness and propose new strategies to deal with a reality that changes daily.
  - **Humanism** is oriented towards personal growth and therefore appreciates the student's experience including its emotional aspects. Each person considers himself responsible for his life and self-realization. Education, therefore, is centered on the person, so that he or she is the evaluator and guide of his or her own experience, through the meaning



acquired by his or her learning process. Each person is unique, different; with initiative, with personal needs to grow, with potential to develop activities and solve problems creatively.

- **Social Constructivism:** proposes the maximum and multifaceted development of the abilities and interests of students. The purpose is fulfilled when learning is considered in the context of a society, taking into account previous experiences and the mental structures of the person who participates in the processes of knowledge construction. This takes place in an interaction between the internal mental level and the social exchange.
- **The paradigm of rationalism,** based on reason and objective truths as principles for the development of valid knowledge, has been fundamental in the conceptualization of Costa Rican education policies.

Principles and axes that permeate education policy

- **Student-centered education:** this means that all the actions of the education system are aimed at promoting the integral development of the student.
- **Education based on human rights and citizens' duties:** this entails making commitments to give effect to these same rights and duties, through the participation of active citizenship geared to the changes desired.
- **Education for sustainable development:** education becomes a means of empowering people to make informed decisions, take responsibility for their individual actions and their impact on current and future collectivity, and consequently contribute to the development of societies with environmental integrity, economic viability and social justice for present and future generations.
- **Planetary citizenship with national identity:** this means strengthening awareness of the immediate connection and interaction that exists between people and environments around the world and the impact of local actions at the global

level and vice versa. In addition, it implies retaking our historical memory, with the purpose of being aware of who we are, where we come from and where we want to go.

- **Digital citizenship with social equity:** refers to the development of a set of practices aimed at reducing the social and digital divide through the use and exploitation of digital technologies.

Due to the technological, social, economic and environmental changes, it is necessary not only the development of specific competencies related to the area of technical training but also the development of competencies for human development. These competences will help to continue learning throughout life, for innovation and creativity in individual and team work, critical thinking, problem solving with social responsibility and environmental awareness and ethical commitment.

The development of the curriculum, is oriented to the development of specific linguistic and human competencies, which are articulated with the axes established by the current educational policy, which are detailed below.

### **Education for Sustainable Development**

"Sustainable development" is based on the idea that, since the resources are finite, we must develop as far as they allow, which generates a struggle between "development and the environment". On the other hand, "sustainable development" advances towards an idea of greater harmony between human beings and ecosystems, understanding that the world is not wide and unlimited as we had believed, a conception that has provoked a revolution in the mentality of the last two generations.

### **Digital citizenship with social equity**

Digital citizenship implies the development of a set of practices that make it possible to reduce the social and digital divide through the use and exploitation of digital information and communication technologies, based on the implementation of policies for the expansion of solidarity and universal connectivity.

The concept of "digital citizenship" arises in the international debate and has been defined as the norms of behavior concerning the use of technology. Digital citizenship" implies the understanding of human, cultural, economic and social issues related to the use of Information and Communication Technologies (ICTs), as well as the application of behaviors relevant to that understanding and to the principles that guide it: ethics, legality, security and responsibility in the use of the Internet, social networks and available technologies.

### **Strengthening a planetary citizenship with national identity**

The clarification of the meaning and implications of "education and planetary citizenship" is recent. It is necessary to emphasize essential skills that include values, attitudes, communicative abilities, as well as cognitive knowledge, always dynamic and changing. Education is presented as a relevant aspect for understanding and solving social, political and cultural problems at the national and international levels, such as human rights, equity, multiculturalism, diversity and sustainable development.

In this sense, the term "glocalized" communities is considered, which implies that individuals or groups are capable of "thinking globally and acting locally". It thus incorporates the need to learn to live together, as well as the recognition of the collective power of citizen action.

Conversational English curriculum presents the goals under four modes of communication: reception, production, interaction, and mediation, using the common reference levels established by the CEFR.

### **Common European Framework of Reference for languages**



## **Meaning and approach to Common European Framework of Reference for languages**

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated in English in different acronyms as CEFR or CEF or CEFRL, is a guideline used to describe achievements of learners of foreign languages. This guideline contains standards for grading an individual's language proficiency. It was established by the Council of Europe as part of the project "Language Learning for European Citizenship" between the years 1989 and 1996. The main objective of this guideline is to provide a method of teaching, learning, and assessing which applies to all languages in Europe.

The CEFR has three principal dimensions: language activities, the domains in which the language activities occur, and the competences on which we draw when we engage in them.

### **Language activities**

The CEFRL distinguishes among four kinds of language activities:

- Reception (listening and reading),
- Production (spoken and written),
- Interaction (spoken and written),
- Mediation (translating and interpreting).

## **Domains**

General and particular communicative competences are developed by producing or receiving texts in various contexts under various conditions and constraints. These contexts correspond to various sectors of social life that the CEFR calls domains. Four broad domains are distinguished: educational, occupational, public, and personal.

## **Competences**

A language user can develop various degrees of competence in each of these domains and to help describe them, the CEFR has provided a set of six Common Reference Levels (A 1, A 2, B 1, B 2, C 1, C 2).

## General Mediation Strategies and Pedagogical Approach

### The Action Oriented Approach.

The Action-Oriented Approach is the adopted approach for this curriculum to make language learning/teaching more efficient. It places emphasis on what learners know and do to communicate successfully by completing tasks (not exclusively language-related) in a given set of circumstances, in a specific environment and within a particular field of action. It uses general and specific competences in meaningful contexts and real-life scenarios to use the language.

There is a progressive shift from complementing and improving the missing aspects of the Communicative Approach to the Action-Oriented Approach; increasing communication among people from various countries of the world increase not only the need of foreign language learning but also the methods, approaches and techniques.

The Action-oriented approach, which does not ignore the social and cultural nature of the language as well as its communicative nature, deals with a new social dimension. It calls the learners as “social actors” (CEFR., 2000, p. 9).creating a common point in the phase of acquisition of skills and learning the knowledge “Actor means a person performing and animating some duties. Since foreign language is learned through some duties and actions as well, it handles the learners as (social) people who should perform tasks” (Delibaş, 2013, p. 1). Learners/users are responsible for their own learning in this approach where the social dimension is first mentioned in language teaching. “This social dimension is to prepare the learners not only to live together but also to work with strangers in their own country or in a foreign country with different cultures and different spoken languages.

The need to use the language that emerged while fulfilling the tasks makes learning process effective and the learner active. Puren expresses the importance of actions in communication by saying "This is action that determines communication"(2006, p. 38).

Bourguignon supported this opinion by adding, "There is no point in establishing communication on its own. But it becomes meaningful when it mediates actions" (2006, p. 69).

Action oriented approach considers the learner as a social agent where learning takes place in a social learning environment and develops linguistic and pragmatic skills besides communicative skills. The creation of social language environment where the learner will be able to communicate with each other in the middle of pluricultural and plurilingual environment depends on teachers' skills and knowledge. The tasks in classroom or out of classroom must be parallel to the needs of the learners and the teachers make learner feeling these needs. If considered that language learning is divided into two as knowledge and skills.

Action-Oriented approach is the name of these two processes from the constructive learning where the learner is autonomous and directs his own process in which knowledge is constructed during the process and skills are acquired commonly and internationally.

Krashen explains this feature of language acquisition by saying “Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication (2009, p. 10). He also makes clear the difference between learning and using a language. In this process of acquisition and learning “language is not only a means of communication but a tool of social action at the same time” (Alrabadi, 2012, p. 1). Bourguignon also emphasizes the same characteristic by saying “In action oriented approach communication is at the service for action” (2006, p. 64). It shouldn't forget “the action came before the language in the process of the evolution of humanity and it constitutes the first stage of the interaction between the people, first the action is revealed then the language develops” (Moreno; Dökme; as cited in Sayinsoy, 2003, p. 116). This phrase shows the learner and the teacher how important the action is.

Summarizing the components of the action-oriented approach. The **social agent** who learns in a **learning environment** uses various **knowledge, skills and abilities** when performing **tasks**. Every place where language learning considered as a social process takes place is the social learning environment; therefore, this social environment can be a classroom, home, shopping center. **Learner** is

an autonomous and language's user in this social environment but collaborator as a social agent. It shouldn't be forgotten that this approach is based on the tasks. Important **tools** to create meaningful experiences are; **authentic materials** as comprehensible input, as much as possible as well as **IT access**. Functions, vocabulary, grammar, phonology are taught with the purpose of facilitating communication. This approach also takes into account the **cognitive** and **emotional** resources.

### Task Based Language Teaching (TBLT)

What is a Task?

The purposeful actions performed by one or more individuals strategically using their own specific competences to achieve a given result. When the description of the text (oral and written) is examined carefully, it reveals that language learners face tasks in everyday life within domains and scenarios. In order to fulfil these tasks, the learner will need a number of knowledge, skills and abilities. The learner is not speaking or writing to another person, but rather speaking or writing in a real life context for a social purpose.

The task stimulates the learners' personal commitment to the learning process. It may differ in nature according to the balance determined by the goal and the combination of dimensions (general and communicative competences). There are different types of tasks orientations to the complexity (from simple to complex), the length (from shortest to the longest) and social implication (from individual actions to collective actions)

The task-based language teaching aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and

other language features as well as skills. . . . All in all, the role of task-based language learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

Task-based language teaching has strengthened the following principles and practices:

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom.

### Seven principles for task-based language teaching

#### Principle 1: Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly. A basic role for an educator is to provide a supporting framework within which the learning can take place. The learners will encounter holistic ‘chunks’ of language that will often be beyond their current processing capacity. The ‘art’ of TBLT is knowing when to remove the scaffolding. If the scaffolding is removed prematurely, the learning process will ‘collapse’. If it is maintained too long, the learners will not develop the independence required for autonomous language use.

## Principle 2: Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before. Within the task-dependency framework, a number of other principles are in operation. One of these is the receptive-to-productive principle. Here, at the beginning of the instructional cycle, learners spend a greater proportion of time engaged in receptive (listening and reading) tasks than in productive (speaking and writing) tasks. Later in the cycle, the proportion changes, and learners spend more time in productive work. The reproductive-to-creative-language principle is also used in developing chains of tasks.

## Principle 3: Recycling

- Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle. This recycling allows learners to encounter target language items in a range of different environments, both linguistic and experiential. In this way they will see how a particular item functions in conjunction with other closely related items in the linguistic ‘jigsaw puzzle’. They will also see how it functions in relation to different content areas.

## Principle 4: Active learning

- Learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher. When applied to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the language. These opportunities could be many and varied, from practicing memorized dialogues to completing a table or chart based on some listening input. The key point, however, is that it is the learner, not the teacher, who is doing the work. This is not to suggest that there is no place at all for teacher input, explanation and so on, but that such teacher-focused work should not dominate class time.



#### Principle 5: Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning. The challenge for pedagogy is to ‘reintegrate’ formal and functional aspects of language, and that what is needed is a pedagogy that makes explicit to learners the systematic relationships between form, function and meaning.

#### Principle 6: Reproduction to creation

- Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways. This principle can be deployed not only with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced.

#### Principle 7: Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing. Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes.

### **Learner-Teacher, Learning and Acquisition in Action Oriented Approach**

This Curriculum is based on real world communicative needs, oriented towards real-life tasks and constructed around purposefully selected notions and functions. This promotes a proficiency perspective guided by Can do descriptors.

In this approach in which knowledge and skill blended, the learner can no longer be called only the constructor of knowledge, but can also be called as the one who can put together new information with existing and can carry acquired knowledge to future learning process. Teachers are the facilitators and guides that guide the learning process, form the need, take an active role with the learners in the learning process and their task is to facilitate the acquisition of real or near-real learning environments for the acquisition of language skills.

### **English for Specific Purposes (ESP)**

Breen is suggesting that when we place communication at the center of the curriculum the goal of that curriculum (individuals who are capable of communicating in the target language) and the means (classroom procedures that develop this capability) begin to merge: learners learn to communicate by communicating. The ends and the means become one and the same.

ESP is a major activity around the world. It is an enterprise involving education, training and practice, and drawing upon three major realms of knowledge: language, pedagogy, and the students' / participants specialist areas of interest.

ESP teachers generally have a great variety of simultaneous roles as researchers, course designers, material writers, testers, evaluators as well as classroom teachers. These teachers need some knowledge of, or at least access to information on any field of study that students are professionally involved with for example: business, tourism, agriculture, or mechanics, computer science, drawing, accounting, electronics, (Robinson, p.1)



## The methodology used in the classroom

The Bureau of Technical Education and Entrepreneurship recommends for Conversational English in seventh, eighth and ninth level to implement a student center pedagogy which integrates collaborative learning, development of critical thinking skills, conversation-based instruction around a problem or product in the classroom. The purpose of the implementation of this Curriculum is to bump up the level of instruction and as a result to improve Costa Rican students English Communicative Skills through a student centered pedagogy aligned with a technical orientation.

Aristotle said you have to know *what* you are teaching but you also need to know *why and how*. It isn't enough to just know “the learnings” you are teaching. There are elements that must be integrated into your classroom in order for your students to learn such as what their strengths are, what they already come knowing and what matters to them.

English teaching for **Conversational English** places priority on the communicative competence involving oral comprehension and oral and written communication so that they become Basic users of English and can reach the A2+ or B1 level, based on the descriptors of the CEFR.

Each level has five scenarios. Each scenario has two themes:

- Each theme presents an Essential Question which introduces the lesson.
  - a) They are open-ended and resist a simple or single right answer.
  - b) They are deliberately thought-provoking, counterintuitive, and/or controversial.
  - c) They require students to draw upon content knowledge and personal experience.

- d) They can be revisited throughout the unit to engage students in evolving dialogue and debate.
  - e) They lead to other essential questions posed by students.
- 
- The Essential Competence and the New Citizenship Axis are shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
  - Essential Competence is presented to the students, they need to follow human development competences which are already established in order to articulate the three learnings: learn to know, learn to do and learn to be and live in community
  - The New Citizenship Axis are: sustainable Development Education, Digital Citizenship with Social Equity and Strengthening of Planetary Citizenship with Identity.
  - Teachers select the goals from each theme. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
  - Teachers start the lesson with a warm-up activity related to the name of theme. Then they share the learning goals/expected outcomes with the learners for that day or week.
  - Lessons follow a task-based approach combined with the action-oriented approach.
  - Grammar is developed by combining both inductive and deductive instruction within a meaningful context.
  - The teacher follows a set of integrated sequence procedures to develop the different linguistic competences.

### **Guidelines for Pedagogical Activities outside the Institution**

The Manual of Pedagogical Activities Outside Educational Institutions that Offer Technical Education Specialties was approved by the Higher Education Council in session No. 56 through agreement No. 07-56-06; it establishes the regulations for the development of pedagogical activities outside the institution and its purpose is to guide and publicize the requirements for visits and tours in the subjects of the technical area of the Professional Technical Education curriculum taught in professional technical colleges.

Pedagogical activities outside the institution such as: professional practices, internships, visits and tours are an ideal means to strengthen and develop knowledge, skills, abilities and attitudes in students through the relationship with the environment and its relationship with a concrete reality.

For the implementation of these activities, all actors must comply with the provisions of the document, whose provisions are mandatory and immediately applicable in all professional technical colleges, Professional Institutes of Community Education, and public institutions that teach specialties of Professional Technical Education. Likewise, any pedagogical activity outside the educational institution must only correspond to the development or complement of the study programs corresponding to professional technical education, and in turn must comply with what is established by the ministerial dispositions and the legislation in force.

In the workshops and subjects of the technical area that are part of the curricular structure of the Third Cycle of Basic General Education, the pedagogical activities outside the institution that can be carried out are defined below.

Technical Visits: Going to a public and/or private institution with the purpose that the student reinforces the learning process under real conditions. This activity has a minimum duration of 4 hours and a maximum of 8 divided hours during the academic year.

Field Trip: Trip to different public and/or private institutions, whose purpose is that the student reinforces the learning process in real conditions, has a minimum duration of 16 hours and a maximum of 40 fractionated hours during the academic year.

## Curricular Design Template Elements

The elements considered in the curricular design are shown and defined in table N. 5.

Table.5 Curricular elements of Conversational English study programs.

Element	Definition
CEFR	A tool promotes positive formulation of educational aims and outcomes at all levels.
Scenario	A real life context referenced for an entire unit, providing authenticity of situations, tasks, activities, texts.
Time	Amount of hours devoted for the whole unit.
Essential Question	A question to develop and deepen students' understanding of important ideas and processes, so that they can transfer their learning within and outside school. It stimulates learner thinking and inquiry.
Theme	The focus of attention for communicative acts and tasks, that refers back to the real life scenario. (context rather than content)
Essential Competence	Based on the New Citizenship Policy we need to follow human development Competences which are already established in order t to articulate the three learnings: learn to know, learn to do and learn to be and live in community
New Citizenship Axis	Sustainable Development Education Digital Citizenship with Social Equity Strengthening of Planetary Citizenship with Identity
Goals	Can do performance descriptors based on CEFR.
<b>Oral and Written Comprehension</b>	What a learner can understand or is able to do when listening and/or reading.
Listening and Reading	

Continued, Table 5.

<b>Oral and Written Production</b> Spoken production, Spoken Interaction and Writing	What a learner can produce in an oral and/or written way.
Performance Indicator	They describe observable behaviors, give information about the student's performance acquired during the learning process. It allows to show the achievement of knowledge, skills, abilities and attitudes. Contains three basic elements: <b>Verb-Action and Condition.</b>
Pedagogical Task	They are communicative or non-communicative activities that demand knowledge, skills and abilities and occur in the classroom..
Learnings	This is what learners need to know to communicate effectively within a domain, scenario and theme.
Functions	The use of spoken discourse and/or written texts in communication for a particular purpose (e.g. asking and giving information, describing)
Grammar	The grammatical components that will be covered in the unit.
Vocabulary	Words learners need to know to communicate effectively within a domain, scenario and theme.
Phonology	The part of the lesson that addresses the Learners ability to hear, identify, and manipulate sounds.

Source: Prepared by the authors on the basis of data supplied by CEFR, 2014.

## Curriculum Template.

Conversational English Curriculum		
Level: Elija un elemento.		
CEFR Band: Elija un elemento.	Scenario 1:	Time: hours
Essential Question:	Theme 1.1: Haga clic aquí para escribir texto.	
Essential Competences: Elija un elemento.	New Citizenship Axis <sup>3</sup> : Elija un elemento.	

Goals Learner can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Essential Competences.		
New Citizenship Axis.		
<b>Oral and Written Comprehension</b>		<b>Task Building Process</b>
<b>Listening:</b>		
<b>Reading:</b>		
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b>		
<b>Spoken Production:</b>		
<b>Writing:</b>		

<sup>3</sup> Política Curricular “Educar para la nueva ciudadanía”.

<b>Learnings</b>			
<b>Functions and Discourse Markers</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Phonology</b>
<b><u>Functions</u></b>			
<b><u>Discourse Markers</u></b>			



## Profile

### Student

A student from seven grade achieves at the end of the year a proficiency level A2.1, Eight graders A2.2 and Ninth graders B1.1 articulated in the CEFR as it applies to the Conversational English Curriculum in Technical Education across the grade levels. The curriculum is expected to be implemented in 2020 with seventh graders, so that learners progressively reach the level B1.1 at the end of ninth grade.

The output profile of a B1.1 of a Ninth grader:

Independent user	B1.1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. like radio or TV programs when the delivery is relatively slow and clear, including short narratives.
		Can understand standard formal correspondence and online postings in his/her area of professional interest giving a relatively detailed account of events and experiences.
		Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
		Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
		Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional

field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts or more abstract, cultural topics such as films, books, music, etc.

### **EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES**

- Can use linguistic resources that include grammatical forms and meanings, complex verb forms.
- Can use the socio-cognitive aspects such as deduction, induction, inference strategies. It includes meta-cognitive strategies (evaluating) and cognitive strategies (resourcing).
- Can use socio-affective strategies such as cooperating, questioning for clarification strategies, coping.
- Can use resources to integrate content from oral and written text to perform a goal oriented product (project) based on an integrated sequence of activities within some scenario and theme.
- Can integrate content based from the different technical field into their competences. (English for Specific Purposes)

## Teacher

### PERSONAL TRAITS

#### Knowledge:

- Updated techniques specific to your specialty.
- Guidelines for professional technical education in the country.
- Theories and methodologies for teaching English for Specific Purposes.
- Information and Communication Technologies.
- Design of lesson plans based on the guidelines of the Bureau of Technical Education and Entrepreneurship.
- Affective, cognitive and metacognitive strategies in teaching processes.

#### Skills:

- Motivation for student learning.
- Essential collaborative work with other members of the educational community with peers who teach the specialty, as well as in fairs of professional technical colleges.
- Working with English for Specific Purposes (ESP).
- Promotion and support to the initiatives presented by the students.
- Fostering a sense of belonging to the community.
- Reflection on their own teaching practice.
- Proactive leadership.
- Ability to communicate orally and in writing in an English language.
- Analytical capacity
- Initiative
- Innovation
- Critical and creative thinking.
- Ability to solve unforeseen situations.
- Ability to negotiate and resolve conflicts.
- Working under pressure
- Management of local and global socio-cultural aspects.

- Development of positive class environments.
- Promote family participation in teaching processes.
- Friendly, discreet and assertive communication.
- Promote autonomy, ethical values and social responsibility.

Attitudes:

- Discretion with respect to the matters entrusted to it for confidential information and the particular cases it knows.
- Friendly treatment with superiors, colleagues and users.
- Correct decision making.
- Personal presentation according to the activities developed.



## Planning

### Annual Learning Plan

It is a chronogram in which the development of the program of study is represented in the months and weeks that compose the school year. It represents the distribution in time in which the scenarios and their themes will be developed, with their respective learning results.

The weeks and hours that will be used for the development of each one of the scenarios must be indicated. It must include the themes that make up each scenario with its learning results; respecting the logical sequence indicated by the study program for the approach of the educational process.

This plan must be delivered to the Principal of the school at the beginning of the school year.



## Pedagogical Practice Plan

This plan must be elaborated by Theme. It is of daily use at school and must be delivered to the Principle, according to the datelines established by the administration. The performance of the teacher during a lesson must have correspondence with what is written in the pedagogical practice plan as well as the time distribution established in the annual plan that was prepared at the beginning of the school year.

- **Definition of the Pedagogical Practice Plan Template**

This a template which contains different qualities at the heading such as: the name of the institution, name of the teacher of course, and some of this qualities are given in the curricular design where the teacher has gotten familiar with them such as Essential question, Essential Competence, CEFR level, level, Scenario, Theme, New Citizenship Axis.

First Column of the Template presents the Goals, which are found in the curricular design. When planning the teacher first collocates the goals for the Essential Competence, second the New Citizenship Axis Goals, then Oral and Written Comprehension goals for Listening and Reading, finally Oral and Written Production goals for Spoken Interaction, Spoken Production and Writing.

Second Column are Task Mediation Activities. First a task is for Essential Competence and second task corresponds for New Citizenship Axis and then comes the methodological message where language learning should be directed towards enabling learners to act in real life situations, expressing themselves and accomplishing tasks of different natures.



With a group of pre-intermediate level students, how can we create a linked sequence of enabling exercises and activities that will prepare learners to carry out the task? It is asked propose a six-step pedagogical sequence procedure for introducing tasks, and this is set out below.

## **Task Building Process**

### **Pre task**

#### **Schemata building**

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

#### **Example:**

1. *Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action according to the field of study.*

### **Task Rehearsal**

#### **Controlled practice**

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. In this way, early in the instructional cycle, they would get to see, hear and practice the target language for the theme of work. This type of controlled practice extends the scaffolded learning that was initiated in the previous. Learners are introduced to the language within a communicative context. In the final part of the step, they are also beginning to develop a degree of communicative flexibility.



Involve learners in intensive listening practice. The listening texts could involve a number of native speakers. This step would expose them to authentic or simulated conversation.

**Examples:**

2. *Expose learners to authentic materials to deal with the real world of communication related to the field of study.*

**Focus on linguistic elements**

The students now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements. In the task-based procedure being presented here, it occurs relatively late in the instructional sequence. Before analyzing elements of the linguistic system, they have seen, heard and spoken the target language within a communicative context. Hopefully, this will make it easier for the learner to see the relationship between communicative meaning and linguistic form than when linguistic elements are isolated and presented out of context as is often the case in more traditional approaches.

**Example:**

3. *Focus on linguistic elements such as functions, discourse markers, grammar and vocabulary required to go over the essential question related to the field of study.*

4. *Give learners controlled practice in using the target language, vocabulary, structures and functions.*

## Post Task

### **Provide freer practice**

The student should be encouraged to extemporize, using whatever language they have at their disposal to complete the task. Those who innovate will be producing what is known as ‘pushed output’ (Swain 1995) because the learners will be ‘pushed’ by the task to the edge of their current linguistic competence. In this process, they will create their own meanings and, at times, their own language, but over time it will approximate more and more closely to native speaker norms as learners ‘grow’ into the language. (See Rutherford 1987, and Nunan 1999, for an account of language acquisition as an ‘organic’ process.)

### **Example:**

5. *Engage learners to meaningful productive tasks based on the context.*

### **Assessment**

The final step in the instruction to assess is the pedagogical sequence itself. Students find it highly motivating, having worked through the sequence, to arrive at step 6 and find that they are able to create a project more or less successfully.

### **Example:**

6. *Project: integration of activities. It has to be done in class. One per trimester.*

Third Column the teacher writes the Indicators in third person singular because it points what the student is able to do as a result of the learning process

Next you find the template for Learnings (Functions, Grammar, Vocabulary, Phonology provided to the teacher in the Curricular Design)

Finally, the teacher writes the needs in terms of resources, classroom, English laboratory, devices, material required for the pedagogical process for each Theme.

Pedagogical Recommendations:

- Teacher makes sure that all learners understand task instructions.
- Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
- Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
- The task could involve the integration of listening and speaking or reading and writing and is given to students individually, in pairs, or teams.
- The learners complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
- Teacher monitors the learners’ performance and encourages them when necessary.
- The learners consciously assess their language performances (using rubrics, checklists and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to learners’ attention, and provide additional pedagogical resources to learners who need more practice.

- At the end of each period, the learners develop and present Integrated Mini-Projects to demonstrate mastery of the scenario goals..
- The Essential Competences and The New Citizenship Axis are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The Integrated Mini-Project is an opportunity for students to integrate these three learnings in a single task.
- Teach and plan English lessons in English to engage learners socially and cognitively according to the steps mentioned above.

Pedagogical Practice Plan		
Institution: Elija un elemento.	CEFR: Elija un elemento.	
Teacher: Haga clic aquí para escribir texto.	Level: Elija un elemento.	
Conversational English	Scenario: Haga clic aquí para escribir texto.	Time: <b>hours</b>
Essential question: Haga clic aquí para escribir texto.	Themes: Haga clic aquí para escribir texto.	
Essential Competences: Elija un elemento.	New Citizenship Axis4: Elija un elemento.	
Goals	Task Mediation Activity	Indicators
Essential Competences. New Citizenship Axis. Oral and Written Comprehension Listening: Reading: Oral and Written Production Spoken Interaction Spoken Production: Writing:	<p>Task Building Process:</p> <p><b>Pre Task:</b></p> <ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions as mention</li> </ol> <p><b>Task Rehearsal:</b></p> <ol style="list-style-type: none"> <li>2. Expose learners to authentic materials to deal with</li> <li>3. Focus on linguistic elements such as functions, discourse markers, grammar and vocabulary</li> <li>4. Give learners controlled practice in using the target language, vocabulary, structures and functions.</li> </ol> <p><b>Post Task:</b></p> <ol style="list-style-type: none"> <li>5. Engage learners to meaningful productive tasks based on</li> </ol> <p><b>Assessment:</b></p>	

	Project: integration of activities. It has to be done in class during the whole period.	
<p><b>Resources:</b> Haga clic aquí para escribir texto. <b>Classroom:</b> Haga clic aquí para escribir texto. <b>English Laboratory:</b> Haga clic aquí para escribir texto. <b>Devices:</b> Haga clic aquí para escribir texto. <b>Materials:</b> Haga clic aquí para escribir texto.</p>		

---

<sup>4</sup> Política Curricular “Educar para la nueva ciudadanía”.



## Assessment

Talking about competency-based assessment means incorporating new assessment strategies. In this sense, it emphasizes the importance of an evaluation oriented to learning, centered on the participation of the student, directed to situations of an authentic nature, closer and closer to real life. Competition is therefore contextual; it reflects the relationship between people's skills and the activities they perform in a particular situation in the real world. (López, 2014)

Competency-based assessment is continuous, dynamic, holistic, and focused on analyzing the student's performance levels. In this sense, evaluation fulfills a function of self-regulation that allows the student to generate a personal monitoring of their learning.

From this perspective, competence predicts performance; it is directly linked to the student's practical processes and not so much to the accumulation of data. By means of the evaluation, the attributes of the competence that is intended to be developed through the processes and evidences generated by the students are identified and registered, with the intention of evaluating the evolution of the domain and its transference. From this perspective, the teacher makes judgments based on the process and the evidence of his students through the observation and analysis of the evolution of the domain of levels.

The evaluation must be aligned with the curriculum, which means that there must be a balance between the purposes or goals to be achieved, the mediation strategies to be developed during the entire educational process and the system for evaluating the desired processes and products.

The evaluation offers strategies that make it possible to know in depth the results obtained by the students, but also allows them to become aware of what is expected of them. Under the competency-based assessment perspective, students provide teachers, parents, peers, and the community at large with "evidence" of their performance through new assessment tools and methods. These tools are based on a constructivist perspective and focus their dynamics on processes.

Once the strategies have been selected, the evaluation instruments must be defined for these with criteria that will assess the learning situation, since these are the ones that allow the teacher to make judgments about what each student has achieved.

In order to achieve objectivity when making value judgments, it is important to establish indicators of achievement and the evidence associated with the established levels of assessment, so that at the end the analysis of the information collected can proceed and determine whether the competencies have been achieved and at what levels, which allows each student to make decisions regarding the development of competencies.

The Regulations for the Evaluation of Learning through an executive decree contain the regulations governing Costa Rican evaluation, establishing the components of evaluation for each of the modalities offered by the education system of Costa Rica.

As established in the Regulations for the Evaluation of Learning, the final grade in each subject per period is obtained from the sum of the percentages corresponding to the grades obtained by the student in the following components as is clearly typified in the regulations:



- a) Daily work.
- b) Tasks.
- c) Tests (as appropriate).
- d) Project (as applicable).
- e) Demonstration of what has been learned (as appropriate).
- f) Attendance

There is currently a range of strategies and tools that teachers can use as part of the evaluation process of some of the components mentioned above, for example we can mention: conceptual map, evidence portfolio, timeline, mind map, cognitive maps, video forum, and projects, among others. The teacher must prepare assessment rubric technically elaborated that show the indicators and allow to visualize the student's level of achievement, considering compliance with the guidelines established by current regulations and the guidelines for these purposes set by the Ministry of Education.

### Curricular Structure

SCENARIOS	Seventh Grade	
	Weekly Hours	Yearly Hours
<b>S1. Loving the Place I live In</b> My Classroom is a small world My Family and Friends	4	32
<b>S2. Eat Well and Feel Good</b> Food Security Matters!!! Healthy Lifestyles	4	32
<b>S3. Thanking our Farmers</b> Sowing Seeds for a Future Harvest Farms around me	4	32
<b>S4. Towns and Stories</b> The Power of Construction Industry Shaping Costa Rican Culture and Towns	4	32
<b>S5. Good Manners will Open Doors</b> Courtesy Everywhere Making a good first impression	4	32
<b>Total hours per year</b>		<b>160</b>

Curricular Structure

SCENARIOS	Eighth Grade	
	Weekly Hours	Yearly Hours
<b>S1. Making A Family Budget</b> Math Symbols and Illustrating Data Creating My Personal Budget ... Making Decisions For My Future	4	32
<b>S2. Live, Enjoy And Speak</b> Origin Of English Language: English Speaking Countries. How To Be Assertive In Life And I Will Be My Boss.	4	32
<b>S3. Going Green</b> Sustainable Development: A Pathway To The Green Transportation, Waste Management and Air Quality Growing Our Food: My Backyard Garden	4	32
<b>S4. Every Journey ... An Adventure</b> Travel Around The Globe Types of Tourism and Accommodations	4	32
<b>S5. Are You Ready For An Emergency or Disaster?</b> How To Be Prepared For A Disaster Prevention and Mitigation Becoming Guardians To Prevent natural Disasters	4	32
<b>Total hours per year</b>		160

Curricular Structure

SCENARIOS	Ninth Grade	
	Weekly Hours	Yearly Hours
<b>S1. Animal Welfare: National And International Standards</b> Obligations When You Own A Pet Cruelty In Animals Wild Animals Belong To Wild World	4	32
<b>S2. Building Cities of The Future</b> My Dreamed Future City Sustainable Cities/Green Cities. Reducing Pollution And Other Problems	4	32
<b>S3. Developing STEAM Skills</b> Finding Out a Scientist and An Artist in all of Us Life is a Math Equation...Engineers To Build The Future (Math)	4	32
<b>S4. Old and New Discoveries In Science</b> New Discoveries in Science, Engineering and Technology Biographies: Fathers of Electricity	4	32
<b>S5. Robotics and Automation</b> Automation 4.0 : the Fourth Industrial Revolution Knowing the Future: Internet of Things (IoT)	4	32
<b>Total hours per year</b>		<b>160</b>

### Curricular Grid: Conversational English

#### Seventh

##### 1. Loving The Place I Live In

<b>1</b>	<b>2</b>
My Classroom is a Small World	My Family and Friends
<b>16 Hours</b>	<b>16 Hours</b>

#### Eighth

##### 1. Making a Family Budget

<b>1</b>	<b>2</b>
Math Symbols and Illustrating Data	Creating My Personal Budget ... Making Decisions For My Future
<b>16 Hours</b>	<b>16 Hours</b>

#### Ninth

##### 1. Animal Welfare: National And International Standards

<b>1</b>	<b>2</b>
Obligations When You Own A Pet Cruelty In Animals	Wild Animals Belong To Wild World
<b>16 Hours</b>	<b>16 Hours</b>

#### Seventh

##### 2. Eat Well...and feel good

<b>1</b>	<b>2</b>
Food Security Matters!!!	Healthy Lifestyles
<b>16 Hours</b>	<b>16 Hours</b>

#### Eighth

##### 2. Live, Enjoy And Speak

<b>1</b>	<b>2</b>
Origin Of English Language: English Speaking Countries	How To Be Assertive In Life And I Will Be My Boss
<b>16 Hours</b>	<b>16 Hours</b>

#### Ninth

##### 2. Building Cities of The Future

<b>1</b>	<b>2</b>
My Dreamed Future City Sustainable Cities/Green Cities	Reducing Pollution And Other Problems
<b>16 Hours</b>	<b>16 Hours</b>

EDUCATION FOR A NEW CITIZENSHIP



**Seventh**

**3. Thanking Our Farmers**

<b>1</b>	<b>2</b>
Sowing Seeds for a Future Harvest	Farms Around Me
<b>16 Hours</b>	<b>16 Hours</b>

**Eighth**

**3. Going Green**

<b>1</b>	<b>2</b>
Sustainable Development: A Pathway To The Green Transportation, Waste Management and Air Quality	Growing Our Food: My Backyard Garden
<b>16 Hours</b>	<b>16 Hours</b>

**Ninth**

**3. Developing STEAM Skills**

<b>1</b>	<b>2</b>
Finding Out a Scientist and An Artist in In All of Us	Life is a Math Equation...Engineers To Build The Future (Math)
<b>16 Hours</b>	<b>16 Hours</b>

**Seventh**

**4. Towns and Stories**

<b>1</b>	<b>2</b>
The Power of Construction Industry	Shaping Costa Rican Culture and Towns
<b>16 Hours</b>	<b>16 Hours</b>

**Eighth**

**4. Every Journey ... and Adventure**

<b>1</b>	<b>2</b>
Travel Around The Globe	Types of Tourism and Accommodations
<b>16 Hours</b>	<b>16 Hours</b>

**Ninth**

**4. Old and New Discoveries in Science**

<b>1</b>	<b>2</b>
New Discoveries in Science, Engineering and Technology	Biographies: Fathers of Electricity
<b>16hours</b>	<b>16 Hours</b>



**Seventh**

**5. Good Manners will Open Doors**

<b>1</b>	<b>2</b>
Courtesy Everywhere	Making a good first impression
<b>16 Hours</b>	<b>16 Hours</b>

**Eighth**

**5. Are You Ready For An Emergency or Disaster?**

<b>1</b>	<b>2</b>
How To Be Prepared For A Disaster Prevention and Mitigation	Becoming Guardians To Prevent natural Disasters
<b>16 Hours</b>	<b>16 Hours</b>

**Ninth**

**5. Robotics and Automation**

<b>1</b>	<b>2</b>
Automation 4.0 : the Fourth Industrial Revolution	Knowing the Future: Internet of Things (IoT)
<b>16 Hours</b>	<b>16 Hours</b>

### Curriculum Scope and Sequence Seventh Grade

Scenario	Themes	Goals
<b>Scenario 1</b> <b>Love the place I live</b>  <b>(32 hours)</b>	<b>Theme 1.1</b> My Classroom is a Small World  (16 hours)	<ul style="list-style-type: none"> <li>• Solve problems, organize, and self-regulate one's own learning.</li> <li>• Acquire knowledge, understand and think about local issues to promote a "collective attitude".</li> <li>• Follow speech about classroom instruction and greetings that is very slow and carefully articulated, with long pauses for him/ her to assimilate meaning.</li> <li>• Understand concrete information about classroom instructions and greetings.</li> <li>• Understand very short, simple texts at a time, picking up familiar names, words and basic phrases and rereading as required.</li> <li>• Interact in a simple way giving instructions but communication is totally dependent on repetition a slower rate of speech, rephrasing and repair</li> <li>• Produce simple mainly isolated phrases about classroom issues and greetings.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write short, simple formulaic notes relating to matters in classroom relationships.</li> </ul>
	<b>Theme 1.2</b> My Family and Friends  (16 hours)	<ul style="list-style-type: none"> <li>• Solve problems with family and friends, organize and self-regulate one's own learning.</li> <li>• Acquire knowledge, understand and think critically in a friendship environment.</li> <li>• Understand words and short sentences when listening to a simple conversation (e.g. between family members) as long as they are talking slowly and clearly.</li> <li>• Understand some basic structures in one-sentence correspondence and understand the main idea conveyed.</li> <li>• Ask and answer simple questions about the family and community, initiate and respond to simple statements in areas of immediate need regarding home life.</li> <li>• Give simple description of his/her family using basic words, phrases and expressions prepared in advance.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Give a basic description about family using simple words and phrases.</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 2</b> Eat Well... Feel Good  (32 hours)</p>	<p><b>Theme 2.1</b> Food Security Matters!!!  (16 hours)</p>	<ul style="list-style-type: none"> <li>• Develop original ideas to assure food security in your community.</li> <li>• Provide opportunities to end hunger, achieve food security, improve nutrition and promote sustainable agriculture.</li> <li>• Understand simple information and phrases about food security.</li> <li>• Recognize and understand simple descriptions of the pillars of food security.</li> <li>• Ask and answer in a predictable pattern simple questions about food security, availability, accessibility, if the other person speaks slowly and clearly.</li> <li>• Describe their daily eating habits by using simple, standard expressions.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write simple sentences about food access at home, at school and in the community.</li> </ul>
	<p><b>Theme 2.2</b> Healthy Lifestyles  (16 hours)</p>	<ul style="list-style-type: none"> <li>• Generate ideas to put into practice such as exercising, eating well and having a peaceful daily routine in order to be healthy and to visualize a variety of ways to avoid different illnesses.</li> <li>• Ensure healthy lives and promote well-being for all.</li> <li>• Understand basic questions about people likes and dislikes to be healthy.</li> <li>• Understand short written notices, signs and instructions with visual support about different types of food eaters.</li> <li>• Take part in a simple conversation about how to be healthy.</li> <li>• Produce simple phrases about healthy eaters and types of diets.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Give information in writing about healthy eaters, types of diets, and their personal diet using simple words and basic expressions.</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 3 Thanking Our Farmers</b></p> <p>(32 hours)</p>	<p><b>Theme 3.1</b> Sowing Seeds for a Future Harvest  (16 hours)</p>	<ul style="list-style-type: none"> <li>• Make decisions about how and when to sow a crop considering what favors one's own well-being, others and the planet, understanding its deep connection.</li> <li>• Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</li> <li>• Understand simple language related to different types of plants and their parts.</li> <li>• Identify key words related to sowing, planting and hydroponics systems processes.</li> <li>• Talk briefly about roles and responsibilities when sowing seeds.</li> <li>• Provide basic information about hydroponic system.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Give simple sentences describing the role a farmer plays in the farming process.</li> </ul>
	<p><b>Theme 3.2</b> Farms Around Me  (16 hours)</p>	<ul style="list-style-type: none"> <li>• Collaborate to promote responsibility as an essential competence to deal with all tasks.</li> <li>• Contribute with the teacher to promote how to strengthen planetary citizenship with identity.</li> <li>• Recognize specific information about types of farms.</li> <li>• Understand main ideas and specific details in texts about types of farms accompanied by illustrations.</li> <li>• Ask people for information related to types of farms, repeating what someone said more slowly.</li> <li>• List proper safety guidelines, possible hazards, and risks on a farm.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Make short description about some possible hazards and risk at a farm</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 4 Towns and Stories</b></p> <p>(32 hours)</p>	<p><b>Theme 4.1</b> Shaping Costa Rican Culture and Towns</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Give innovative ideas to empower themselves to be creative in the design of constructions and buildings in the 21<sup>st</sup> century.</li> <li>• Value information related to types of construction and buildings in a town.</li> <li>• Identify information related to types of Constructions and buildings in a town.</li> <li>• Recognize specific information about buildings and landmarks in town when accompanied by visual aids.</li> <li>• Give and ask for personal opinions about town buildings.</li> <li>• Produce comparison sentences about different buildings.</li> <li>• Give and ask for personal opinions about town buildings.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Describe their town using vocabulary provided.</li> </ul>
	<p><b>Theme 4.2</b> Shaping Costa Rican Culture and Towns</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Show respect for all those aspects that encompass a cultural exchange when visiting places around Costa Rica.</li> <li>• Understand respect as a better way to strengthen our planetary citizenship with identity for a new world.</li> <li>• Extract the name of places from short, simple dialogues, if delivered slowly and clearly.</li> <li>• Understand simple description of places around Costa Rica, which represent our idiosyncrasy.</li> <li>• Ask and answer basic questions about their hometown and its traditions.</li> <li>• Produce simple descriptions about traditions and holidays in their hometown.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write simple texts about specific places, customs, and traditions in Costa Rica.</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 5</b> <b>Good Manners</b> <b>...Will Open</b> <b>Doors</b></p> <p>(32 hours)</p>	<p><b>Theme 5.1</b> Courtesy Everywhere</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Develop effective communication towards all activities that involve personal interactions.</li> <li>• Show effective communication when experiencing activities that look for strengthening our planetary citizenship with identity.</li> <li>• Understand simple information from an example conversation where good manners are demonstrated.</li> <li>• Understand basic information conveyed through a simple text that demonstrates a courteous interaction, such as a formal email.</li> <li>• Use given vocabulary to address their peers formally.</li> <li>• Explain rules and norms of common courtesy.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write simple phrases that address someone formally.</li> </ul>
	<p><b>Theme 2</b> Making a good first impression</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Show proactive attitude for all those aspects that encompass elements of interaction.</li> <li>• Promote proactive attitude as a better way to strengthen our planetary citizenship with identity for a new world.</li> <li>• Follow a simple interview when using simple language and spoken slowly with visual support provided.</li> <li>• Find the specific information related to good and bad manners from a short, simple text.</li> <li>• Follow a simple workplace dialogue that utilizes common workplace etiquette.</li> <li>• Create a dialogue giving recommendations about important elements of making a good impression.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Give their opinion on the importance of making a good first impression in the workplace.</li> </ul>



### Curriculum Scope and Sequence Eighth Grade

Scenario	Themes	Goals
<b>Scenario 1</b> <b>Making A</b> <b>Family Budget</b>  (32 hours)	<b>Theme 1.1</b> Math Symbols and Illustrating Data  (16 hours)	<ul style="list-style-type: none"> <li>Collaborate to develop an appropriate English environment in the classroom.</li> <li>Cooperate with the teacher to promote how to strengthen planetary citizenship with identity.</li> <li>Understand basic mathematical information like numbers, operations, charts, tables, graphs, and budgets to carry out a task.</li> <li>Comprehend specific information from readings based on mathematical context.</li> <li>Provide simple descriptions of mathematical elements and how to apply them in daily life.</li> <li>Produce presentations with information based on mathematical context related to personal or familiar finances.</li> <li>Distinguish unfamiliar sounds and prosodic patterns.</li> <li>Express written short pieces of text that include mathematical elements and information commonly applied in daily life.</li> </ul>
	<b>Theme 1.2</b> Creating my Personal Budget... Making Decisions for My Future  (16 hours)	<ul style="list-style-type: none"> <li>Collaborate to promote responsibility as an essential competence to deal with all tasks.</li> <li>Contribute with the teacher to promote how to strengthen planetary citizenship with identity.</li> <li>Identify specific information about family or personal budget that is delivered slowly and clearly.</li> <li>Understand a series of simple phrases to organize a family or personal budget by context.</li> <li>Express ideas and opinions about personal and family budgets.</li> <li>Describe their daily expenses and how they would be used in a budget in short, simple sentences.</li> <li>Distinguish unfamiliar sounds and prosodic patterns.</li> <li>Write a personal budget using numbers and four basic mathematical operations and charts or graphs about daily or family expenses.</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 2</b> <b>Live, Enjoy and Speak</b></p>	<p><b>Theme 2.1</b> How to Be Assertive in Life</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Develop an empowered mindset to be assertive in daily life.</li> <li>• Strengthen assertiveness in order to be a citizen of this new world with a clear identity.</li> <li>• Identify clues from a video or conversation about how to be assertive in daily life.</li> <li>• Read the entrepreneur profiles given and recognize steps to strengthen assertiveness and be your own boss in the future.</li> <li>• Participate in short conversations about assertiveness and how to become your own boss in the future.</li> <li>• Express ideas in short and simple sentences about how to be assertive in life and become your own boss.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write a simple series of sentences reporting some ideas about how to be assertive in life.</li> </ul>
	<p><b>Theme 2.2</b> Origin of the English Language: English Speaking Countries</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Value friendship to understand and respect people and other cultures.</li> <li>• Build friendly relationships to understand and respect people and strengthen identity.</li> <li>• Understand key content in videos about the Origin of English language: English Speaking Countries around the world.</li> <li>• Understand short, simple narrative texts about English Speaking Countries around the world.</li> <li>• Exchange information in small groups about some English Speaking Countries by comparing and contrasting their differences.</li> <li>• Give a simple presentation about English Speaking Countries using the vocabulary and counties provided in this Curriculum.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Use information and write a short description about specific facts of English Speaking Countries in order to respect and understand other cultures.</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 3</b> <b>Going Green</b></p> <p>(32 hours)</p>	<p><b>Theme 3.1</b> Sustainable Development: A Pathway To The Green Transportation, Waste Management and Air Quality</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Give innovative ideas to empower themselves and raise awareness about ecological problems and strengthen green transportation, waste management and air quality as possible solutions for the country.</li> <li>• Value the idea of being green volunteer in their high schools and communities to strengthen sustainable develop education.</li> <li>• Extract global environmental problems concerning transportation, waste management, and air quality with information from videos.</li> <li>• Understand the main information in short written reports about green energies and their effects in environment.</li> <li>• Communicate with short, simple statements about concerning topics of sustainable development.</li> <li>• Produce a short presentation about setting advantages and disadvantages of a given topic of Sustainable Development.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write a series of simple statements to link to each other about types of environmental damage existing in Costa Rican communities and the world and propose some solutions.</li> </ul>
	<p><b>Theme 3.2</b> Growing Our Food: My Backyard Garden</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Develop the initiative to promote a green lifestyle in order to help in the community and the country.</li> <li>• Experience the initiative to become into changing agents by promoting a green lifestyle based on a Sustainable Development Education.</li> <li>• Understand vocabulary, expressions and information given from audio tracks or videos spoken in the target language.</li> <li>• Understand short, simple texts based on the themes given and into the context of the scenario.</li> <li>• Ask and answer questions based on the main topic, where using specific vocabulary and correct information.</li> <li>• Give a simple report about purchasing green products in a local market, fair or even online; base on the specifications of the topic given.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Describe the advantages and disadvantages that brings going into a green lifestyle to people, community, country and environment.</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 4</b> <b>Every Journey ... An Adventure</b>  (32 hours)</p>	<p><b>Theme 4.1</b> <b>Travel around the Globe</b>  (16 hours)</p>	<ul style="list-style-type: none"> <li>• Show respect for all those aspects that encompass a cultural exchange when traveling around the world.</li> <li>• Understand respect as a better way to strengthen our planetary citizenship with identity for a new world.</li> <li>• Understand the key details of conversations about situations at hotels, restaurants, and traveling in general all over the world.</li> <li>• Understand short, simple texts including pieces of shared international vocabulary items.</li> <li>• Communicate with simple statements to make plans or arrangements to practice touristic activities in our country and abroad.</li> <li>• Describe in short, simple statements about plans of traveling in our country and abroad.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write simple, short statements to describe places to visit in the future when going on tours or adventures.</li> </ul>
	<p><b>Theme 4.2</b> <b>Types of Tourism and Accommodations</b>  (16 hours)</p>	<ul style="list-style-type: none"> <li>• Develop a proactive attitude towards all activities that involve a cultural exchange.</li> <li>• Show a positive attitude when experiencing activities that look for strengthening our planetary citizenship with identity.</li> <li>• Understand key vocabulary to describe different types of tourism and accommodations when traveling in our country and abroad.</li> <li>• Understand information from pieces of text drawing of tourism, adventure, and culture.</li> <li>• Manage simple conversations to exchange information by asking and answering without undue effort.</li> <li>• Give short, simple descriptions of cultures and how tourism and accommodations may vary around the world.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Connect ideas to create short pieces of texts to explain specific information about tourism and culture.</li> </ul>



Scenario	Themes	Goals
<p><b>Scenario 5</b> <b>Are You Ready for an Emergency or Disaster?</b></p> <p>(32 hours)</p>	<p><b>Theme 5.1</b> How to Be Prepared for a Disaster Prevention and Mitigation</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Develop a problem-solving mindset to be prepared for prevention and mitigation when natural disasters may happen.</li> <li>• Promote prevention and mitigation as part of the sustainable development education that may concern to everyone to be ready for emergencies and disasters.</li> <li>• Understand key information about tips given from authentic material as audios and videos to be prepared for natural disasters.</li> <li>• Comprehend information about prevention and mitigation from texts to be prepared to deal with any type of natural disaster.</li> <li>• Handle specific information about how to prevent natural disasters and express opinions and ideas in a role-play, round table or ease debate.</li> <li>• Give a short, simple presentation about how to act and react towards a real situation of natural disaster by considering the before, during and after stages to prevent your community.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Use simple, short forms of statements to write a list of steps and tips to put on practice before, during and after any happening of natural disaster.</li> </ul>
	<p><b>Theme 5.2</b> Becoming Guardians To Prevent natural Disasters</p> <p>(16 hours)</p>	<ul style="list-style-type: none"> <li>• Demonstrate commitment to learn how to be ready to cope with all kind of emergencies.</li> <li>• Develop an honest disposition to promote the sustainable development education.</li> <li>• Reproduce authentic material and conversations about emergencies, equipment, tools, procedures, and more details to consider when facing a real situation of risk.</li> <li>• Understand specific data by reading authentic material of an emergency plan given by CNE, Red Cross, INS, and other organizations.</li> <li>• Take part of a discussion about the importance of being prepared to face real emergencies in life and participating in programs or groups to promote prevention and help.</li> <li>• Tell personal or somebody else’s experiences where dealing with real emergencies and how they committed to help.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Connect ideas to create short pieces of texts to explain specific information about how to act correctly when dealing with an emergency.</li> </ul>



### Curriculum Scope and Sequence Ninth Grade

Scenario	Themes	Goals
<b>Scenario 1</b>  <b>Animal Welfare:</b> <b>National and International Standards</b>	<b>Theme 1.1</b> Obligations When You Own A Pet Cruelty in Animals  (16 hours)	<ul style="list-style-type: none"> <li>• Take decisions and act considering their own and others’ well-being understanding the deep connection between those elements.</li> <li>• Assume an active, reflexive and constructive role in the local, national and global community engaging in activities that respect human rights and universal ethical values.</li> <li>• Identify simple information in a short video.</li> <li>• Identify key information (e.g. places, times) from short audio recordings.</li> <li>• Get the gist of short, simple narratives, with visual support.</li> <li>• Identify key information in short, simple factual texts from the headings and pictures.</li> <li>• Express basic intentions with simple time markers (e.g. 'tomorrow').</li> <li>• Talk about animals’ rights Obligations When You Own A Pet and avoid animal cruelty in Costa Rica.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Write short texts describing favorite objects, possessions or household pets.</li> </ul>
	<b>Theme 1.2</b> Wild Animals Belong to Wild World  (16 hours)	<ul style="list-style-type: none"> <li>• Respect the cultural, ethnic, socio-economic, political, religious, gender and others’ diversity.</li> <li>• Understand the different moral and ethical implications of responsibly living in a global community.</li> <li>• Identify specific information in a simple presentation or lecture aimed at a general audience.</li> <li>• Identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.</li> <li>• Scan a simple academic text to find specific information.</li> <li>• Make simple inferences based on the information given in a short article.</li> <li>• Express opinions using simple language.</li> <li>• Recognize sounds and common prosodic features of the target language when communicating in simple everyday situations.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Express a personal opinion in a simple academic text.</li> </ul>



Scenario	Themes	Goals
<b>Scenario 2</b> <b>Building Cities</b> <b>of the Future</b>  (32 hours)	<b>Theme 2.1</b> My Dreamed Future City Sustainable Cities/Green Cities  (16 hours)	<ul style="list-style-type: none"> <li>• Develop an appropriate awareness to keep order and cleanliness in all activities performed to promote sustainability.</li> <li>• Promote social equity among citizens to practice common values and competencies and carry on with the sustainability of our cities.</li> <li>• Understand descriptions given about future cities using listening to specific audio tracks or videos.</li> <li>• Comprehend specific information from readings based on future cities and their sustainability.</li> <li>• Provide simple descriptions of the elements that take part in a dreamed future city.</li> <li>• Produce presentations with information based on sustainability context related to future green cities.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Expressing written short pieces of text that include descriptions of future sustainable cities as they may be imagined.</li> </ul>
	<b>Theme 2.2</b> Reducing Pollution and Other Problems  (16 hours)	<ul style="list-style-type: none"> <li>• Develop a proactive attitude to reduce pollution and solve other problems in their communities.</li> <li>• Contribute with the teacher to promote how to learn and practice sustainable development in their cities.</li> <li>• Identify specific information about pollution effects and other problems that are delivered slowly and clearly.</li> <li>• Understand a series of simple phrases to reduce pollution and solve other problems in our communities.</li> <li>• Express ideas and opinions about how to reduce contamination and how to solve other problems.</li> <li>• Describe different types of pollution and other problems that affect our community in short, simple sentences.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Describe different types of pollution and other problems that affect our community in short, simple sentences.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Produce short pieces of text to promote how to reduce pollution and how to find solutions to other problems.</li> </ul>



Scenario	Themes	Goals
<b>Scenario 3</b> <b>Developing STEAM Skills</b>  <b>(32 Hours)</b>	<b>Theme 3.1</b> Finding Out a Scientist and an Artist in All of Us  (16 hours)	<ul style="list-style-type: none"> <li>• Assess the socio-cultural and ethical economic implications in the use of technology.</li> <li>• Select the best strategies to be a digital citizen in a society with social equity.</li> <li>• Distinguish main ideas from supporting points in oral, content-related discourse related to STEAM.</li> <li>• Answer questions about explicit information in texts related to STEAM.</li> <li>• Sequence processes, cycles, procedures, or events related to STEAM.</li> <li>• Contrast features, traits, characteristics using some specific language related to STEAM.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Outline ideas and details using graphic organizers related to STEAM.</li> </ul>
	<b>Theme 3.2</b> Life is a Math Equation... Engineers to Build the Future  (16 hours)	<ul style="list-style-type: none"> <li>• Experiences teamwork to increase the presence of different views and opinions for all members in a group involved in a task to reach social equity.</li> <li>• Contribute as a group working in teamwork to find the best solutions to problems being a digital citizen in a society with social equity.</li> <li>• Extract the key details from a presentation if delivered slowly and clearly about types of engineering in our society.</li> <li>• Distinguish between facts and opinions in simple written proposals about engineering in our society.</li> <li>• Talk about work-related plans and intentions or simple information of immediate relevance and emphasize the main point in engineering in our society.</li> <li>• Give or seek personal views and opinions in discussing topics of interest about types of engineering in our society.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Complete forms setting objectives and goals in their job role in engineering in our society.</li> </ul>



cenario	Themes	Goals
<p><b>Scenario 4</b> <b>New Discoveries in Science</b>  (32 hours)</p>	<p><b>Theme 4.1</b> New Discoveries in Science, Engineering and Technology  (16 hours)</p>	<ul style="list-style-type: none"> <li>Express innovation in science, and how technology can help human beings in their quality life and solve all the problems related to economic development nowadays.</li> <li>Collaborate as a group trying to solve problems creating by humans’ beings through science and technology as digital citizens in our society with social equity.</li> <li>Understand advice and instructions for resolving a problem with a product or piece of equipment in our society.</li> <li>Make simple inferences based on the information given in a short text about science or technology in our society.</li> <li>Give brief reasons and explanations, using language and vocabulary about science and technology in our society.</li> <li>Initiate, maintain and close simple, face-to-face conversations on topics about science and technology in the present day.</li> <li>Distinguish unfamiliar sounds and prosodic patterns.</li> <li>Research about the discoveries that people desire the most in our society.</li> </ul>
	<p><b>Theme 4.2</b> Biographies: Fathers of Electricity  (16 hours)</p>	<ul style="list-style-type: none"> <li>Experiences leadership as a way to handle daily life challenges and find new opportunities for people and our society.</li> <li>Contribute to developing leadership in teamwork to find the best solutions to problems being a digital citizen in a society with social equity.</li> <li>Extract the main ideas and key details of conversational or formal listening passages from videos about biographies of the fathers of electricity in our society.</li> <li>Investigate facts and key details of conversational or formal listening passages from videos about biographies of the fathers of electricity in our society.</li> <li>Interact appropriately in a variety of common classroom situations speaking to classmates, and responding to the teacher.</li> <li>Give a 1-2-minute informal presentation about biographical information using familiar vocabulary and practiced phrases.</li> <li>Distinguish unfamiliar sounds and prosodic patterns.</li> <li>Reports an original, dialogue, story one-act play, role play, speech of one of the fathers of electricity or new innovators or makers.</li> </ul>



Scenario	Themes	Goals
<b>Scenario 5</b> <b>Robotics and Automation</b>  (32 hours)	<b>Theme 5.1</b> Automation 4.0: the Fourth Industrial Revolution  (16 hours)	<ul style="list-style-type: none"> <li>• Establish initiative, in our daily work to achieve the goals and deliver against the larger strategy that has been set.</li> <li>• Work with initiative, in our daily work to achieve the goals as a digital citizenship with social equity.</li> <li>• Distinguish main ideas from supporting points in oral, content-related discourse about the Fourth Industrial Revolution for our society.</li> <li>• Interpret visually- or graphically-supported information about the Fourth Industrial Revolution for our society.</li> <li>• Compare and contrast points of view about the Fourth Industrial Revolution for our society.</li> <li>• Analyze and share pros and cons of choices, opinions about the Fourth Industrial Revolution in the future for our country.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• Justify or defend ideas and opinions about the Fourth Industrial Revolution for our society.</li> </ul>
	<b>Theme 5.2</b> Knowing the Future: Internet of Things (IoT)  (16 hours)	<ul style="list-style-type: none"> <li>• Consider honesty in the use of the Internet in every aspect of everyday life and how objects interconnect.</li> <li>• Assess the use of the internet as a digital citizen with social equity in every aspect of everyday life and how objects interconnect.</li> <li>• Compare traits based on visuals and oral descriptions using specific and some technical language in every aspect of everyday life and how objects interconnect.</li> <li>• Evaluate the usefulness of data or information supported visually or graphically in every aspect of everyday life and how objects interconnect.</li> <li>• Explain content-related issues and concepts about the Internet of Things (IoT) in these days in every aspect of everyday life and how objects interconnect.</li> <li>• Take a stance and use evidence to defend your opinion and ideas about the Internet in every aspect of everyday life and how objects interconnect.</li> <li>• Distinguish unfamiliar sounds and prosodic patterns.</li> <li>• React to information writing paragraphs about the given topic.</li> </ul>





Dirección de Educación Técnica  
y Capacidades Emprendedoras



MINISTRY OF PUBLIC EDUCATION  
Office of the Academic Vice- Minister  
Bureau of Technical Education and Entrepreneurship  
Department of Technical Education, Curriculum Department

# CURRICULUM

## Conversational English

• • • Seventh Grade

Third Cycle  
Basic General Education  
2019



EDUCATION FOR A NEW CITIZENSHIP

Conversational English Curriculum		
Level: Seventh		
CEFR Band: A1.1	Scenario 1: Loving the Place I live In	Time: 16 hours
Essential Question: What do I need to know to be successful in and out the classroom?	Theme 1.1: My Classroom is a small world	
Essential Competences: 8. Effective Communication	New Citizenship Axis <sup>5</sup> : Strengthening of Planetary Citizenship with Identity	

Goals Learner can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Solve problems and organize and self-regulate one's own learning.	Develops autonomy in the tasks that must be performed to achieve the purposes that have been proposed.	Organize situations where students have to develop effective communication in the classroom.
Acquire knowledge, understand and think about local issues to promote a "collective attitude"	Assumes responsibilities and strengthens values conducive to empathy, solidarity and respect for differences and diversity.	Promote how to strengthen planetary citizenship with identity

<sup>5</sup> Política Curricular “Educar para la nueva ciudadanía”.

## Oral and Written Comprehension

<p><b>Listening:</b> Follow speech about classroom instruction and greetings that is very slow and carefully articulated, with long pauses for him/ her to assimilate meaning.</p> <p>Understand concrete information about classroom instructions and greetings.</p>	<p>Identify very basic common classroom instructions given by teacher and others at school.</p> <p>Recognizes simple informal and formal greetings in conversations between other speakers.</p> <p>Recognizes some words and expressions when people are talking about him/herself in a greeting, provided they are talking slowly and clearly.</p> <p>Follows instructions addressed carefully and slowly to him/her and follows short and simple directions in the class.</p>
<p><b>Reading:</b> Understand very short, simple texts at a time, picking up familiar names, words and basic phrases and rereading as required.</p>	<p>Gets an idea of the content of simpler information material and short simple descriptions by using visual aids.</p>

## Oral and Written Production

<p><b>Spoken Interaction:</b> Interact in a simple way giving instructions but communication is dependent on repetition a slower rate of speech, rephrasing and repair.</p>	<p>Uses everyday expressions related to interaction in the classroom environment. Delivers direct and clear speech regarding simple school needs.</p>
<p><b>Spoken Production:</b></p>	<p>Describes what he/she does in the classroom.</p>

## Task-Building Process

1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action taking place in or out the classroom.
2. Expose learners to authentic materials to deal with the real world of everyday expressions.
3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.
4. Give learners-controlled practice in using the target language vocabulary, structures and functions.
5. Engage learners to meaningful productive tasks based on the context.
6. Project: integration of activities it has to be done in class.

Produce simple mainly isolated phrases about classroom issues and greetings. Distinguish unfamiliar sounds and prosodic patterns.	Recognize sounds and common prosodic features of the target language when communicating in simple everyday situations.	
<b>Writing:</b> Write short, simple formulaic notes relating to matters in classroom relationships.	Produces a short very simple message to classmates or teacher using the vocabulary and provided phrases studied for this theme.	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Greeting and saying goodbye.</li> <li>Interacting with classroom language at school.</li> <li>Spelling out words.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>Connecting words: and, but, because</li> <li>This is my classroom <b>and</b> my teacher.</li> </ul>	<p><u>Wh- questions</u></p> <p>What's your name? My name is____. How old are you? I am_____.</p> <p><u>Verb To be + adjectives</u> (S+V+C)</p> <p><u>Modal Auxiliary</u></p> <p>May I...</p>	<p><u>Greetings</u></p> <ul style="list-style-type: none"> <li>Hi, Hi there, Hey Hello, Good morning/ afternoon/ evening</li> </ul> <p><u>Classroom language:</u></p> <ul style="list-style-type: none"> <li>May I come in?</li> <li>Could you repeat, please?</li> <li>May I go to the restroom?</li> <li>May I borrow your pencil?</li> <li>How do you say___ in English?</li> </ul>	<p><b>PLOSIVES</b></p> <p>Identify the following sounds: [ p ] as in pay, apple, and stop [ b ] as in boy, rabbit, and tub</p> <p><b>Minimal Pairs:</b> / p / or / b / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>Oh, I have my backpack <b>but</b> not my homework!</li> </ul>		<ul style="list-style-type: none"> <li>How do you say/pronounce_?</li> <li>Raise your hand.</li> <li>goodbye</li> <li>sorry</li> <li>thanks</li> <li><u>Classroom verbs:</u></li> <li>Grow</li> <li>Grade</li> <li>Discipline</li> <li>Help</li> <li>Learn</li> <li>Talk</li> <li>Think</li> <li><u>Descriptors:</u></li> <li>Amazing</li> <li>Intelligent</li> <li>Respectful</li> <li>Responsible</li> <li>Proud</li> <li><u>Others</u></li> <li>Classmates</li> <li>Desk</li> <li>Example</li> </ul>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<ul style="list-style-type: none"> <li>• Homework</li> <li>• Knowledge</li> <li>• Role</li> <li>• Words</li> <li>• Teacher</li> <li>• Student</li> <li>• School</li> <li>• <u>The alphabet</u></li> </ul>	

Conversational English Curriculum		
Level: Seventh		
CEFR Band: A1.1	Scenario 1: Loving the Place I live In	Time: 16 hours
Essential Questions: How does autonomy lead to build effective social connections and a community of trust with family and friends?	Theme 1.2: My Family and Friends	
Essential Competences: 4. Autonomy	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learner can...	Performance Indicator The student:	Pedagogical Task The teacher:
Solve problems with family and friends, organize and self-regulate one's own learning.	Identifies the collective needs of your family and friends, and people in your community.	Present autonomy as an essential competence to build effective social connections.
Acquire knowledge, understand and think critically in a friendship environment.	Designs and implements actions that favor collaborative and trustworthy family relationships within the scope of autonomy.	Promote how to strengthen planetary citizenship with identity.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Understand words and short sentences when listening to a simple conversation (e.g. between family members) as long as they are talking slowly and clearly.	Labels family members using models and illustrations.	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in family and routines at home.</li> <li>2. Expose learners to authentic materials to deal with the real world of family and home life</li> </ol>
<b>Reading:</b> Understand some basic structures in one-sentence correspondence and understand the main idea conveyed.	Recognizes family itinerary, including places, dates and times Identify activities families do together (i.e. leisure activities).	
<b>Oral and Written Production</b>		

<p><b>Spoken Interaction:</b> Ask and answer simple questions about the family and community, initiate and respond to simple statements in areas of immediate need regarding home life.</p>	<p>Uses questions and responses to inquiries about their family, home life and friends.</p>	<ol style="list-style-type: none"> <li>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.</li> <li>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</li> <li>5. Engage learners to meaningful productive tasks based on the context.</li> <li>6. Project: integration of activities it has to be done in class.</li> </ol>
<p><b>Spoken Production:</b> Give simple description of his/her family using basic words, phrases and expressions prepared in advance.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Produces sounds in the target language carefully guided while talking about his/her family, routines at home.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	
<p><b>Writing:</b> Give a basic description about family using simple words and phrases.</p>	<p>Produces illustrated stories about family members using multiple related sentence frames and studied vocabulary.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><u>Functions</u></p> <ul style="list-style-type: none"> <li>• Giving personal Information about me, my family members and friends.</li> <li>• Understand basic information conveyed through a simple text.</li> </ul>	<p><u>Subject Pronouns:</u> He is my Dad.</p> <p><u>Possessive Adjective:</u> His name id Roberto</p> <p><u>Demonstrative Adjectives</u> This is my mother/father. That is my cousin. These are my siblings.</p>	<ul style="list-style-type: none"> <li>• <u>Family members:</u></li> <li>• mother</li> <li>• father</li> <li>• siblings</li> <li>• Cousin</li> <li>• father-in law</li> <li>• only child</li> <li>• grandparents</li> <li>• great grandparents</li> </ul>	<p>PLOSIVES</p> <p>Identify the following sounds: [ p ] as in pay, apple, and stop [ b ] as in boy, rabbit, and tub</p> <p>Minimal Pairs: / p / or / b / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> <li>Connecting words: and, but, because</li> </ul>	<p><u>Possessive adjective:</u> My mother’s name is _____.</p> <p><u>Intensifiers</u> very, really, so... My mom is very strict.</p> <p><u>Simple present tense for regular verbs</u></p>	<ul style="list-style-type: none"> <li>godfather,</li> <li>anniversary</li> <li>Friends</li> <li>marriage</li> <li><u>Numbers 1-100</u></li> <li><u>Dates</u></li> <li><u>Leisure activities as a family</u></li> <li><u>meaningful places</u></li> <li><u>residence</u></li> <li><u>Adjectives:</u></li> <li>single</li> <li>married</li> <li>alone</li> <li>excited</li> <li>serious.</li> </ul>	

**Conversational English Curriculum**

Level: Seventh

CEFR Band: A1.1	Scenario 2: Eat Well and Feel Good	Time: 16 hours
Essential Question: What factors help to improve the nutritional status of the population?	Theme 2.1: Food Security Matters!!!	
Essential Competences: 6. Creativity	New Citizenship Axis <sup>6</sup> : Sustainable Development Education	

Goals Learner can...	Performance Indicator The student...	Pedagogical Task The teacher...
Develop original ideas to assure food security in your community.	Analyzes actions from an ecosystem perspective in order to contribute to the balance of the different parts.	Encourage students to be aware about food security and contribute with innovative mechanisms to be used in the community.
Provide opportunities to end hunger, achieve food security, improve nutrition and promote sustainable agriculture.	Ensures sustainable consumptions and production patterns to provide physical, social and economic access to sufficient, safe and nutritious food.	Motivate students to promote sustainable development in their communities.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Understand simple information and phrases about food security.	Recognizes most words heard in context related to the pillars of food security.	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in classifying elements of food.</li> <li>2. Expose learners to authentic materials to deal with the real</li> </ol>
<b>Reading:</b> Recognize and understand simple descriptions of the pillars of food security.	Links words or groups of words related to the pillars of food security with very basic linear connections like “and or then”	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Ask and answer in a predictable pattern simple questions about food security, availability, accessibility, if the other person speaks slowly and clearly.	Classifies elements of food security while showing a picture to others using basic words, phrases and expressions in conversation.	

<sup>6</sup> Política Curricular “Educar para la nueva ciudadanía”.

<p><b>Spoken Production:</b> Describe their daily eating habits by using simple, standard expressions.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Gives a simple description of each element of the dimensions of food and nutrition security.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>world of food and nutrition security.</p> <ol style="list-style-type: none"> <li>3. Focus on linguistic elements such as functions, discourse markers, grammar and vocabulary required to go over the essential question.</li> <li>4. Give learners-controlled practice in using the target language vocabulary, structures and functions.</li> <li>5. Engage learners to meaningful productive tasks based on the context.</li> <li>6. Project: integration of activities it has to be done in class.</li> </ol>
<p><b>Writing:</b> Write simple sentences about food access at home, at school and in the community.</p>	<p>Lists names of food availability at home, at school, in your community in short simple sentences. (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<u>Functions</u>	<u>Adverbs of Frequency</u>	What is food security?	PLOSIVES Identify the following sounds:

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>Identifying the pillars of food security</li> <li>Identifying the pillars of food security</li> <li>Understanding simple descriptions telling about the dimensions of food security</li> <li>Classifying the elements of each pillar of food security</li> <li>Describing ways of food, access, use, utilization and availability.</li> <li>Describing stability with regards to food security.</li> <li>Describing ways of being healthy</li> </ul> <p>• <b><u>Discourse Markers</u></b> Connecting words (and, but, because)</p> <p>Ex. She likes to eat fruits and vegetables to be healthy.</p>	<ul style="list-style-type: none"> <li>People always have access to nutritious food.</li> <li>Sometimes, many students in some developing countries don't have food in their schools.</li> <li>Some people never eat nutritious food, for that reason countries must have food security programs.</li> </ul> <p><b><u>Conjunctions:</u></b> because, for, but</p>	<p>Two common definitions of food security come from the United States Department of Agriculture (USDA), and the UN's Food and Agriculture Organization (FAO):</p> <p>Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. (FAO)</p> <p><b><u>Pillars of food security:</u></b></p> <ul style="list-style-type: none"> <li>access to food food availability</li> <li>Stability</li> <li>Availability- Access</li> <li>use and utilization</li> </ul> <p><b><u>Others</u></b></p> <ul style="list-style-type: none"> <li>Population</li> <li>Growth</li> <li>poverty reduction</li> <li>Availability</li> </ul>	<p>[ t ] as in top, return, and cat [ d ] as in day, ladder, and bed</p> <p><b>Minimal Pairs:</b> / t / or / d / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p>I don't like soda but I like water.</p> <p>I prefer to have lunch at school because the food is delicious.</p>		<ul style="list-style-type: none"> <li>• school feeding</li> <li>• Lands</li> <li>• Water</li> <li>• Resources</li> <li>• Climate</li> <li>• Accessibility</li> <li>• Loss</li> <li>• Factors</li> <li>• Food production</li> <li>• Security</li> <li>• Sufficient</li> <li>• Safe</li> <li>• Nutritious</li> <li>• Diet</li> <li>• Food preference</li> <li>• active life</li> <li>• healthy life</li> <li>• FAO (Food and Agriculture Organization)</li> <li>• Chamber.</li> </ul>	

Conversational English Curriculum		
Level: Seventh		
CEFR Band: A1.1	Scenario 2: Eat Well and Feel Good	Time: 16 hours
Essential Question: How can we ensure healthy lives and promote well-being for all at all ages?	Theme 2.2: Healthy Lifestyles	
Essential Competences: 6. Creativity	New Citizenship Axis <sup>7</sup> : Sustainable Development Education	

Goals Learner can...	Performance Indicator The students...	Pedagogical Task The teacher...
Generate ideas to put into practice such as exercising, eating well and having a peaceful daily routine in order to be healthy and to visualize a variety of ways to avoid different illnesses.	Analyzes your own ideas with the aim of improving them individually or collaboratively generating new innovative alternatives to have a healthy mind and body.	Generate alternatives ideas to ensure healthy mind and body.
Ensure healthy lives and promote well-being for all.	Practices a healthy lifestyle for your own well-being and that of your environment.	Motivate to promote sustainable development in their communities.

### Oral and Written Comprehension

<b>Listening:</b> Understand basic questions about people likes and dislikes to be healthy.	Recognizes the information provided about people’s likes and dislikes to be healthy.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in identifying healthy habits.
<b>Reading:</b> Understand short written notices, signs and instructions with visual support about different types of food eaters.	Recognizes vocabulary related to the different types of food eaters using visual support, such as photos, and graphs.	
<b>Oral and Written Production</b>		

<sup>7</sup> Política Curricular “Educar para la nueva ciudadanía”.

<p><b>Spoken Interaction:</b> Take part in a simple conversation about how to be healthy.</p>	<p>Asks and answers in a predictable pattern simple questions about daily routines, eating habits, exercising (e.g., What do you like to do in your free time for your well-being?) if the other person speaks slowly and clearly.</p>	<ol style="list-style-type: none"> <li>2. Expose learners to authentic materials to deal with the real world of healthy lifestyle.</li> <li>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.</li> <li>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</li> <li>5. Engage learners to meaningful productive tasks based on the context.</li> <li>6. Project: integration of activities it has to be done in class.</li> </ol>
<p><b>Spoken Production:</b> Produce simple phrases about healthy eaters and types of diets.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Describes what they do to be healthy eaters according to different type of diets by using simple, standard expressions.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	
<p><b>Writing:</b> Give information in writing about healthy eaters, types of diets, and their personal diet using simple words and basic expressions.</p>	<p>Writes information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look for mistakes.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<u>Functions</u>	<ul style="list-style-type: none"> <li>• <u>Simple Present tense</u></li> </ul>	<u>Types of Diets</u> <ul style="list-style-type: none"> <li>• Carnivore</li> </ul>	<u>PLOSIVES</u> Identify the following sounds:

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>Telling likes and dislikes about eating habits, routines and food.</li> </ul> <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> <li>Connecting words (and, but, because)</li> <li>Ex. I don't like chicken but I like fish.</li> <li>I go to bed early because my job starts at 7:00.</li> </ul>	<ul style="list-style-type: none"> <li>Subject + verb + complement.</li> </ul> <p>I eat a snack in the afternoon. My mom always exercises in the mornings. I don't like to eat vegetables.</p> <p><u>Wh-questions</u> What do you do to be healthy?</p> <p>Review: adverbs of frequency</p> <p><u>Time expressions</u> Once a week, twice a month, etc. with question “how often” i.e. How often do you eat fast food?</p> <p><u>Prepositions of time</u> In- on – at</p> <p>I have breakfast at 6:30 a.m.</p>	<ul style="list-style-type: none"> <li>Herbivore</li> <li>Paleotarian</li> <li>Pollotarian</li> <li>Pescatarian</li> <li>Flexitarian</li> <li>Fruitarian,</li> <li>Vegetarian</li> <li>Foodie</li> <li>Vegan or Raw</li> </ul> <p><u>Healthy food:</u></p> <ul style="list-style-type: none"> <li>Fruits</li> <li>Vegetables</li> </ul> <p><u>Junk food:</u></p> <ul style="list-style-type: none"> <li>Soda</li> <li>Hamburgers</li> <li>Pizza</li> <li>hot dog</li> </ul> <p><u>Mealtimes</u></p> <ul style="list-style-type: none"> <li>Breakfast,</li> <li>Lunch</li> <li>Dinner</li> </ul> <p><u>Staying healthy</u></p> <ul style="list-style-type: none"> <li><u>Exercises</u></li> <li><u>Balanced Diet</u></li> <li>Vegetarians</li> </ul>	<p>[ t ] as in top, return, and cat [ d ] as in day, ladder, and bed</p> <p>Minimal Pairs: / t / or / d / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	I do exercise on Mondays. My sister always goes to restaurants on the weekend.	<ul style="list-style-type: none"> <li>• Vegan</li> <li>• Meat Eaters</li> </ul>	

Conversational English Curriculum		
Level: Seventh		
CEFR Band: A1.2	Scenario 3: Thanking our Farmers	Time: 16 hours
Essential Question: How can we make healthy food choices?	Theme 3.1: Sowing Seeds for a Future Harvest	
Essential Competences: 17. Responsibility	New Citizenship Axis: Sustainable Development Education	

Goals Learner can...	Performance Indicator The student...	Pedagogical Task The teacher...
Make decisions about how and when to sow a crop considering what favors one's own well-being, others and the planet, understanding its deep connection.	Practices in a responsible way a healthy lifestyle for your well-being and that of your environment.	Promote awareness of the importance of making responsible decisions that favors a healthy lifestyle.
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.	Enhances agricultural productive capacity in developing countries, in your community with technology development plant and livestock gene banks in order to promote sustainable economic growth.	Motivate students to promote sustainable development in their communities with the use of advanced technological tools.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Understand simple language related to different types of plants and their parts.	Recognizes isolated different types of plants and parts of the plant and main idea in oral advertisements or conversations.	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in sowing and planting processes.</li> <li>2. Expose learners to authentic materials to deal with the</li> </ol>
<b>Reading:</b> Identify key words related to sowing, planting, and hydroponic systems processes.	Distinguishes between the process of sowing, planting, and implementing hydroponic systems using the vocabulary given.	

### Oral and Written Production

<p><b>Spoken Interaction:</b> Talk briefly about roles and responsibilities when sowing seeds.</p>	<p>Takes part in a short conversation with peers about roles, responsibilities, and steps to follow when sowing seeds.</p>	<p>real world of farming process.</p>
<p><b>Spoken Production:</b> Provide basic information about hydroponic system.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Reports briefly about the hydroponic systems to grow plants and request more information from peers.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.</p> <p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p>
<p><b>Writing:</b> Give simple sentences describing the role a farmer plays in the farming process.</p>	<p>Writes simple descriptions about healthy eating tips, how do farms work, and why are they important? (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>	<p>5. Engage learners to meaningful productive tasks based on the context.</p> <p>6. Project: integration of activities it has to be done in class.</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><u>Functions</u></p> <ul style="list-style-type: none"> <li>Identifying the different types of plants and the parts of the plant.</li> </ul>	<p><u>Wh-Questions</u> Where do you plant?  What is the difference between planting and sowing?</p>	<p><u>Parts of the plant:</u> roots, stems, leaves, flowers, fruits, and seeds.</p> <p><u>Groups of plants</u> (e.g.)</p>	<p>PLOSIVES Identify the following sounds: [ g ] as in go, begin, and egg [ k ] as in cake, car, and pool</p> <p>Minimal Pairs:</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p>Giving information about different types of plants.</p> <ul style="list-style-type: none"> <li>Telling about medicinal plants.</li> <li>Describing types of seeds.</li> <li>Describing the hydroponic system.</li> </ul> <p><b><u>Discourse Markers</u></b> Connecting words (and, but, because)</p> <ul style="list-style-type: none"> <li>Farmers use fertilizers and she loves it.</li> <li>This soil doesn't have nutrients but I want to use some fertilizer</li> <li>I visited a Greenhouse because I want to build one in my farm.</li> </ul>	<p><u>There is/are</u></p> <ul style="list-style-type: none"> <li>In my patio/backyard there is a _____ (tree)</li> <li>In Costa Rica there _____ different type of plants.</li> <li>In Costa Rica there is a Medicinal Plant Preservation Program.</li> </ul>	<ul style="list-style-type: none"> <li>Plants that produce seeds (flowering plants and cone plants).</li> <li>Plants that produce spores (ferns, mosses, liverworts and green algae).</li> <li>Medicinal plants: Basil, Catnip, Cayenne Pepper, Peppermint, Chamomile, Dandelion, Echinacea, Garlic, Lavender, Ginger, Thyme.</li> </ul> <p><u>Types of seeds:</u> gymnosperms, (seeds in cones) angiosperms (seeds in ovaries of flowers) and edible seeds</p> <p><b><u>Hydroponic System:</u></b></p> <ul style="list-style-type: none"> <li>Wick Systems.</li> <li>Deep Water Culture (DWC)</li> <li>Nutrient Film Technique (NFT).</li> </ul>	<p>/ g / or / k / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<ul style="list-style-type: none"> <li>• Ebb and Flow (Flood and Drain)</li> <li>• Aeroponics.</li> <li>• Drip Systems.</li> </ul> <p><b><u>Verbs:</u></b></p> <ul style="list-style-type: none"> <li>• Provide</li> <li>• Plant</li> <li>• Demand</li> <li>• Compete</li> <li>• Grow</li> <li>• Sow</li> </ul> <p><b><u>Others:</u></b></p> <ul style="list-style-type: none"> <li>• planting of seed bed,</li> <li>• sowing under grass,</li> <li>• cloches</li> <li>• fresh</li> <li>• Crops</li> <li>• Fertilizers</li> <li>• Nutrients</li> <li>• Vegetables</li> <li>• Species</li> <li>• Diseases</li> <li>• Threaten</li> <li>• Season</li> <li>• farmers</li> </ul>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<ul style="list-style-type: none"> <li>• ranchers</li> <li>• tools</li> <li>• pipes</li> <li>• funnel</li> <li>• sharp</li> <li>• weather</li> <li>• agricultures</li> <li>• water</li> <li>• air</li> <li>• herbal medicine</li> <li>• rural communities</li> <li>• domestic</li> <li>• demand,</li> <li>• soil.</li> </ul>	

Conversational English Curriculum		
Level: Seventh		
CEFR Band: A1.2	Scenario 3: Thanking Farmers	Time: 16 hours
Essential Question: How should I do in order to work safely in the farm?	Theme 3.2: Farms Around Me	
Essential <b>Competences</b> : 17. Responsibility	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learner can...	Performance Indicator	Pedagogical Task
Collaborate to promote responsibility as an essential competence to deal with all tasks.	Collaborates to be aware about the responsibilities to carry out a task.	Encourage students to practice responsibility when dealing with tasks.
Contribute with the teacher to promote how to strengthen planetary citizenship with identity.	Contributes to strengthen planetary citizenship with identity.	Strengthen planetary citizenship with identity by others contribution.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Recognize specific information about types of farms.	Extracts specific information about types of farms when communicated directly, and when the speech is accompanied by pictures or drawings.	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in making a budget.</li> <li>2. Expose learners to authentic materials to deal with the real world of mathematics and data.</li> <li>3. Focus on linguistic elements such as functions,</li> </ol>
<b>Reading:</b> Understand main ideas and specific details in texts about types of farms accompanied by illustrations.	Identifies vocabulary related to the topic and uses it to understand very simple sentences.	

### Oral and Written Production

<p><b>Spoken Interaction:</b> Ask people for information related to types of farms, repeating what someone said more slowly.</p>	<p>Asks and tells others his/her opinions about different types of farms and support their ideas. Uses simple numbers in everyday conversations for example prices.</p>	<p>discourse market, grammar and vocabulary required to go over the essential question.</p> <ol style="list-style-type: none"> <li>4. Give learners-controlled practice in using the target language vocabulary, structures and functions.</li> <li>5. Engage learners to meaningful productive tasks based on the context.</li> <li>6. Project: integration of activities it has to be done in class.</li> </ol>
<p><b>Spoken Production:</b> List proper safety guidelines, possible hazards, and risks on a farm.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Describes different safety guidelines, possible risks, and hazards on a farm.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	
<p><b>Writing:</b> Make short description about some possible hazards and risk at a farm.</p>	<p>Write simple descriptions about safety at a farm, risks and hazards.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Recognizing different types of farms.</li> <li>Listing different types of farms.</li> <li>Describing different types of farms</li> <li>Describing farm equipment needed.</li> <li>Identifying safety risks and hazards on the farm.</li> <li>Describing safety risks and hazards on the farm.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <ul style="list-style-type: none"> <li>Connecting words (and, but, because)</li> </ul>	<p><u>Simple present tense</u></p> <p>I need to buy farm equipment, Do you have any...?, I'm looking for a tractor.</p> <p><u>WH questions</u></p> <p>Where can I buy a modern harvest machine?</p> <p><u>Modals</u></p> <p>Can you collect some eggs for me?</p> <p><u>Countable and Uncountable Nouns</u></p> <p>How much- how many The dairy farm has 20 cows.</p>	<p><u>Farming types:</u></p> <ul style="list-style-type: none"> <li>Subsistence Farm</li> <li>Commercial Farm</li> <li>Crop or Arable Farm</li> <li>Fish Farm</li> <li>Dairy Farm</li> <li>Poultry Farm</li> <li>Meat Farm</li> <li>Mix Farm</li> <li>Greenhouse Farming</li> </ul> <p><u>Farm equipment:</u> tractors, balers, plows, mowers, planters, and sprayers, shovel, Modern harvesting machines,</p> <p><u>Safety Risks and Hazards:</u> bites, kicks, burns, respiratory illness or poisoning, falls from ladders, rooftops, silos and windmills, noise from livestock, sunburn, heat stroke, dehydration and hypothermia.</p> <p><u>Numbers and Prices</u></p>	<p>PLOSIVES</p> <p>Identify the following sounds: [ g ] as in go, begin, and egg [ k ] as in cake, car, and pool</p> <p>Minimal Pairs: / g / or / k / practice</p>

Conversational English Curriculum		
Level: <b>Seventh</b>		
CEFR Band: A1.2	Scenario 4: Our Towns and Stories	Time: 16 hours
Essential Question: How does the environment influence building designs?	Theme 4.1: The Power of Construction Industry	
Essential Competences: 13. Innovation	New Citizenship Axis <sup>8</sup> : Sustainable Development Education	

Goals Learner can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Give innovative ideas to empower themselves to be creative in the design of constructions and buildings in the 21 <sup>st</sup> century.	Applies innovative ideas to design constructions and buildings in the 21 <sup>st</sup> century.	Empower students to apply innovative ideas to design constructions and buildings within an ecological framework.
Value information related to types of construction and buildings in a town.	Motivates students to look for ways of being innovative in the use of new materials for construction and buildings.	Motivate students to promote sustainable development in their communities.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Identify information related to types of Constructions and buildings in a town.	Recognizes important types of construction and buildings as well as the materials needed to build them.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in
<b>Reading:</b> Recognize specific information about buildings and landmarks in town when accompanied by visual aids.	Organizes the information provided in the text to identify differences between different structures.	

<sup>8</sup> Política Curricular “Educar para la nueva ciudadanía”.

		identifying buildings structures.
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Give and ask for personal opinions about town buildings.	Discusses personal opinions about various town buildings with support for their claims (i.e. my favorite building is the church because it is tall and white).	2. Expose learners to authentic materials to deal with the real world of constructions.
<b>Spoken Production:</b> Produce comparison sentences about different buildings.  Distinguish unfamiliar sounds and prosodic patterns.	Compares the types of constructions using adjective vocabulary provided.  Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.
<b>Writing:</b> Describe their town using vocabulary provided.	Describes their town using building vocabulary and descriptive adjectives to accompany an illustration.	4. Give learners-controlled practice in using the target language vocabulary, structures and functions.  5. Engage learners to meaningful productive tasks based on the context.  6. Project: integration of activities it has to be done in class.

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Identifying types of buildings, construction, and landmarks in town.</li> <li>Describing the shape, color, and height of constructions.</li> <li>Compare buildings, constructions, and landmarks.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <ul style="list-style-type: none"> <li>Connecting words (and, but, because)</li> </ul>	<ul style="list-style-type: none"> <li>“To have” – simple present Tense.</li> <li>Adjectives, colors, height, numbers, shapes.</li> <li>Comparatives and superlatives:</li> </ul> <p>“The church is taller than the store” “The church is the tallest building in town”</p>	<p><b><u>Types of Construction:</u></b></p> <p>Tunnel, road, bridge, house, school, hospital, apartment, office block, residential area church, stores, restaurant, park.</p> <p><b><u>Materials:</u></b></p> <p>Wood, Metal, Glass, Bricks, Concrete, painting.</p> <p><b><u>Verbs:</u></b></p> <p>design, build, draw, fix, park, adjust made of, construct.</p> <p><b><u>Adjectives:</u></b></p> <p>Tall, small, huge, modern, traditional, old-fashioned, new, old, beautiful</p>	<p><b>NASALS:</b></p> <p>Identify the following sounds: [ m ] as in me and swim [ n ] as in no, and run [ ŋ ] as in sing</p> <p><b>Minimal Pairs:</b></p> <p>/ n / or / ŋ / practice</p>

Conversational English Curriculum		
Level: Seventh		
CEFR Band: A1.2	Scenario 4: Old and New Towns and Stories	Time: 16 hours
Essential Question: What makes your town authentically Costa Rican?	Theme 4.2: Shaping Costa Rican Culture and Towns	
Essential Competences: 3. Respect	New Citizenship Axis <sup>9</sup> : Strengthening of Planetary Citizenship with Identity	

Goals Learner can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Show respect for all those aspects that encompass a cultural exchange when visiting places around Costa Rica.	Demonstrates a respectful attitude when experience different cultures from all over the country.	Promote respect as an essential competence to strengthen cultural identity.
Understand respect as a better way to strengthen our planetary citizenship with identity for a new world.	Experiences a respectful attitude towards the strengthening of planetary citizenship with identity in all fields it involves.	Strengthen citizenship with identity and apply it in all fields people may need.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Extract the name of places from short, simple dialogues, if delivered slowly and clearly	Recognizes basic phrases that denote facts about Costa Rican culture and Towns. (e.g., I love to go around my town)	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in Costa Rican's traditions.
<b>Reading:</b> Understand simple description of places around Costa Rica, which represent our idiosyncrasy.	Recognizes vocabulary and important information about my hometown and its traditions. (e.g. places and activities, on poster).	
<b>Oral and Written Production</b>		

<sup>9</sup> Política Curricular “Educar para la nueva ciudadanía”.



<p><b>Spoken Interaction:</b> Ask and answer basic questions about their hometown and its traditions.</p>	<p>Uses given vocabulary to ask and answer simple questions about their hometown and its traditions.</p>	
<p><b>Spoken Production:</b> Produce simple descriptions about traditions and holidays in their hometown.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Describes in detail the holidays and traditions of their hometown using visual aids.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	
<p><b>Writing:</b> Write simple texts about specific places, customs, and traditions in Costa Rica.</p>	<p>Demonstrates their knowledge of Costa Rican places and customs through simple written texts accompanied by an illustration.</p>	<ol style="list-style-type: none"> <li>2. Expose learners to authentic materials to deal with the real world of hometown and its traditions.</li> <li>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.</li> <li>4. Give learners-controlled practice in using the target language vocabulary, structures and functions.</li> <li>5. Engage learners to meaningful productive tasks based on the context.</li> <li>6. Project: integration of activities it has to be done in class.</li> </ol>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b><u>Functions:</u></b></p> <ul style="list-style-type: none"> <li>Understanding descriptions of Places.</li> <li>Asking and answering questions about their town.</li> <li>Describing their town and Traditions.</li> </ul> <p><b><u>Discourse Markers:</u></b> Connecting words (and, but, because) Ex. I love my town’s festival because it is fun and exciting.</p>	<p><u>Prepositions of place</u> in-on- next to-behind...</p> <p><u>Adverbs of frequency</u> Always, usually, sometimes, never, rarely, etc</p> <p><u>Simple present progressive: -ing</u> “What are they doing?”</p> <p><u>Affirmative and Negative Statements</u> Yes/No Questions Wh- questions</p>	<p><u>Hometown and its traditions:</u></p> <ul style="list-style-type: none"> <li>Party</li> <li>Festivals</li> <li>Celebrations</li> <li>Traditional food</li> <li>Games</li> <li>Dance</li> <li>Costumes</li> <li>Rodeo</li> <li>Amusement rides</li> <li>Concerts</li> <li>Music</li> </ul> <p><u>Cardinal Directions</u> North, South, East, West</p>	<p><b>FRICATIVES:</b> Identify the following sounds: [ s ] as in sit, basket, and kiss [ z ] as in zoo, busy, and buzz <b>Minimal Pairs:</b> / s / or / z / practice</p>



Conversational English Curriculum		
Level: Seventh		
CEFR Band: A2.1	Scenario 5: Good Manners will Open Doors	Time: 16 hours
Essential Question: Why is courtesy needed to be an effective, functioning member of society?	Theme 5.1: Courtesy Everywhere	
Essential Competences: 8. Effective Communication	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learner can...	Performance Indicator The Student ...	Pedagogical Task The teacher will...
Develop effective communication towards all activities that involve personal interactions.	Demonstrates the best attitude when taking part of interpersonal activities.	Promote courtesy to develop a proactive attitude when participating in any kind of scenarios.
Show effective communication when experiencing activities that look for strengthening our planetary citizenship with identity.	Experiences cultural activities to strengthen our planetary citizenship with identity.	Demonstrate an effective and proactive behavior to deal with people around.



### Oral and Written Comprehension

**Listening:** Understand simple information from an example conversation where good manners are demonstrated.

Identifies and list courteous behaviors that took place during the example conversation

**Reading:** Understand basic information conveyed through a simple text that demonstrates a courteous interaction, such as a formal email.

Distinguishes courteous phrases used in the text to convey formality.

### Oral and Written Production

**Spoken Interaction:** Use given vocabulary to address their peers formally.

Uses courteous expressions and phrases in a simple conversation with peers to show respect.

**Spoken Production:** Explain rules and norms of common courtesy.

Distinguish unfamiliar sounds and prosodic patterns.

Explains and exemplifies common courtesy rules used for daily interaction.

Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.

**Writing:** Write simple phrases that address someone formally.

Demonstrates proper e-mail etiquette by addressing someone formally in a short, simple email.

### Task Building Process

1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in courteous behavior.
2. Expose learners to authentic materials to deal with the real world of courtesy and good manners.
3. Focus on linguistic elements such as functions, discourse markers, grammar and vocabulary required to go over the essential question.
4. Give learners controlled practice in using the target language vocabulary, structures and functions.
5. Engage learners to meaningful productive tasks based on the context.
6. Project: integration of activities it has to be done in class.



Learnings			
Functions and Discourse Marker	Grammar	Vocabulary	Phonology
<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Understand basic information conveyed through a simple text.</li> <li>Applying courteous expressions and phrases in a simple conversation.</li> </ul> <p><b><u>Discourse markers:</u></b></p> <ul style="list-style-type: none"> <li>Linking sentence with connecting words (and, but, because)</li> </ul>	<p><b><u>Modal Auxiliaries:</u></b> i.e. can, could, would, might etc.</p> <p><b><u>Indirect questions:</u></b></p> <p>“Could you tell me where the bathroom is, please?”</p>	<p><b><u>Addressing people:</u></b></p> <ul style="list-style-type: none"> <li>Ma’am/ Sir</li> <li>Miss/Mrs./Ms. Mr.</li> <li>Dear Sincerely</li> </ul> <p><b><u>Polite Phrases:</u></b></p> <ul style="list-style-type: none"> <li>Please</li> <li>Thank you</li> <li>You’re welcome</li> <li>My pleasure</li> <li>No, thank you,</li> <li>I’m sorry,</li> <li>Excuse me / Pardon me</li> </ul> <p><b><u>Verbs:</u></b></p> <ul style="list-style-type: none"> <li>Respect</li> <li>Apologize</li> <li>Ask</li> <li>Interrupt</li> <li>Request</li> <li>Refuse</li> <li>Accept</li> <li>Complain</li> <li>Show</li> </ul> <p><b><u>Courtesy rules</u></b></p> <ul style="list-style-type: none"> <li><u>Good manners</u></li> </ul>	<p>Pronouncing Plural, Third-Person verbs, Possessions, and contractions.</p> <p>/s/ Voiceless: helps /ps/ /z/ Voiced: crabs /bz/ /ɪz / Sibilant: buses /sɪz /</p>



Conversational English Curriculum		
Level: Seventh		
CEFR Band: A2.1	Scenario: 5 Good Manners will Open Doors	Time: 16 hours
Essential Question: What makes a good first impression?	Theme: 5.2 Making a good first impression	
Essential Competences: 1. Proactive attitude	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learner can...	Performance Indicator	Pedagogical Task
Show proactive attitude for all those aspects that encompass elements of interaction.	Demonstrates a respectful attitude when exchanging ideas, opinions and arguments.	Promote respect as an essential competence to strengthen cultural identity.
Promote proactive attitude as a better way to strengthen our planetary citizenship with identity for a new world.	Applies proactive attitude towards the strengthening of planetary citizenship with identity in all fields it involves.	Strengthen citizenship with identity and apply it in all fields people may need.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Follow a simple interview when using simple language and spoken slowly with visual support provided	Identifies elements of the interaction that coincide with good business etiquette	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in making a good first impression.</li> <li>2. Expose learners to authentic materials to deal with the real world of making good</li> </ol>
<b>Reading:</b> Find the specific information related to good and bad manners from a short, simple text.	Classifies the given vocabulary into groups of good manners and bad manners	



<b>Oral and Written Production</b>		
<p><b>Spoken Interaction:</b> Follow a simple workplace dialogue that utilizes common workplace etiquette.</p>	<p>Utilizes courteous words and phrases found in the dialogue and demonstrates the elements of making a good first impression.</p>	<p>first impressions in the workplace.</p> <ol style="list-style-type: none"> <li>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.</li> <li>4. Give learners-controlled practice in using the target language vocabulary, structures and functions.</li> <li>5. Engage learners to meaningful productive tasks based on the context.</li> <li>6. Project: integration of activities it has to be done in class.</li> </ol>
<p><b>Spoken Production:</b> Create a dialogue giving recommendations about important elements of making a good impression.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Presents the dialogue utilizing given vocabulary and demonstrating elements of making a good first impression.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	
<p><b>Writing:</b> Give their opinion on the importance of making a good first impression in the workplace.</p>	<p>Writes ideas about the importance of making a good first impression in the workplace.</p>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Following simple and interactions.</li> <li>Understanding simple workplace interactions</li> <li>Creating a workplace dialogue</li> <li>Exemplifying elements of making a good first impression</li> </ul> <p><b>Discourse markers:</b></p> <ul style="list-style-type: none"> <li>Linking sentence with connecting words (and, but, because)</li> </ul> <p>Ex. It is important to make a good first impression because it helps build good relationships.</p>	<p><u>Modal auxiliaries:</u> would Ex. I would like to work for this company</p> <p><u>Simple future tense:</u> “going to” Ex. I am going to e-mail you tomorrow.</p> <p><u>Recommendations:</u> should Ex. You should maintain eye-contact.</p>	<p><u>Elements of making a good first impression:</u></p> <ul style="list-style-type: none"> <li>Body language</li> <li>Handshake</li> <li>Greetings</li> <li>Eye contact</li> <li>Posture</li> <li>Confidence</li> <li>Tone of voice</li> </ul> <p><u>Workplace interactions:</u></p> <ul style="list-style-type: none"> <li>Interview</li> <li>Meeting</li> <li>Phone call</li> <li>Appointment</li> <li>Schedules</li> <li>Relationship</li> <li>Boss</li> <li>Employee</li> </ul> <p><u>Formal attire</u></p> <ul style="list-style-type: none"> <li>Suit</li> <li>Tie</li> <li>Pants</li> </ul>	<p>Pronouncing Plural, Third-Person verbs, Possessions, and contractions.</p> <p>/s/ Voiceless: helps /ps/ /z/ Voiced: crabs /bz/ /ɪz / Sibilant: buses /sɪz /</p>



**mep** | Dirección de Educación Técnica  
y Capacidades Emprendedoras



MINISTRY OF PUBLIC EDUCATION  
Office of the Academic Vice- Minister  
Bureau of Technical Education and Entrepreneurship  
Department of Technical Education, Curriculum Department

# CURRICULUM

## Conversational English

• • • Eighth Grade

Third Cycle  
Basic General Education  
2019



EDUCATION FOR A NEW CITIZENSHIP

Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.1	Scenario: 1. Making a Family Budget	Time: 16 hours
Essential Question: How are mathematical elements and knowledge useful for our daily life?	Themes: 1.1 Math Symbols and Illustrating Data.	
Essential Competences: 7. Collaboration	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals	Performance Indicator	Pedagogical Task
Learners can...	The student...	The teacher will...
Collaborate with teacher and students to develop an appropriate English environment in the classroom.	Collaborates to develop an appropriate English environment in the classroom.	Develop a collaborative English environment in the classroom.
Cooperate with the teacher to promote how to strengthen planetary citizenship with identity.	Cooperates to strengthen planetary citizenship with identity.	Promote how to strengthen planetary citizenship with identity.

### Oral and Written Comprehension

<b>Listening:</b> Understand basic mathematical information like numbers, operations, charts, tables, graphs, and budgets to carry out a task.	Listens to specific information about numbers, operations, charts, tables, graphs, and budgets in context to complete a task.	<b>Task-Building Process</b> 1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in Making a budget. 2. Expose learners to authentic materials to deal with the real world of mathematics and data. 3. Focus on linguistic elements such as functions, discourse market, grammar
<b>Reading:</b> Comprehend specific information from readings based on mathematical context.	Identifies specific information by context on readings with mathematical information.	

### Oral and Written Production

<b>Spoken Interaction:</b> Provide simple descriptions of mathematical elements and how to apply them in daily life.	Produces simple oral pieces to describe mathematical elements and explain their application in daily life.
--	--



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
<p><b>Spoken Production:</b> Produce presentations with information based on mathematical context related to personal or familiar finances.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Produces presentations using mathematical elements related to their personal or familiar daily life.</p> <p>Recognize sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>materials to deal with the real world of mathematics and data.</p> <p>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.</p> <p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>5. Engage learners to meaningful productive tasks based on the context.</p> <p>6. Project: integration of activities it has to be done in class.</p>
<p><b>Writing:</b> Express written short pieces of text that include mathematical elements and information commonly applied in daily life.</p>	<p>Writes short texts expressing mathematical elements and information applied in daily life.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Identify information with numbers and Math operations.</li> <li>Talking about numbers in identification data.</li> <li>Describe graphs, charts, tables and figures.</li> </ul> <p><b>Discourse markers</b> Connecting words</p>	<p><b>Subject Pronouns with Simple Present Tense</b></p> <ul style="list-style-type: none"> <li>I study English 3 hours every day.</li> <li>They order my book from the first to fourth.</li> <li>She is the first student in her class.</li> <li>My ID card is 206070753.</li> </ul>	<ul style="list-style-type: none"> <li>Ordinal numbers (First, Second, Third...)</li> <li>Cardinal numbers (one, two, three...)</li> <li>Quantities 1 to 1.000.000</li> <li>Numbers in your Driver’s license number or Identification Card number, Passport number, passwords, codes.</li> </ul>	<p><b>Fricatives:</b> Identify the following sounds: [ v ] as in very, over, and save [ f ] as in fun, office, and if <b>Minimal Pairs:</b> / v / or / f / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p>(and, but, for)</p> <p>Mathematics is important <b>for</b> executing operations <b>and</b> applying knowledge under many circumstances, <b>but</b> it is difficult to carry out...</p>	<ul style="list-style-type: none"> <li>• My social security number begins with 2.</li> </ul> <p><b>Simple Present Tense</b></p> <ul style="list-style-type: none"> <li>• I pay ₡200 <i>colones</i>.</li> <li>• She pays a lot for a purse.</li> <li>• They practice math operation every day.</li> <li>• My passport number, the ID card and the Social Security numbers are the same numbers in Costa Rica.</li> </ul> <p><b>Yes/no Questions</b></p> <ul style="list-style-type: none"> <li>• Do you know your ID card?</li> <li>• No, I don't/Yes, I do</li> <li>• Does she like Math classes?</li> <li>• No, she doesn't/Yes, she does</li> <li>• Is this your driver's license?</li> <li>• No, it isn't/Yes, it is</li> </ul> <p><b>Future Tense (going to)</b></p>	<ul style="list-style-type: none"> <li>• Symbols for Mathematical operations (addition, subtraction, multiplication, division), (+ plus sign, - minus sign, ÷ division sign, × multiplication sign)</li> <li>• Mathematical elements:</li> <li>• Charts</li> <li>• Graphs</li> <li>• Tables</li> <li>• Figures e.g. pie chart, histograms, bar /line graph and figures</li> </ul>	



<b>Learnings</b>			
<b>Functions and Discourse Markers</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Phonology</b>
	<ul style="list-style-type: none"> <li>• We are going to make some graphs this evening.</li> <li>• Are you going to illustrate those graphs with colors?</li> <li>• What charts are they going to use for this presentation?</li> </ul>		



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.1	Scenario: 1. Making a Family budget	Time: 16 hours
Essential Question: Why should people make their own budget for the future?	Themes: 1.2 Creating My Personal Budget...Making Decisions for My Future	
Essential Competences: Responsibility	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals	Performance Indicator	Pedagogical Task
Learners can...	The student...	The teacher will...
Collaborate to promote responsibility as an essential competence to deal with all tasks.	Collaborates to be aware about the responsibilities to carry out a task.	Encourage students to practice responsibility when dealing with tasks.
Contribute with the teacher to promote how to strengthen planetary citizenship with identity.	Contributes to strengthen planetary citizenship with identity.	Strengthen planetary citizenship with identity by others contribution.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Identify specific information about family or personal budget that is delivered slowly and clearly.	Extracts specific information about personal or family budgets.	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in creating my personal budget.</li> <li>2. Expose learners to authentic materials to deal with the real world of mathematics and data.</li> <li>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary</li> </ol>
<b>Reading:</b> Understand a series of simple phrases to organize a family or personal budget by context.	Classifies information by context to organize a personal or family budget.	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Express ideas and opinions about personal and family budgets.	States opinions and ideas about family or personal budget by using the appropriate vocabulary.	
<b>Spoken Production:</b> Describe their daily expenses and how they would be used in a budget in short, simple sentences.	Gives examples of daily expenses that can be found in a simple budget plan.	



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Distinguish unfamiliar sounds and prosodic patterns.	Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	required to go over the essential question. 4. Give learners controlled practice in using the target language vocabulary, structures and functions.
<b>Writing:</b> Write a personal budget using numbers and four basic mathematical operations and charts or graphs about daily or family expenses.	Prepares simple budgets using the expressions and vocabulary about daily or family expenses.	5. Engage learners to meaningful productive tasks based on the context. 6. Project: integration of activities it has to be done in class.

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Talking about a family/personal Budget.</li> <li>Identifying different facts that influence on a budget.</li> <li>Learning how to use money appropriately.</li> </ul> <p><b>Discourse Markers</b> <b>First</b>, we have an accounting lesson. <b>Then</b>, we go to a language lab. <b>After that</b>, we take a math test.</p>	<p><b>Information questions</b></p> <ul style="list-style-type: none"> <li>How do you spend your money?</li> <li>Do you receive an allowance?</li> <li>Have you ever created a budget?</li> <li>Do you save money?</li> </ul> <p><b>Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>My family creates a budget every month.</li> <li>Her job pays a lot of money.</li> </ul>	<ul style="list-style-type: none"> <li>Subjects</li> <li>Money/coins/bitcoins</li> <li>Budget</li> <li>assets</li> <li>liabilities</li> <li>balance sheet</li> <li>debts</li> <li>loans</li> <li>savings</li> <li>savings account</li> <li>bank</li> <li>income</li> <li>petty cash</li> <li>pocket money</li> <li>spending money</li> </ul>	<p><b>FRICATIVES:</b> Identify the following sounds: [ v ] as in very, over, and save [ f ] as in fun, office, and if <b>Minimal Pairs:</b> / v / or / f / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Finally</b>, our last class ends at 4:00. /ended at 4:00.</p>	<ul style="list-style-type: none"> <li>• His allowance is very small.</li> <li>• Her bank account has a lot of money.</li> </ul> <p><b>Possessives ´s / s´</b></p> <ul style="list-style-type: none"> <li>• Daniel´s allowance is very small.</li> <li>• Julián´s favorite hobby is very expensive.</li> <li>• My classmates´ bank accounts are empty.</li> </ul> <p><b>Present Continuous</b></p> <ul style="list-style-type: none"> <li>• What are you doing now?</li> <li>• I´m creating a budget.</li> <li>• Are you saving any money?</li> <li>• I´m opening a bank account.</li> </ul> <p><b>Frequency Adverbs</b></p> <ul style="list-style-type: none"> <li>• How often do you create a budget?</li> <li>• I usually save money.</li> <li>• I never have money.</li> </ul>	<p><b>Process of making a budget</b></p> <ul style="list-style-type: none"> <li>• Follow these steps to make a budget plan into action.</li> <li>• Calculate expenses. Your first order of business is finding out exactly how much you're spending each month/week /day. ...</li> <li>• Determine your income. ...</li> <li>• Set savings and debt payoff goals. Record spending and track progress.</li> </ul> <p><b>Frequency adverbs</b></p> <ul style="list-style-type: none"> <li>• Always</li> <li>• Usually</li> <li>• Often</li> <li>• Sometimes</li> <li>• Hardly ever</li> <li>• Never</li> </ul>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p><b>Prepositions of time</b></p> <ul style="list-style-type: none"> <li>• My family creates a budget every month.</li> <li>• I go shopping on weekends.</li> <li>• The bank opens at night.</li> </ul> <p><b>Accounting</b></p> <ul style="list-style-type: none"> <li>• The company’s assets were easy to calculate.</li> <li>• Liabilities are recorded on the right side of the balance sheet, while assets are listed on the left.</li> </ul>		



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.1	Scenario: 2. Live, Enjoy and Speak	Time: 16 hours
Essential Question: Why should people be assertive in life?	Themes: 2.1 How to Be Assertive in Life	
Essential Competences: Empowerment	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals	Performance Indicator	Pedagogical Task
Learners can...	The student...	The teacher will...
Develop an empowered mindset to be assertive in daily life.	Develops an empowered mindset to be assertive in daily life that will lead students into the future.	Promote assertiveness among students to develop an empowered mindset.
Strengthen assertiveness in order to be a citizen of this new world with a clear identity.	Strengthens assertiveness in order to be a citizen of this new world with all the problems and challenges that students need to face and overcome.	Encourage others to strengthen assertiveness when educating new citizens with a clear identity.

### Oral and Written Comprehension

<b>Listening:</b> Identify clues from a video or conversation about how to be assertive in daily life.	Identifies clues about how to be assertive and have an empowered mindset in daily life activities.
<b>Reading:</b> Read the entrepreneur profiles given and recognize steps to strengthen assertiveness and be your own boss in the future.	Recognizes the steps to become your own boss by strengthening assertiveness as shown in the text.

### Task-Building Process

1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in How to be Assertive in life.
2. Expose learners to authentic materials to deal with the real world of mathematics and data.
3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.

### Oral and Written Production

<b>Spoken Interaction:</b> Participate in short conversations about assertiveness and how to become your own boss in the future.	Expresses his/her opinions about the importance of assertiveness and how to become your own boss in the future.
--	---



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
<p><b>Spoken Production:</b> Express ideas in short and simple sentences about how to be assertive in life and become your own boss.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Lists ideas about how to be assertive in life and become your own boss by using given vocabulary.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>5. Engage learners to meaningful productive tasks based on the context.</p> <p>6. Project: integration of activities it has to be done in class.</p>
<p><b>Writing:</b> Write a simple series of sentences reporting some ideas about how to be assertive in life.</p>	<p>Demonstrates an understanding of the topic by providing some ideas about how to be assertive in life.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Defining how to be an assertive person.</li> <li>Following steps to be assertive in daily life.</li> <li>Expressing myself as an assertive person in my school community.</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>Connecting words</li> <li>(and, but, because)</li> </ul>	<p><b>Grammar and Sentence Frames</b></p> <p><b>Verb + -ing / infinitive:</b> <b>like / want / would like</b></p> <ul style="list-style-type: none"> <li>I don't like being an employee, I want to be my own boss.</li> <li>I want to take photographs.</li> <li>I would like to have my own company.</li> </ul> <p><b>Yes/no Questions</b></p>	<ul style="list-style-type: none"> <li>Communication</li> <li>Skills</li> <li>think, feel, want, and prefer</li> </ul> <p>Core Required Skills:</p> <ul style="list-style-type: none"> <li>Communication Skills</li> <li>Flexibility and Adaptability</li> <li>Energy Level</li> <li>Need for Achievement</li> <li>Honesty and Integrity</li> <li>Initiative</li> </ul>	<p><b>FRICATIVES:</b> Identify the following sounds: [ʃ] as in shoe, nation, and wish [ʒ] as in measure, vision, and rouge</p> <p><b>FRICATIVES:</b> Identify the following sounds: [θ] as in think, bathtub, and mouth [ð] as in the, father, and smooth Minimal Pairs: /θ/ or /ð/ practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>I want to start living by myself, but it is a hard decision to make when there are many things to consider, because family supports my decisions, and they are very honest to say the truth...</li> </ul>	<ul style="list-style-type: none"> <li>Do you like your job?</li> <li>Does she work from home?</li> <li>Would you like to be your own boss?</li> <li>Does she prefer work hard?</li> </ul> <p><b>Information questions</b></p> <ul style="list-style-type: none"> <li>What is assertiveness?</li> <li>What do you want to be when you grow up?</li> <li>Why do you want to be your own boss?</li> </ul> <p><b>Gerunds</b></p> <ul style="list-style-type: none"> <li>Working hard opens doors.</li> <li>Working abroad is a wonderful experience.</li> <li>Gaming is a new hobby that can be a job.</li> </ul> <p><b>Can /Could</b></p> <ul style="list-style-type: none"> <li>Can you give an opinion? Yes, you can</li> </ul>	<ul style="list-style-type: none"> <li>Optimism</li> <li>Self-Confidence</li> <li>Total Commitment</li> </ul> <p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>Assertiveness is an interpersonal skill in which you demonstrate the healthy confidence to stand up for yourself while still respecting the rights of others. When you are assertive, you are neither passive nor aggressive, but direct and honest.</li> <li>Keep communicating</li> <li>Understand and accept different points of views</li> <li>Don't be aggressive</li> <li>Speak simply and directly</li> <li>Exercise the power of "I"</li> <li>Stay calm</li> </ul>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• Can I ask a question?</li> <li>• Yes, you can.</li> <li>• You can respectfully disagree.</li> <li>• You could offer your ideas and suggestions.</li> <li>• Could I say “no”?</li> <li>• Yes, you could.</li> </ul>	<ul style="list-style-type: none"> <li>• Set boundaries/limits</li> <li>• Learn to say “no” politely (when, where, to whom)</li> </ul> <p><b>The Profile for Entrepreneurs</b></p> <ul style="list-style-type: none"> <li>• Name and origin</li> <li>• Type of business</li> <li>• Business background</li> <li>• Business history</li> <li>• Local/International trading</li> <li>• Key of success</li> </ul>	



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.1	Scenario: 2. Live, Enjoy and Speak	Time: 16 hours
Essential Question: Why is the English language useful for the future?	Themes: 2.2 Origin of the English Language: English Speaking Countries	
Essential Competences: 2. Friendship	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Value friendship to understand and respect people and other cultures.	Values friendship to respect his/her classmates and understand people of different cultures and traditions.	Present friendship as an essential competence to understand and respect others.
Build friendly relationships to understand and respect people and strengthen identity.	Shows respect for friendship to understand people and strengthen identity.	Promote friendly relationships to strengthen people's identity.

### ORAL AND WRITTEN COMPREHENSION

### TASK-BUILDING PROCESS

<b>Listening:</b> Understand key content in videos about the Origin of English language: English Speaking Countries around the world.	Identifies important information given in videos about the Origin of English language: English Speaking Countries in the world.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in Origin of English Language. 2. Expose learners to authentic materials to deal with the real world of mathematics and data.
<b>Reading:</b> Understand short, simple narrative texts about English Speaking Countries around the world.	Recognizes key characteristics in texts about English Speaking Countries around the world.	

### ORAL AND WRITTEN PRODUCTION

Spoken Interaction: Exchange information in small groups about some English-Speaking Countries by comparing and contrasting their differences.	Compares important facts about some English-Speaking Countries, such as flag, capital, cities, culture, customs, and traditions	3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question. 4. Give learners controlled practice in using the target language vocabulary, structures and functions.
<b>Spoken Production:</b> Give a simple presentation about English Speaking	Presents orally one native English-Speaking Countries using the vocabulary and concepts given.	



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
<p>Countries using the vocabulary and countries provided in this Curriculum.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>5. Engage learners to meaningful productive tasks based on the context. 6. Project: integration of activities it has to be done in class.</p>
<p><b>Writing:</b> Use information and write a short description about specific facts of English-Speaking Countries in order to respect and understand other cultures.</p>	<p>Writes a short description about the common traditions of English-Speaking Countries in order to respect and understand other cultures.</p>	

Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Identifying specific information about the Origin of English language and English-Speaking Countries around the world.</li> <li>Writing about other cultures and traditions.</li> <li>Giving oral information about English speaking countries.</li> </ul>	<p><b>Grammar and Sentence Frames</b></p> <p><b>Simple Present Information-Yes/no questions</b></p> <ul style="list-style-type: none"> <li>Does she like Christmas?</li> <li>Do Canadians celebrate Halloween?</li> </ul> <p><b>Information questions</b></p> <ul style="list-style-type: none"> <li>How do people celebrate...</li> </ul>	<p>The UK government classifies the following overseas countries as majority native English speaking:</p> <ul style="list-style-type: none"> <li>Antigua and Barbuda</li> <li>Australia</li> <li>The Bahamas</li> <li>Barbados</li> <li>Belize</li> <li>Canada</li> <li>Dominica</li> <li>Grenada</li> <li>Guyana</li> <li>Ireland</li> </ul>	<p><b>FRICATIVES:</b></p> <p>Identify the following sounds: [ʃ] as in shoe, nation, and wish [ʒ] as in measure, vision, and rouge</p> <p><b>FRICATIVES:</b></p> <p>Identify the following sounds: [θ] as in think, bathtub, and mouth [ð] as in the, father, and smooth</p> <p>Minimal Pairs: /θ/ or /ð/ practice</p>

Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
<p><b><u>Discourse Markers</u></b> <b><u>Linkers: Sequential past time.</u></b></p> <p><b>First</b>, my English for communication was so bad. <b>Then</b>, I needed to speak fluent English to visit other countries where it is the official language; and <b>finally</b>, holidays abroad were the best time of the trip...</p>	<ul style="list-style-type: none"> <li>• How is Christmas in ...?</li> <li>• How is the weather like on Christmas time in New Zealand?</li> <li>• What is the capital of Guyana?</li> <li>• Where is Saint Kitts and Nevis?</li> </ul> <p><b>Simple Past (was/were)</b></p> <ul style="list-style-type: none"> <li>• Who was in Jamaica during the parade?</li> <li>• Were you in Australia in summertime? Yes, I was</li> <li>• How do Irish celebrate Christmas?</li> </ul> <p><b>Zero Conditional</b> If + present simple... present simple...</p> <ul style="list-style-type: none"> <li>• If you go to New Zealand at Christmas time, bring comfortable clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• Jamaica</li> <li>• New Zealand</li> <li>• St Kitts and Nevis</li> <li>• St Lucia</li> <li>• St Vincent and the Grenadines</li> <li>• Trinidad and Tobago</li> <li>• United Kingdom</li> <li>• United States of America</li> </ul> <p><b>Common traditions/ celebrations</b></p> <ul style="list-style-type: none"> <li>• New Year Day</li> <li>• Father´s or Mother´s Day</li> <li>• Thanksgiving</li> <li>• Christmas</li> <li>• Boxing Day</li> <li>• Black Friday</li> <li>• Easter</li> <li>• Halloween.</li> </ul> <p><b>Other vocabulary about traditions and celebrations:</b></p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Traditions</li> <li>• Customs</li> </ul>	



Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• If you go to a new celebration enjoy life and try new food.</li> <li>• If you go to the concert, bring your tennis shoes and the umbrella?</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Festivals</li> <li>• Parades</li> <li>• Carnivals</li> </ul> <p><b>Activities in celebrations</b> religious ceremonies, barbecues, traditional dances, bonfires, 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, and sporting events, food trucks festivals.</p>	



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.2	Scenario: 3. Going Green	Time: 16 hours
Essential Question: How can we clean our planet to make it safer to live in?	Themes: 3.1 Sustainable Development: A Pathway to The Green Transportation, Waste Management and Air Quality	
Essential Competences: 13. Innovation	New Citizenship Axis: Sustainable Development Education	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Give innovative ideas to empower themselves and raise awareness about ecological problems and strengthen green transportation, waste management and air quality as possible solutions for the country.	Raises awareness about ecological problems and strengthen green transportation, waste management and air quality as possible solutions for the country.	Encourage students to be aware about ecological problems and give innovative and green solutions.
Value the idea of being green volunteer in their high schools and communities to strengthen sustainable develop education.	Empowers themselves to be a green volunteer in their community to strengthen sustainable develop education.	Motivate students to be green volunteer to promote sustainable development in their communities.

### Oral and Written Comprehension

### Task-Building Process

<b>Listening:</b> Extract global environmental problems concerning transportation, waste management, and air quality with information from videos.	Recognizes global environmental problems information in videos regarding problems such as: Ocean trash, Global warming, Sea level rise, Greenhouse gas /effect.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in sustainable development. 2. Expose learners to authentic materials to deal with the real world of sustainable development. 3. Focus on linguistic elements such as functions, discourse market,
<b>Reading:</b> Understand the main information in short written reports about green energies and their effects in environment.	Identifies important information from short written reports about the use of green energies.	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Communicate with short, simple statements about concerning topics of sustainable development.	Expresses short, simple sentences about concerning topics such as air quality, green transportation, waste management, and 5 R's.	



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
<p><b>Spoken Production:</b> Produce a short presentation about setting advantages and disadvantages of a given topic of Sustainable Development.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Produces advantages and disadvantages of a topic given of Sustainable Development to present in the class.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>grammar and vocabulary required to go over the essential question.</p> <p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>5. Engage learners to meaningful productive tasks based on the context.</p> <p>6. Project: integration of activities it has to be done in class.</p>
<p><b>Writing:</b> Write a series of simple statements to link to each other about types of environmental damage existing in Costa Rican communities and the world and propose some solutions.</p>	<p>Identifies types of environmental damage present in their communities and in the world to suggest some possible solutions.</p>	

Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Identifying different environmental problems in the community and in the world.</li> <li>Describing possible solutions to high school environmental problems concerning transportation, waste</li> </ul>	<p><b>Grammar and Sentence Frames</b> <b>Simple Present</b></p> <p><b>Comparative and superlative</b></p> <ul style="list-style-type: none"> <li>What is the worst problem?</li> <li>What is the best solution?</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Development</li> <li>Human overpopulation</li> <li>Flooding</li> <li>Landslide</li> <li>Intensive animal farming</li> <li>Intensive crop farming</li> <li>Abuse of pesticides</li> </ul>	<p><b>Past Tense Pronunciation for Regular Verbs</b></p> <p>/ Id / infinitives that end in the sounds /t/ or /d/ / d / infinitives that end in a voiced sound / t / infinitives that end in an unvoiced sound</p>

Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
<p>management and air quality.</p> <ul style="list-style-type: none"> <li>Exchanging information about green growth.</li> </ul> <p><b>Discourse Markers</b>  <b>First</b>, try to see common things differently. <b>Then</b>, write in a booklet the observable things <b>After that</b>, analyze the situation carefully. <b>Finally</b>, find possible or real solution in short or medium terms.</p>	<ul style="list-style-type: none"> <li>To prevent is cheaper than to cure.</li> <li>The global warming is the most concerning problem...</li> </ul> <p><b>Article a/an</b></p> <ul style="list-style-type: none"> <li>There is a noisy restaurant across from the park.</li> <li>A city dump is next to the town.</li> </ul> <p><b>Modals should/shouldn't</b></p> <ul style="list-style-type: none"> <li>You should drive and electric car and forget about fuel.</li> <li>You shouldn't pollute the air using that diesel car.</li> </ul> <p><b>Modals have to</b></p> <ul style="list-style-type: none"> <li>When you go shopping you have to look for organic products.</li> </ul>	<ul style="list-style-type: none"> <li>Water Pollution</li> <li>Environmental health: Air quality, Asthma, Birth defect, Air pollution</li> <li>Smog</li> <li>Biological effects of UV exposure</li> <li>Light pollution</li> <li>Noise pollution</li> <li>Soil erosion</li> <li>Over-consumption</li> <li>Fishing: Ghost nets, Shark finning, Whaling</li> <li>Deforestation, Illegal logging,</li> <li>Mining</li> <li>Water-pollution, Water scarcity.</li> <li>Waste: Electronic waste</li> <li>Human Resources</li> <li>Air</li> <li>Soil</li> <li>Water</li> <li>Nature</li> </ul>	

Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>You have to save water while washing your teeth.</li> <li>Fill the cup with water and use that water to rinse your mouth.</li> </ul> <p><b>Imperatives +/-</b></p> <ul style="list-style-type: none"> <li>Recharge your electric motorcycles before you leave your home.</li> <li>Request the warranty certificate of the electric bike.</li> <li>Don't forget to bring your own bag to the supermarket.</li> </ul> <p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>Turn to the right and then turn to the left, you will find a gas station.</li> <li>The electric station is next to the bank.</li> </ul>	<ul style="list-style-type: none"> <li>Flora</li> <li>Fauna</li> <li>Sun</li> <li>Gas</li> <li>Rain</li> <li>Fire</li> </ul> <p><b>Adverbs of sequence to make descriptions, give instructions or suggestions:</b> Observe your community very carefully. <b>First</b>, try to see common things differently. <b>Then</b>, write in a booklet the observable things After that, analyze the situation carefully. <b>Finally</b>, find possible or real solution in short or medium terms.</p>	



Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• There is an electric car in front of my house. It's great.</li> <li>• There is /There are/Is there/Are there</li> <li>• There is a supermarket next to the bank.</li> <li>• There are two stores in front of the church.</li> <li>• Is there an electric station near here?</li> <li>• How much / How many</li> <li>• How much does an electric car cost? \$40.000. No thanks, they are expensive.</li> <li>• How many cars do you need to see to choose one?</li> </ul> <p><b>Demonstratives (those/these, this, that)</b></p> <ul style="list-style-type: none"> <li>• How much are these/those motorcycles?</li> </ul>		



Learnings			
Functions and Discourse markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>Those are electric cars, and this is my electric bike.</li> </ul> <p><b>Determiners</b> (any/some)</p> <ul style="list-style-type: none"> <li>Do you have clean water in your community? Yes, we have some...</li> <li>I don't have any water at home. That is a real problem water scarcity.</li> </ul> <p><b>Countable / Uncountable Nouns</b></p> <ul style="list-style-type: none"> <li>Is there any water in my house?</li> <li>How much water are you collecting for this dry season?</li> </ul> <p><b>Zero Conditional</b></p> <ul style="list-style-type: none"> <li>If you go to buy an electric vehicle you need a warranty.</li> </ul>		



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.1	Scenario: 3. Going Green	Time: 16 hours
Essential Question: How to learn about going into a green lifestyle to help our community and country?	Themes: 3.2 Growing Our Food: My Backyard Garden	
Essential Competences: 12. Initiative	New Citizenship Axis: Sustainable Development Education	

Goals	Performance Indicator	Pedagogical Task
Learners can...	The student...	The teacher will...
Develop the initiative to promote a green lifestyle in order to help in the community and the country.	Develops the initiative to help in their communities and the country by promoting a green lifestyle.	Promote the initiative of having a green lifestyle.
Experience the initiative to become into changing agents by promoting a green lifestyle based on a Sustainable Development Education.	Experiences how to promote a green lifestyle based on a Sustainable Development Education.	Encourage students to become into changing agents by teaching sustainable development to others.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Understand vocabulary, expressions and information given from audio tracks or videos spoken in the target language.	Identifies vocabulary, expressions and information from listening activities given in the class.	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in Growing our food.</li> <li>2. Expose learners to authentic materials to deal with the real world of mathematics and data.</li> <li>3. Focus on linguistic elements such as functions, discourse market,</li> </ol>
<b>Reading:</b> Understand short, simple texts based on the themes given and into the context of the scenario.	Recognizes the main points of texts that deals with the topics given.	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Ask and answer questions based on the main topic, where using specific vocabulary and correct information.	Asks and responds to questions based on the main topic given and in the best way by using the target language.	



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
<p><b>Spoken Production:</b> Give a simple report about purchasing green products in a local market, fair or even online; base on the specifications of the topic given.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Reports the experience of purchasing green products orally.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>grammar and vocabulary required to go over the essential question.</p> <p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>5. Engage learners to meaningful productive tasks based on the context.</p>
<p><b>Writing:</b> Describe the advantages and disadvantages that brings going into a green lifestyle to people, community, country and environment.</p>	<p>Describes facts about going into a green lifestyle, and how they infer for people, the community, the country and the environment.</p>	<p>6. Project: integration of activities it has to be done in class.</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Understanding information about agricultural products.</li> <li>Describing agriculture or plant products.</li> <li>Talking about a visit to a local market or agricultural fairs.</li> </ul>	<p><b>Grammar &amp; Sentence Frame</b></p> <p><b>Simple present tense</b></p> <ul style="list-style-type: none"> <li>I need to buy ____.</li> <li>Do you have any __?</li> <li>I look for a market or an agricultural fair.</li> </ul> <p><b>WH questions and other</b></p> <ul style="list-style-type: none"> <li>Where can I buy some vegetables and plant pots?</li> </ul>	<p><b>Fruit / Vegetables to Grow</b></p> <ul style="list-style-type: none"> <li>Lettuce</li> <li>Spinach</li> <li>Kale</li> <li>Green beans</li> <li>Cucumbers</li> <li>Tomatoes.</li> <li>Squash</li> <li>Eggplant</li> <li>Green, red, yellow Peppers</li> </ul>	<p><b>Past Tense Pronunciation for Regular Verbs</b></p> <p>/ Id / infinitives that end in the sounds /t/ or /d/</p> <p>/ d / infinitives that end in a voiced sound</p> <p>/ t / infinitives that end in an unvoiced sound</p>

Learnings											
Functions and Discourse Markers	Grammar	Vocabulary	Phonology								
<p><b><u>Discourse Markers</u></b> <b><u>Connecting words</u></b> <b><u>(and, but, because)</u></b></p> <p>My family and I have now the initiative to start growing our own fruit and vegetables in our backyard, but we need to learn how to do it because any of us has the experience to do it well, and the purpose is to start as soon as possible...</p>	<ul style="list-style-type: none"> <li>• Can we plant cucumbers in this region?</li> </ul> <p><b>Modals Can / Could</b></p> <ul style="list-style-type: none"> <li>• Can you do an electronic receipt for me? Yes, I can.</li> <li>• Could we plant thyme and cilantro last week?</li> <li>• No, we couldn't, we needed to compost.</li> </ul> <p><b>Countable and Uncountable Nouns</b></p> <ul style="list-style-type: none"> <li>• She has eight eggplants in her fridge.</li> <li>• How much money do you have?</li> </ul> <p><b>Past tense</b></p> <ul style="list-style-type: none"> <li>• After the meal, we went to the supermarket. All groceries were very expensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamomile</li> <li>• Thyme</li> <li>• Onions</li> <li>• Basil</li> <li>• Parsley</li> <li>• Cilantro</li> <li>• Chayote squash</li> </ul> <p>Root Vegetables:</p> <ul style="list-style-type: none"> <li>• Radishes</li> <li>• Carrots</li> <li>• Sweet potatoes</li> <li>• Turnips</li> <li>• Ginger</li> <li>• Beets</li> <li>• Garlic</li> <li>• Fennel</li> </ul>									
		<table border="1"> <thead> <tr> <th colspan="2">Basil</th> </tr> </thead> <tbody> <tr> <td>Harvest time</td> <td>15-25 days</td> </tr> <tr> <td>Ideal temperature</td> <td>25 Co</td> </tr> <tr> <td>Planting time</td> <td>Early Dry season</td> </tr> <tr> <td>Spacing</td> <td>60 cm</td> </tr> </tbody> </table>	Basil		Harvest time	15-25 days	Ideal temperature	25 Co	Planting time	Early Dry season	Spacing
Basil											
Harvest time	15-25 days										
Ideal temperature	25 Co										
Planting time	Early Dry season										
Spacing	60 cm										



Learnings										
Functions and Discourse Markers	Grammar	Vocabulary		Phonology						
	<ul style="list-style-type: none"> <li>The cabbage was cheaper than the last Saturday.</li> <li>Where did you buy these radishes and carrots?</li> </ul> <p><b>Adjectives:</b></p> <ul style="list-style-type: none"> <li>Good, bad, expensive, cheap, big, small, beautiful, ripe, raw, green.</li> <li>How much does it cost?</li> <li>I'm sorry, I don't have any small change.</li> <li>Do you have change for this?</li> <li>May I have the electronic receipt, please?</li> <li>Can I pay by credit card / in cash?</li> </ul> <p>Expressions</p> <ul style="list-style-type: none"> <li>There are many agri-business initiatives that generate hundreds of</li> </ul>	<table border="1"> <tr> <td>Germination time</td> <td>14 days</td> </tr> <tr> <td>Light preferences</td> <td>6 hours</td> </tr> <tr> <td>Best companion</td> <td>Red Peppers,</td> </tr> </table>	Germination time	14 days	Light preferences	6 hours	Best companion	Red Peppers,		
Germination time	14 days									
Light preferences	6 hours									
Best companion	Red Peppers,									
		<p><b>Recipes from the backyard vegetable garden:</b> <b>Stuffed Chayote with Mushrooms and Tomatoes (Makes 4 servings)</b></p> <ul style="list-style-type: none"> <li>1 1/2 cup cooked white rice</li> <li>2 large chayote* (approximately 1 pound each)</li> <li>2 tsp butter</li> <li>2 cloves garlic, chopped</li> <li>3/4 cup diced onions</li> <li>2 cups sliced mushrooms</li> <li>1 cup diced tomatoes</li> <li>3/4 tsp salt</li> </ul>								

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>direct and indirect jobs in this region.</p> <ul style="list-style-type: none"> <li>• Going Shopping.</li> <li>• There are many types of lettuce that can be grown.</li> <li>• Spinach is a very easy crop to grow.</li> <li>• The onion harvest was excellent this year.</li> </ul>	<ul style="list-style-type: none"> <li>• 1/4 cup Parmesan cheese</li> <li>• 2 tsp chopped cilantro</li> </ul> <p><b>Adverbs of Sequence for Procedures:</b> <b>First</b>, collect all the ingredients. <b>Then</b>, chop all vegetables and mix them in a bowl. <b>Later</b>, add the rest of ingredients, and <b>finally</b> serve in cups to enjoy...</p>	



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.2	Scenario: 4. Every Journey ... An Adventure	Time: 16 hours
Essential Question: What can we learn from different cultures around the world?	Themes: 4.1 Travel Around the Globe	
Essential Competences: 3. Respect	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Show respect for all those aspects that encompass a cultural exchange when traveling around the world.	Demonstrates a respectful attitude when experience different cultures from all over the world.	Promote respect as an essential competence to strengthen cultural identity.
Understand respect as a better way to strengthen our planetary citizenship with identity for a new world.	Experiences a respectful attitude towards the strengthening of planetary citizenship with identity in all fields it involves.	Strengthen citizenship with identity and apply it in all fields people may need.
<b>Oral and Written Comprehension</b>		<b>Task Building Process</b>
<b>Listening:</b> Understand the key details of conversations about situations at hotels, restaurants, and traveling in general all over the world.	Identifies details from conversations about tourism and some services related to that field.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in travel around the globe. 2. Expose learners to authentic materials to deal with the real world of travels and tourism. 3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.
<b>Reading:</b> Understand short, simple texts including pieces of shared international vocabulary items.	Recognizes information form short, simple texts and their specific vocabulary items.	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Communicate with simple statements in order to make plans or arrangements to practice touristic activities in our country and abroad.	Experiences the practice of touristic activities after planning or making arrangements in spoken form.	



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
<p><b>Spoken Production:</b> Describe in short, simple statements the future plans of traveling in our country and abroad.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Gives oral descriptions of future plans of traveling in their country or around the world.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>5. Engage learners to meaningful productive tasks based on the context.</p> <p>6. Project: integration of activities it has to be done in class.</p>
<p><b>Writing:</b> Write simple, short statements to describe places to visit in the future when going on tours or adventures.</p>	<p>Produces written pieces of descriptions telling about places to visit in the future for tours or adventures.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Understanding information about tourism and services.</li> <li>Describing trips and places to visit.</li> <li>Talking about possible visits to other places, cities or countries.</li> </ul>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><b>Contractions / Future Tense (will) with past continuous tense clause</b></p> <ul style="list-style-type: none"> <li>I'll never forget in my personal life.</li> <li>A day when I was traveling/ing/</li> <li>I'll never forget a trip in New York/Paris/London/Li</li> </ul>	<ul style="list-style-type: none"> <li>to book, to confirm,</li> <li>boarding passes</li> <li>tickets, e-tickets</li> <li>to drive</li> <li>to fly</li> <li>to go abroad</li> <li>to go on holiday (GB) / vacation (US)</li> <li>to go sightseeing</li> <li>to go climbing</li> <li>to go camping</li> <li>to go hiking</li> </ul>	<p><b>AFFRICATES:</b></p> <p>Identify the following sounds:</p> <p>[ dʒ ] as in jam, magic, and age</p> <p>[ tʃ ] as in chair, teacher, and witch</p> <p>Identify the following sounds:</p> <p>[ h ] as in hat and behind</p> <p>Minimal Pairs:</p> <p>/ h / or silent practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b><u>Discourse Markers</u></b></p> <p><b><u>Connecting words</u></b></p> <ul style="list-style-type: none"> <li>• (and, but, because)</li> <li>• My schedule is so confusing, and my tour will start next week and not the next month as I planned it because there were some mistakes in my reservation, but I will visit Europe now that I can...</li> </ul>	<p>ma/Cusco/Copacabana/ when we were ___ing</p> <ul style="list-style-type: none"> <li>• An event I'll never forget in the world was when I was_____.</li> </ul> <p><b>Phrasal Verbs</b></p> <ul style="list-style-type: none"> <li>• When I was at the airport, I realized, my boarding passes are in my e-mail account.</li> <li>• My cellphone had no charge.</li> <li>• The day I first visited Barcelona was unforgettable.</li> <li>• When my family's car broke down on the highway to Guanacaste, we had a lot of fun waiting for help.</li> </ul> <p><b>Adverbial phrases</b></p> <ul style="list-style-type: none"> <li>• My trip last summer was really memorable we took a sightseeing tour.</li> </ul>	<ul style="list-style-type: none"> <li>• Booking</li> <li>• How to Book a Flight Online</li> <li>• How to find a responsible travel agency</li> <li>• Vocabulary</li> <li>• Personal life</li> <li>• Previous experiences visiting touristy places in the communities.</li> <li>• My unforgettable trip</li> <li>• Places to visit in Costa Rica.</li> <li>• Places to visit abroad.</li> </ul>	<p>[ ? ] as in light, kitten and backseat</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• My family was very happy to spend time together on the beach when I was young.</li> <li>• Costa Ricans are extremely proud of showing tourists our country.</li> <li>• This summer I want to travel abroad to go sightseeing</li> </ul> <p><b>Indications of time</b></p> <ul style="list-style-type: none"> <li>• (Now, then, when, soon, ago, the year before last, last year, by the time I was...)</li> <li>• The year before last we spent the...</li> <li>• Thermal waters in San Carlos.</li> <li>• By the time I was 12, I had seen all the provinces of Costa Rica.</li> </ul> <p><b>Comparatives and superlatives forms of adverbs</b></p>		

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• Los Angeles is largest than New York.</li> <li>• Costa Rica is smallest than USA.</li> <li>• Costa Rica’s weather is more unpredictable than in USA.</li> <li>• That was the day I enjoyed the most in Los Angeles.</li> <li>• We enjoyed this vacation to the fullest.</li> <li>• That was the moment I remember the best.</li> <li>• This book has the worst pictures of camping sites/Campsites that I have visited.</li> </ul> <p><b>Wh- questions in the past</b></p> <ul style="list-style-type: none"> <li>• In what flight did you travel to Canada? In the flight CV-308.</li> <li>• What other places did you visit there? We</li> </ul>		



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>visited the city center/downtown.</p> <ul style="list-style-type: none"> <li>• How many beaches did you visit this summertime?</li> <li>• Did she see the brochure about Panama?</li> <li>• Tours include admission fee and car rental.</li> </ul>		



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.2	Scenario: 4. Every Journey and Adventure	Time: 16 hours
Essential Question: How can culture influence over experiences for tourism and adventure?	Themes: 4.2 Types of Tourism and Accommodations	
Essential Competences: 1. Proactive attitude	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Develop a proactive attitude towards all activities that involve a cultural exchange.	Demonstrates the best attitude when taking part of activities offered for foreign exchanging.	Promote cultural activities to develop a proactive attitude when participating.
Show a positive attitude when experiencing activities that look for strengthening our planetary citizenship with identity.	Experiences cultural activities to strengthen our planetary citizenship with identity.	Demonstrate culture to strengthen identity in people.
<b>Oral and Written Comprehension</b>		<b>Task Building Process</b>
<b>Listening:</b> Understand key vocabulary to describe different types of tourism and accommodations when traveling in our country and abroad.	Identifies the different forms of tourism in Costa Rica and abroad by listening to authentic material as audios and videos.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in types of tourism and accommodations. 2. Expose learners to authentic materials to deal with the real world of hospitality and tourism. 3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.
<b>Reading:</b> Understand information from pieces of text drawing of tourism, adventure, and culture.	Infers over the topics given by understanding key information from readings.	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Manage simple conversations to exchange information by asking and answering without undue effort.	Establishes a simple conversation by asking and giving personal information about adventures, cultural exchange and tourism.	
<b>Spoken Production:</b> Give short, simple descriptions of cultures and how tourism and accommodations may vary around the world.	Demonstrates how culture influences over tourism and how its accommodations vary from all over the world.	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Distinguish unfamiliar sounds and prosodic patterns.	Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	4. Give learners controlled practice in using the target language vocabulary, structures and functions. 5. Engage learners to meaningful productive tasks based on the context.
<b>Writing:</b> Connect ideas in order to create short pieces of texts to explain specific information about tourism and culture.	Produces short, simple texting about how tourism and culture are considered to influence one to another and back.	6. Project: integration of activities it has to be done in class.

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Identifying types of accommodations.</li> <li>Locating types of accommodations.</li> <li>Understanding information about hotels/ hostels/ motels/ Bed &amp; Breakfast/Inn.</li> </ul> <p><b>Discourse Markers</b> <b>Connecting words (and, but, because)</b> The hotel is next to my house and her uncle's hostel, too.</p>	<p><b>Grammar &amp; Sentence frames</b></p> <p><b>Future -- going to</b></p> <ul style="list-style-type: none"> <li>We are going to The Candlelight Hotel in Manuel Antonio National Park.</li> <li>Are you going to visit Poas Volcano? There are some homestays and campsites there.</li> </ul> <p><b>WH questions</b></p> <ul style="list-style-type: none"> <li>Where is The Urban Hospital next to that huge building?</li> </ul>	<p><b>Forms of tourism</b></p> <ul style="list-style-type: none"> <li>Ecotourism</li> <li>Food/ cuisine tourism</li> <li>Agro-rural tourism</li> <li>Medical tourism</li> <li>Wellness tourism</li> <li>Leisure tourism</li> <li>Religious tourism</li> <li>Cultural tourism</li> <li>Sport tourism</li> <li>Business tourism</li> </ul> <p><b>Types of accommodations</b></p>	<p><b>AFFRICATES:</b></p> <p>Identify the following sounds: [ dʒ ] as in jam, magic, and age [ tʃ ] as in chair, teacher, and witch</p> <p>Identify the following sounds: [ h ] as in hat and behind</p> <p><b>Minimal Pairs:</b> / h / or silent &amp; practice [ ? ] as in light, kitten and backseat</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
I can't do Sport Tourism, I'm in business tourism, but I do some cultural tourism and visit museums. I like to go to the museums and know about history because I love traditions and paintings.	<ul style="list-style-type: none"> <li>I'm going to have a plastic surgery.</li> <li>Are we on the right road?</li> <li>How far is it ___?</li> </ul> <p><b>Prepositions of place</b> in, on, next to, near, between, in front of, opposite to, behind</p> <p><b>Prepositions of time:</b> in, on, at</p> <p><b>Determiners</b> There is / There are ...</p> <p><b>Imperatives</b> - Go down... - Go straight...           <ul style="list-style-type: none"> <li>Follow the signs</li> <li>Turn left</li> </ul> </p> <p><b>Present tense (S+V+C)</b> <ul style="list-style-type: none"> <li>I go to the beach.</li> <li>river/beach/lake /National Park/ Volcano/ downtown/the capital of Italy/</li> </ul> </p>	<p><b>Motels:</b> this accommodation usually features a selection of studio, one, or two-bedroom units, very affordable, motels are ideal for the more budget conscious traveler who appreciates the ease of a hotel stay. Contextualize.</p> <p><b>Hotels:</b> all shapes, and sizes. They may have swimming pool, spa, sauna, laundry, and restaurant.</p> <p><b>Hostels:</b> Some hostels only offer dormitory rooms. In most cases, rooms, bathroom and kitchen facilities are shared.</p> <p><b>Apartments:</b> people can cook their own meals, do their own laundry and enjoy the feeling of having their own space.</p> <p><b>Bed &amp; Breakfasts:</b> an eclectic mix of all types of hosts and houses.</p> <p><b>Holiday Homes:</b> a house that is rented, they range from simple cottages by the sea to</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p><b>Future tense</b></p> <ul style="list-style-type: none"> <li>- I’m going to visit that resort hotel on my vacations, I have a double room with twin beds.</li> <li>- It’s too expensive, I’m going to be in a youth hostel near the beach.</li> <li></li> </ul> <p><b>There is / There are</b> in, on, next to, near, between, in front of, opposite of, behind,</p> <p><b>Knowing how to get there</b></p> <ul style="list-style-type: none"> <li>• Where is Cartago? I’m doing religious tourism</li> <li>• Are we on the right road? I think so, the thermal waters are near, we are doing wellness tourism.</li> <li>• How can I get to Puntarenas?</li> <li>• Follow the signs,</li> <li>• I’m doing leisure tourism</li> </ul>	<p>luxurious lodges in the mountains.</p> <p><b>Homestays:</b> Rent a room in a house. Usually, all domestic facilities are shared with the family, including the bathroom/s, and meals.</p> <p><b>Holiday Parks and Campground/Campsites:</b> Parks or reserves provide sites for tents, caravans and campervans.</p> <p><b>Resort hotel:</b> usually they are all included hotels. They are designed to rest and enjoy of facilities such as swimming pool, spa, sauna, laundry, and restaurants.</p>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• The national theater is on Main Street and Second Avenue; we are doing cultural tourism.</li> <li>• It's high season, I hope the guesthouse is not far.</li> <li>• It is quite far, the hotel with rooms that we booked online.</li> <li>• Go straight, you will find the hostel that we make that reservation.</li> </ul>		



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.2	Scenario: 5. Are You Ready for an Emergency or Disaster?	Time: 16 hours
Essential Question: How can people prepare themselves to cope with a natural disaster?	Themes: 5.1 How to Be Prepared for a Disaster: Prevention and Mitigation	
Essential Competences: 18. Problem solving	New Citizenship Axis: Sustainable Development Education	

Goals	Performance Indicator	Pedagogical Task
Learners can...	The student...	The teacher will...
Develop a problem-solving mindset in order to be prepared for prevention and mitigation when natural disasters may happen.	Grows a self-awareness to solve issues when dealing with natural disasters in their community and country.	Encourage others to develop a problem-solving awareness when facing natural disasters.
Promote prevention and mitigation as part of the sustainable development education that may concern to everyone to be ready for emergencies and disasters.	Encourages others to practice prevention and mitigation as part of the sustainable development education in their community and country.	Promote the practice of prevention and migration among the students and their community.

### Oral and Written Comprehension

### Task Building Process

<b>Listening:</b> Understand key information about tips given from authentic material as audios and videos to be prepared for natural disasters.	Identifies relevant information to take into consideration to cope with natural disasters.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in how to be prepared for disasters. 2. Expose learners to authentic materials to deal with the real world of prevention and mitigation of disasters.
<b>Reading:</b> Comprehend information about prevention and mitigation from texts in order to be prepared to deal with any type of natural disaster.	Recognizes steps, suggestions, tips and more relevant details from books, newspapers, magazines, brochures, and more written media of how to prepare themselves to face a natural disaster.	

### Oral and Written Production



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
<p><b>Spoken Interaction:</b> Handle specific information about how to prevent natural disasters and express opinions and ideas in a role-play, round table or ease debate.</p>	<p>Expresses opinions and ideas about how to prevent natural disasters by taking part of spoken activities.</p>	<p>3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.</p> <p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>5. Engage learners to meaningful productive tasks based on the context.</p> <p>6. Project: integration of activities it has to be done in class.</p>
<p><b>Spoken Production:</b> Give a short, simple presentation about how to act and react towards a real situation of natural disaster by considering the before, during and after stages to prevent your community.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Explains a simple emergency/preventive plan to present in his/her community to face the before, during and after stages of a natural disaster.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	
<p><b>Writing:</b> Use simple, short forms of statements to write a list of steps and tips to put on practice before, during and after any happening of natural disaster.</p>	<p>Lists prevention steps and tips by using ease statements in order to consider them when a natural disaster may happen.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Understanding information about possible natural disasters in Costa Rica.</li> </ul>	<ul style="list-style-type: none"> <li>First Conditional</li> <li>If it rains, I won't go to the river/beach.</li> <li>If I have an evacuation plan, I'll feel more secure.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of this action was to reduce losses caused by such phenomena as:               <ul style="list-style-type: none"> <li>earthquakes</li> <li>volcanic eruption</li> </ul> </li> </ul>	<p><b>GLIDES:</b></p> <p>Identify the following sounds:</p> <p>[ w ] as in we and away</p> <p>[ j ] as in you and yes</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>Identifying kind of natural disasters in our communities.</li> <li>-Locating types risks in our community-</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>Connecting words</li> <li>(and, but, because)</li> <li>I have been in the middle of a hurricane before, and the experience was so scary, because everything cracks around and there are no lights to see anything, but Red Cross was there prepared to help...</li> </ul>	<ul style="list-style-type: none"> <li>If the volcano throws ashes, I'll put in my face a mask.</li> </ul> <p><b>Past continuous</b></p> <ul style="list-style-type: none"> <li>She was putting her boots when the flood arrived.</li> <li>I was driving my car when I saw the volcanic eruption.</li> </ul> <p><b>Present Perfect</b></p> <p><b>Have/has + past participle</b></p> <ul style="list-style-type: none"> <li>I have seen the eruption of the Turrialba volcano from my house.</li> <li>She has been here since the earthquake destroyed her home.</li> </ul> <p><b>Future tense will</b></p> <ul style="list-style-type: none"> <li>I will design an evacuation plan for a possible tsunami.</li> <li>She will be prepared with equipment, canned</li> </ul>	<ul style="list-style-type: none"> <li>landslides</li> <li>hurricanes</li> <li>flood</li> <li>What was the biggest landslide in the world?</li> <li>The world's biggest historic landslide occurred during the 1980 eruption of Mount St. Helens, a volcano in the State of Washington, USA. The volume of material was 2.8 cubic kilometers.</li> <li>Flooding is commonplace, nearly routine, during the rainy season in some areas of Costa Rica. In addition to the generalized flooding of low-lying areas especially near larger rivers.</li> </ul>	<p>Identify the following sounds:</p> <p>[ r ] as in red, marry, and far</p> <p>[ l ] as in lamp, yellow, and pool</p> <p>Minimal Pairs: / r / or / l / practice</p>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>food and flashlights for an earthquake.</p> <p><b>Future tense (verb + going to)</b></p> <ul style="list-style-type: none"> <li>• I’m going to guard the windows before the hurricane strikes.</li> <li>• They are going to do an inventory of their things before the hurricane strikes.</li> </ul>		



Conversational English Curriculum		
Level: Eighth		
CEFR Band: A2.2	Scenario: 5. Are You Ready for an Emergency or Disaster?	Time: 16 hours
Essential Question: Why should people be ready to cope with real emergencies?	Themes: 5.2. Becoming Guardians to Prevent Natural Disasters	
Essential Competences: 5. Commitment	New Citizenship Axis: Sustainable Development Education	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Demonstrate commitment in order to learn how to be ready to cope with all kind of emergencies.	Demonstrates to be committed to help and cope with situations in case of emergency.	Show commitment to students when facing all kind of emergencies.
Develop an honest disposition to promote the sustainable development education.	Promotes self-awareness in order to encourage others to be concerned about the sustainable development education.	Motivate others to be concerned about the sustainable development education.

### Oral and Written Comprehension

### Task-Building Process

Listening: Reproduce authentic material and conversations about emergencies, equipment, tools, procedures, and more details to consider when facing a real situation of risk.	Identifies key information to be useful when dealing situations of emergency in real life.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in becoming guardians to prevent natural disasters in our communities. 2. Expose learners to authentic materials to deal with the real world of mathematics and data. 3. Focus on linguistic elements such as functions, discourse market,
<b>Reading:</b> Understand specific data by reading authentic material of an emergency plan given by CNE, Red Cross, INS, and other organizations.	Extracts real information from authentic material in order to be prepared to cope with real stages of emergency.	

### Oral and Written Production

<b>Spoken Interaction:</b> Take part of a discussion about the importance of being prepared to face real emergencies in life and	Discusses about the importance of being prepared to react and act when a real emergency happens around.
--	---



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
participating in programs or groups to promote prevention and help.		grammar and vocabulary required to go over the essential question.
<b>Spoken Production:</b> Tell personal or somebody else’s experiences where dealing with real emergencies and how they committed to help.  Distinguish unfamiliar sounds and prosodic patterns.	Describes different emergency situations where he/she had been involved or witnessed by producing simple, short statements.  Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	4. Give learners controlled practice in using the target language vocabulary, structures and functions. 5. Engage learners to meaningful productive tasks based on the context. 6. Project: integration of activities it has to be done in class.
<b>Writing:</b> Connect ideas in order to create short pieces of texts to explain specific information about how to act in the correct way when dealing with an emergency.	Explains in written form the advices or steps to follow when helping in a real emergency in order to keep everyone’s wellness.	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<b>Functions</b> <ul style="list-style-type: none"> <li>Identifying risk factors in your community and how to prevent or mitigate natural disasters.</li> <li>Locating these risk factors, with the help of Red Cross organization or CNE.</li> </ul>	<b>Future tense Will / going to</b> <ul style="list-style-type: none"> <li>We will develop a local plan of evacuation according to a risk map.</li> <li>The teacher will organize Emergency Volunteer (EV) group for this week.</li> <li>In rainy season, floods will be the most</li> </ul>	Things to observe in our community: <ul style="list-style-type: none"> <li>- What is community analysis? To observe and write possible events or disasters that can happened in your community.</li> <li>- What are some methods that can be used to conduct this kind of analysis?</li> </ul>	<b>GLIDES:</b> <p>Identify the following sounds: [ w ] as in we and away [ j ] as in you and yes Identify the following sounds: [ r ] as in red, marry, and far</p>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>Engaging as a volunteer in a local organization to be a disaster guardian in your community.</li> </ul> <p><b>Discourse Markers</b> <u>and/ but/ because</u> We have analyzed the risk factors and the possible vulnerable places in our community. We have done a list of tools, but nobody brought a pencil. Later, we have organized everything because people need to follow some steps to be secure.</p>	<p>common natural disasters in Costa Rica</p> <p><b>Present Perfect To Have + Past Participle</b></p> <ul style="list-style-type: none"> <li>I have seen the accident.</li> <li>It has rained for days.</li> <li>We have developed an emergency plan in our community.</li> <li>I have taken advantage of my knowledge to help others in risk.</li> </ul> <p><b>Past Participle:</b> Regular Past /ed/</p> <ul style="list-style-type: none"> <li>We have analyzed all the risk factors in our town/ neighborhood/ community.</li> <li>María and her volunteers have prepared a well-developed plan in the case of a flood.</li> </ul> <p><b>Irregular Past</b></p>	<p>To form a group of volunteers and analyze all the risk factors in your community.</p> <ul style="list-style-type: none"> <li>What are the purposes of community analysis?</li> <li>To be prepared and established a mitigation plan or evacuation plan.</li> <li>These are the first responders, and they are trained to react quickly in emergencies:</li> <li>police officers</li> <li>firefighters</li> <li>paramedics</li> <li>medical technicians</li> <li>Religious organizations</li> <li>Local governments</li> <li>Development</li> <li>Local Emergency Committees.</li> </ul> <p><b>Relief Organizations for Natural Disasters</b></p> <ul style="list-style-type: none"> <li>The Red Cross is the best non-governmental organization in terms of</li> </ul>	<p>[ l ] as in lamp, yellow, and pool Minimal Pairs: / r / or / l / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>We have written a letter to the Local Emergency Committee to be consider as volunteers.</li> <li>He / She has taken courses about first aids and survival to be volunteers.</li> </ul> <p><b>Modals should/shouldn't for advice:</b></p> <ul style="list-style-type: none"> <li>You should be always on alert.</li> <li>You shouldn't be afraid to help others.</li> </ul>	<p>comprehensive relief efforts.</p> <ul style="list-style-type: none"> <li>CNE Comisión Nacional de Prevención de Riesgos y Atención de Emergencias.</li> <li>United States Fund for UNICEF.</li> </ul>	





Dirección de Educación Técnica  
y Capacidades Emprendedoras



MINISTRY OF PUBLIC EDUCATION  
Office of the Academic Vice- Minister  
Bureau of Technical Education and Entrepreneurship  
Department of Technical Education, Curriculum Department

# CURRICULUM

## Conversational English

• • • Ninth Grade

Third Cycle  
Basic General Education  
2019



Conversational English Curriculum		
Level: Ninth		
CEFR Band: A2.2	Scenario 1: Animal Welfare; National and International Standards	Time: 16 hours.
Essential Question: How do animals around us contribute to our social, economic and personal development?	Theme 1.1: Obligations When You Own A Pet/ animal cruelty	
Essential Competences: 17. Responsibility	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
Take decisions and act considering their own and others' well-being understanding the deep connection between those elements.	Identifies assertively with his/her surroundings.	Provide students with tools and situations in which they can adjust his/her conduct and beliefs to the individual, social and environmental conditions around him/her in order to accomplish an integral development of his/her health and well-being.
Assume an active, reflexive and constructive role in the local, national and global community engaging in activities that respect the human rights and the universal ethical values.	Exercises his/her rights and duties responsibly in a local, national and global level.	Recognize the rights and duties of a planetary citizenship in order to develop as a person inside the society and use them in the development of his/her classes.
<b>Oral and Written Comprehension</b>		<b>Task -Building Process</b>
<b>Listening:</b> Identify simple information in a short video.		1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary



Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
Identify key information (e.g. places, times) from short audio recordings.	Recognizes information in a short video about animal rights and answer questions about it. Identifies information from short audio tracks about animal rights and animal cruelty.	structures and functions for a concrete action in a familiar environment regarding animal rights and animal cruelty.
<p><b>Reading:</b> Get the gist of short, simple narratives, with visual support.</p> <p>Identify key information in short, simple factual texts from the headings and pictures.</p>	<p>Identifies information from a text by participating in activities related to the material.</p> <p>Identifies important information from a text about responsibilities of pet owners.</p>	<p>2. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>3. Give learners authentic listening practice to apply phonemic awareness studied in this theme.</p>
<b>Oral and Written Production</b>		
<p><b>Spoken Interaction:</b> Express basic intentions with simple time markers (e.g. 'tomorrow').</p>	Recognizes the different time markers by role-playing good and bad attitudes when owning a pet.	4. Focus on linguistic elements: such as Functions, discourse markers, grammar and vocabulary required for this theme.
<p><b>Spoken Production:</b> Talk about animals' rights Obligations When You Own A Pet and avoid animal cruelty in Costa Rica.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Talk about animals' rights and how to avoid animal in Costa Rica.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>5. Provide freer practice using all the skills and learnings for this theme.</p> <p>6. Assessment -Classwork -Project</p>

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
<p><b>Writing:</b> Write short texts describing favorite objects, possessions or household pets.</p>	<p>Shows comprehension of the topic by writing a short text describing their own pet (or an animal they know) and the different activities they do with it.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Describing objects, animals or people.</li> <li>Understanding information about the animals’ rights and animals’ duties.</li> </ul> <p><b>Discourse Markers</b></p> <p><b>Time markers</b> Ex. My dog was a puppy when I adopted him <b>last year</b>.</p>	<p><b>Simple Present</b></p> <ul style="list-style-type: none"> <li>My dog needs to eat every day.</li> <li>My cat gets a shot every year.</li> <li>I feed my rabbit with carrots every two days.</li> </ul> <p><b>Adverbs of frequency</b></p> <ul style="list-style-type: none"> <li>I always remember to get my dog his yearly shots.</li> <li>Every Saturday I go to visit the animal shelter.</li> </ul> <p><b>Conditional zero</b></p>	<ul style="list-style-type: none"> <li>Animals Cat, dog, bird, pig, goat, sheep, chicken, horse, mouse, cow, rabbit, insect, bear, elephant.</li> <li>Descriptive adjectives Beautiful, pretty, fluffy, hairy, big, small, intelligent, smart, playful, funny.</li> </ul> <p><b>The consequences of animal rights</b> Animal rights teach us that certain things are wrong as a matter of principle, that there are some things that it is morally wrong to do to animals. For example: if animals have a right not to be bred and killed</p>	<p><b>Identify the following sounds:</b> [ i ] as in me, tea, bee [ ɪ ] as in is, pin, sit</p> <p><b>Minimal Pairs:</b> / i / or / ɪ / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• If I mistreat an animal, I have legal consequences.</li> <li>• If I don't feed my cat every day, it gets sick.</li> </ul>	<p>for food then animals must not be bred and killed for food. It makes no difference if the animals are given 5-star treatment throughout their lives and then killed humanely without any fear or pain - it's just plain wrong in principle, and nothing can make it right. Accepting the doctrine of animal rights means:</p> <ul style="list-style-type: none"> <li>• No experiments on animals</li> <li>• No breeding and killing animals for food or clothes or medicine</li> <li>• No use of animals for hard labor</li> <li>• No selective breeding for any reason other than the benefit of the animal</li> <li>• No hunting</li> <li>• No zoos or use of animals in entertainment</li> </ul> <p><i>(Taken from BBC Ethics guide)</i></p>	

Conversational English Curriculum		
Level: Ninth		
CEFR Band: A2.2	Scenario 1: Animal Welfare; National and International Standards	Time: 16 hours.
Essential Question: In what ways and how can we contribute to the development of wild life?	Theme 1.2: Wild Animals Belong to the Wild World	
Essential Competences: 3. Respect	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals Learners can:	Performance Indicator. The student:	Pedagogical Task The teacher will:
Respect the cultural, ethnic, socio-economic, political, religious, gender and others diversity.	Works effectively with others showing respect and comprehension towards them.	Help students express ideas respectfully regarding equity and worldwide manners.
Understand the different moral and ethical implications of responsibly living in a global community.	Analyzes the local and global implications of his/her own actions.	Show students how to be respectful to the elements that contribute to the fundamental human coexistence.
<b>Oral and Written Comprehension</b>		<b>Task Building Process</b>
<b>Listening:</b> Identify specific information in a simple presentation or lecture aimed at a general audience. Identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	Identifies important information about wild animals trading and commerce.  Recognizes main points regarding wildlife and wild animals by watching videos about it.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary structures and functions for a concrete action in a familiar environment regarding wildlife.  2. Give learners controlled practice in using the target language
<b>Reading:</b>	Identifies simple information from texts and short stories.	

Goals Learners can:	Performance Indicator. The student:	Pedagogical Task The teacher will:
<p>Scan a simple academic text to find specific information.</p> <p>Make simple inferences based on information given in a short article.</p>	<p>Makes inferences about specific information about wild animals by reading to a short text.</p>	<p>vocabulary, structures and functions.</p> <p>3. Give learners authentic listening practice to apply phonemic awareness studied in this theme.</p>
<b>Oral and Written Production</b>		
<p><b>Spoken Interaction:</b> Express opinions using simple language.</p>	<p>Gives his/her own opinion regarding wild animal life and wild animal trading.</p>	<p>4. Focus on linguistic elements: such as Functions, discourse markers, grammar and vocabulary required for this theme.</p>
<p><b>Spoken Production:</b> Recognize sounds and common prosodic features of the target language when communicating in simple everyday situations.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Articulates a range of sounds in the target language by repeating correctly and by eliciting repetition of new sounds about wild animals.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>5. Provide freer practice using all the skills and learnings for this theme.</p>
<p><b>Writing:</b> Express a personal opinion in a simple academic text.</p>	<p>States personal opinions regarding wild animal products and ways of avoiding them.</p>	<p>6. Assessment -Classwork -Project</p>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Understanding information from audios and tracks.</li> <li>Expressing personal opinions about specific topics.</li> </ul> <p><b>Discourse Markers</b> <b>Time markers in past.</b> <b>Ex.</b> I watched a documentary about wild life trading on the discovery channel <b>yesterday</b>.</p>	<p><b>Simple Present</b></p> <ul style="list-style-type: none"> <li>Puppy mills are large-scale commercial dog breeding operations that put greater priority on profits than the health of the puppies.</li> <li>Many dogs are plagued with illnesses like kidney or heart disease as a result of the conditions they’re kept in.</li> </ul> <p><b>Simple Past</b></p> <ul style="list-style-type: none"> <li>Thousands of greyhounds died each year—some in the name of “selective breeding”—before they ever touch a racetrack.</li> </ul> <p><b>Regular verbs</b></p> <ul style="list-style-type: none"> <li>Over 115 million animals – mice, rats, dogs, cats, rabbits, monkeys, birds, among</li> </ul>	<ul style="list-style-type: none"> <li>Wild Animals</li> <li>Descriptive adjectives</li> <li>Regular and irregular verbs.</li> </ul> <p><b>Exotic animals of Costa Rica</b></p> <ul style="list-style-type: none"> <li>Strawberry Poison Dart Frog</li> <li>American Crocodile</li> <li>White Headed Capuchin Monkey</li> <li>Mexican Tree Frog</li> <li>Golden Orb Weavers</li> <li>Ocelot</li> <li>Three-Toed Sloth</li> <li>King Vulture</li> <li>Chestnut-Mandibled Toucan</li> <li>Coati</li> </ul> <p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>These many instances of animal abuse occur in the privacy of homes.</li> </ul>	<p>Identify the following sounds: [ i ] as in me, tea, bee [ ɪ ] as in is, pin, sit</p> <p>Minimal Pairs: / i / or / ɪ / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>others – are killed in laboratory experiments worldwide for chemical, drug, food, and cosmetics testing every year.</p> <p><b>Irregular verbs.</b></p> <ul style="list-style-type: none"> <li>• Dogfighting became prevalent in wars, with professional pits.</li> <li>• More than 50% the fur in the US comes from China, where millions of dogs and cats are often bled to death and skinned alive for their fur.</li> </ul> <p><b>Present perfect</b></p> <ul style="list-style-type: none"> <li>• The exotic pet trade has been in a multi-billion dollar industry in the US and while some wild pets are bred in captivity, many are</li> </ul>	<ul style="list-style-type: none"> <li>• Owners who lose their patience with the animals they so lovingly bought often neglect the animals.</li> </ul>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>taken from their native habitats</p> <ul style="list-style-type: none"> <li>• Iguanas and Pythons have become a plague in places such as Florida.</li> <li>• They're native to Central America, parts of South America and some islands in the eastern Caribbean.</li> </ul>		



Conversational English Curriculum		
Level: Ninth		
CEFR Band: A2.2	Scenario: 2. Building Cities of the Future	Time: 16 hours
Essential Question: How can people be concerned about sustainable and green cities for the future?	Themes: 2.1 My Dreamed Future City: Sustainable Cities/Green Cities	
Essential Competences: 15. Order and Cleanliness	New Citizenship Axis: Digital Citizenship with Social Equity	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Develop an appropriate awareness to keep order and cleanliness in all activities performed to promote sustainability.	Practices order and cleanliness to promote sustainability in the society.	Encourage students to put on practice order and cleanliness as essential competences in the society.
Promote social equity among citizens to practice common values and competences and carry on with the sustainability of our cities.	Demonstrates values and competences when being part of a social group that cares about their cities.	Motivate students to promote social equity by practicing values and competences.
<b>Oral and Written Comprehension</b>		<b>Task Building Process</b>
<b>Listening:</b> Understand descriptions given about future cities by means of listening to specific audio tracks or videos.	Listens to specific information about future green cities to complete specific tasks.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in My Dreamed Future City. 2. Expose learners to authentic materials to deal with the real world of mathematics and data. 3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.
<b>Reading:</b> Comprehend specific information from readings based on future cities and their sustainability.	Identifies specific information by context on readings with sustainable information about future cities development.	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Provide simple descriptions of the elements that take part of a dreamed future city.	Produces simple oral pieces to describe elements of dreamed future cities and explain how to promote them in daily life.	
<b>Spoken Production:</b> Produce presentations with information based on sustainability context related to future green cities.	Produces presentations using information about sustainability and future cities.	



Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Distinguish unfamiliar sounds and prosodic patterns.	Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	4. Give learners-controlled practice in using the target language vocabulary, structures and functions. 5. Engage learners to meaningful productive tasks based on the context.
<b>Writing:</b> Expressing written short pieces of text that include descriptions of future sustainable cities as they may be imagined.	Writes short texts expressing descriptions of future sustainable/green cities.	6. Project: integration of activities it has to be done in class.

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Identify information about sustainability.</li> <li>Talking about future cities in relation to sustainability and a green mindset.</li> <li>Describe dreamed future green cities.</li> </ul> <p><b>Discourse markers</b></p> <ul style="list-style-type: none"> <li>Contrast (but, yet, however, on one hand, on the other hand, still)</li> </ul>	<p><b>Modals: Have to / Should</b></p> <ul style="list-style-type: none"> <li>I have to be part of the future.</li> <li>She has to take care of the city.</li> <li>People should think green.</li> <li>Our cities should be ordered and cleaned.</li> </ul> <p><b>Would + like</b></p> <ul style="list-style-type: none"> <li>I would like to live in a green city.</li> <li>She would like to be part of a sustainable program.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe cities</li> <li>Modals: have to, should, would</li> <li>Wh-questions: what, where, when, which, why, how, who, whom, whose, etc.</li> </ul> <p><b>Green vocabulary:</b></p> <ul style="list-style-type: none"> <li>Green (all related to nature and its conservation)</li> <li>Green mindset</li> <li>Nature</li> <li>Flora</li> </ul>	<p><b>Identify the following sounds:</b></p> <p>[e] as in ate, game, and they [ɛ] as in egg, pet, and head</p>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>Connecting words (and, but, for)</li> </ul>	<ul style="list-style-type: none"> <li>They would like to be organized and neat.</li> <li>People would like to live now in green cities.</li> </ul> <p><b>Future Simple Tense (will)</b></p> <ul style="list-style-type: none"> <li>Green cities will be... in the future.</li> <li>We will have several green cities in Costa Rica.</li> <li>People won't take care of nature in the future.</li> <li>Will all people think green someday?</li> <li>What will happen in the planet if there are not sustainable cities?</li> </ul> <p><b>Future Tense (going to)</b></p> <ul style="list-style-type: none"> <li>We are going to live in a green city.</li> <li>Are you going to promote sustainable cities for the future?</li> <li>What activities are you going to put on practice</li> </ul>	<ul style="list-style-type: none"> <li>Fauna</li> <li>Sustainability / Sustainable</li> <li>Order</li> <li>Clean / cleanliness</li> <li>Pure</li> <li>Neat</li> <li>Organized</li> <li>Recycling</li> <li>Reducing</li> <li>Reusing</li> <li>Responsibly</li> </ul> <p><b>Smart and technological cities</b> A sustainable city will be a city in which art is present in the streets, there is a good urban planning, human people can use bikes have parks and good environments, good air, high technology, excellent mobility and transportation.</p> <p>These are some of the cities considered smart:</p> <ul style="list-style-type: none"> <li>New York</li> <li>London</li> </ul>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>to have ordered and cleaned cities?</p> <p><b>WH-Questions</b></p> <ul style="list-style-type: none"> <li>• What is a sustainable city?</li> <li>• Why should people have a green mindset?</li> <li>• How should people promote sustainability?</li> <li>• Where are located modern green cities?</li> </ul>	<ul style="list-style-type: none"> <li>• Paris</li> <li>• Tokyo</li> <li>• Reykjavik</li> <li>• Singapore</li> <li>• Seoul</li> <li>• Toronto</li> <li>• Hong Kong</li> <li>• Amsterdam</li> </ul>	



Conversational English Curriculum		
Level: Ninth		
CEFR Band: A2.2	Scenario: 2. Building Cities of the Future	Time: 16 hours
Essential Question: What should people do to look for solutions to reduce pollution and solve many other problems in their cities?	Themes: 2.2 Reducing Pollution and Other Problems	
Essential Competences: 1. Proactive attitude	New Citizenship Axis: Sustainable Development Education	

Goals Learners can...	Performance Indicator The student...	Pedagogical Task The teacher will...
Develop a proactive attitude to reduce pollution and solve other problems in their communities.	Looks for forms to reduce pollution and solve problems by having a positive attitude.	Motivate students to reduce pollution and solve other problems by having a great attitude to achieve it.
Contribute with the teacher to promote how to learn and practice sustainable development in their cities.	Contributes to promote a sustainable development education in their communities.	Encourage students to promote a sustainable development education.
<b>Oral and Written Comprehension</b>		<b>Task Building Process</b>
Listening: Identify specific information about pollution effects and other problems that is delivered slowly and clearly.	Extracts specific information about pollution effects and other problems.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in reducing pollution and other problems. 2. Expose learners to authentic materials to deal with the real world of reducing pollution and other problems. 3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.
Reading: Understand a series of simple phrases to reduce pollution and solve other problems in our communities.	Classifies information by context to reduce pollution and solve other type of problems in everyone's community.	
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Express ideas and opinions about how to reduce contamination and how to solve other problems.	Expresses ideas and opinions about how to reduce contamination and how to solve other problems by using the appropriate vocabulary.	
<b>Spoken Production:</b> Describe different types of pollution and other problems that	Provides examples of different types of pollution and other problems that affect our community.	



Goals	Performance Indicator	Pedagogical Task
Learners can...	The student...	The teacher will...
<p>affect our community in short, simple sentences.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	<p>4. Give learners controlled practice in using the target language vocabulary, structures and functions.</p> <p>5. Engage learners to meaningful productive tasks based on the context.</p> <p>6. Project: integration of activities it has to be done in class.</p>
<p><b>Writing:</b> Produce short pieces of text to promote how to reduce pollution and how to find solutions to other problems.</p>	<p>Prepares simple pieces of text by using the expressions and vocabulary learned in order to promote a sustainable development education.</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Talking about pollution and other similar problems.</li> <li>Identifying different pollution problems and their probable solutions.</li> <li>Learning how to reduce/solve pollution problems.</li> </ul> <p><b>Discourse Markers</b></p>	<p><b>There is / There are</b></p> <ul style="list-style-type: none"> <li>There is garbage on the floor.</li> <li>There is pollution in your city.</li> <li>There are solutions to pollution.</li> <li>There are problems to solve.</li> </ul> <p><b>Present Continuous</b></p> <ul style="list-style-type: none"> <li>What are you doing for your community?</li> </ul>	<p><b>Types of Pollution:</b></p> <ul style="list-style-type: none"> <li>Air pollution</li> <li>Light pollution</li> <li>Noise pollution</li> <li>Plastic pollution</li> <li>Radioactive contamination</li> <li>Soil pollution</li> <li>Water pollution</li> </ul> <p><b>Other problems:</b></p> <ul style="list-style-type: none"> <li>Deforestation</li> <li>Fires</li> </ul>	<p><b>Identify the following sounds:</b></p> <p>[e] as in ate, game, and they</p> <p>[ɛ] as in egg, pet, and head</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
Cause and Effect (as, because, consequently, so, since, therefore, thus)	<ul style="list-style-type: none"> <li>• I´m recycling.</li> <li>• Are you solving pollution problems in your city?</li> <li>• Yes, we are. We are planning recycle campaigns monthly.</li> </ul> <p><b>Gerunds (verb + ing)</b></p> <ul style="list-style-type: none"> <li>• I ♥ Recycling</li> <li>• We are planning...</li> <li>• People are supporting our projects.</li> <li>• The community is preventing more pollution problems.</li> </ul> <p><b>Yes/no Questions</b></p> <ul style="list-style-type: none"> <li>• Do you recycle?</li> <li>• No, I don´t/Yes, I do</li> <li>• Does she have a plan to recycle?</li> <li>• No, she doesn´t/Yes, she does</li> <li>• Is there any solution to...?</li> <li>• No, there isn´t/Yes, there is</li> </ul>	<ul style="list-style-type: none"> <li>• Floods</li> <li>• Global warming</li> <li>• Greenhouse effect / gases</li> <li>• Hunting</li> <li>• Littering</li> </ul> <p><b>3 R´s:</b> ♻️</p> <ul style="list-style-type: none"> <li>• Reduce</li> <li>• Reuse</li> <li>• Recycle</li> </ul> <p><b>Phrasal Verbs:</b></p> <ul style="list-style-type: none"> <li>• cast aside</li> <li>• clean-up / clean out</li> <li>• gather in / gather up</li> <li>• line up</li> <li>• pick up</li> <li>• put away</li> <li>• scoop up</li> <li>• shuck off</li> <li>• take up</li> <li>• think up</li> <li>• throw away</li> <li>• throw out</li> <li>• tie up</li> <li>• toss away</li> </ul>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• Are there pollution problems in your community?</li> <li>• No, there aren't/Yes, there are</li> </ul>	<ul style="list-style-type: none"> <li>• wash out</li> </ul>	



Conversational English Curriculum		
Level: Ninth		
CEFR Band: B1.1	Scenario: 3. Developing STEAM skills	Time: 16 hours
Essential Question: Why are STEAM skills important for society?	Theme: 3.1. Finding Out a Scientist and An Artist... in All of Us	
Essential Competences: 18. Problem solving	New Citizenship Axis: Digital Citizenship with Social Equity	

Goals	Performance Indicator	Pedagogical Task
<b>Learners can:</b>	<b>The student:</b>	<b>The teacher will:</b>
Assess the socio-cultural and ethical economic implications in the use of technology.	Assesses implications in the use of technology in our world today.	Develop awareness about the use of technology in developing countries and the use of STEAM as an approach of problem solving in our society considering social equity
Select the best strategies to be a digital citizen in a society with social equity.	Selects the best strategies to use technology in our society considering social equity.	Choose the best strategies to be critical as a digital citizen about the use of technology in Costa Rica and in our world today.
<b>Oral and Written Comprehension</b>		<b>Task-Building Process</b>
<b>Listening:</b> Distinguish main ideas from supporting points in oral, content-related discourse related to STEAM.	• Distinguishes main ideas in oral, content-related discourse related to STEAM in our world today.	Prioritize listening and speaking skills through videos and conversations in the classroom. 1. The first step is to develop a number of schema-building exercises that will serve to



Goals	Performance Indicator	Pedagogical Task
<b>Learners can:</b>	<b>The student:</b>	<b>The teacher will:</b>
<b>Reading:</b> Answer questions about explicit information in texts related to STEAM.	Reads and answer questions about text with information about STEAM strategies in our world today.	introduce the topic, in this case define what STEAM is?
<b>Oral and Written Production</b>		2. Introduce the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task. Present authentic listening activities a video or a short documentary.
<b>Spoken Interaction:</b> Sequence processes, cycles, procedures, or events related to STEAM.	Follows sequential processes, cycles, procedures, or events related to STEAM in our world today.	3. Provide students with controlled practice in reading about STEAM in using the target language vocabulary structures and functions.
<b>Spoken Production:</b> Contrast features, traits, characteristics using some specific language related to STEAM.  Distinguish unfamiliar sounds and prosodic patterns.	Contrasts characteristics using specific language related to STEAM in our world today.  Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	4. The students now get to take part in a sequence of exercises to develop speaking skills. In pairs, students should make a presentation about their favorite field of STEAM (Science, Technology, Engineering, Arts or Math).
<b>Writing:</b> Outline ideas and details using graphic organizers related to STEAM.	Summarizes ideas and concepts about STEAM using graphic organizers in our world today.	

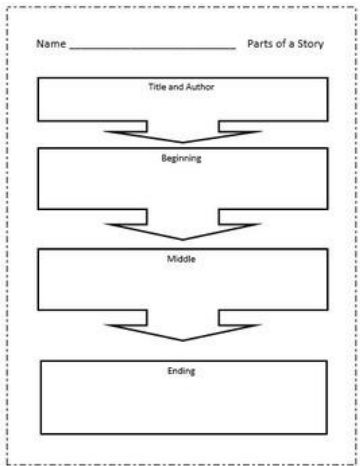
Goals	Performance Indicator	Pedagogical Task
Learners can:	The student:	The teacher will:
		<ol style="list-style-type: none"> <li>5. The student should be encouraged to speak English using the specific language about STEAM. Besides this, in pairs students can make a small STEAM project that use real-world problems to solve something in their communities.</li> <li>6. The final step in the instruction sequence is the introduction of the pedagogical task itself. Students find it highly motivating, having worked through the sequence, to arrive at step 6 and find that they are able to complete the task more or less successfully.</li> <li>7. Project: My STEAM career</li> </ol>

I. Learnings earnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Following sequence information about Science, Technology, Engineering, Arts and Mathematics.</li> <li>Initiating, maintaining and closing conversations about documentaries and news related to STEAM.</li> <li>Contrasting characteristics using language related to STEAM.</li> </ul>	<p><b>Simple Past Form:</b></p> <ul style="list-style-type: none"> <li>I saw /watched __.</li> <li>In the documentary there was a ... – You did not watch that documentary.</li> <li>I thought the documentary was great/OK/ fantastic...</li> <li>The research / is/investigations are</li> </ul> <p><b>Simple Past Tenses</b></p> <ul style="list-style-type: none"> <li>How was the documentary about Marie Curie?</li> <li>Did you see the movie last night about the mathematician Hipatia?</li> <li>The documentaries about those electrical</li> </ul>	<p><b>STEAM</b> is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.</p> <p><b>Words:</b> Tools, practice, construct, build, precision, reasoning, thinking, solutions, questions, investigations, research, plan, planning , analyze, explanation, structure , arguments, evidence , evaluation, communication,</p> <p><b>Benefits of STEAM learning</b> Students who participate in STEAM learning:</p> <ul style="list-style-type: none"> <li>think outside the box</li> <li>feel safe to express innovative and creative ideas</li> <li>feel comfortable doing hands-on learning</li> </ul>	<p><b>Identify the following</b> sounds: [ æ ] as in at, fat, and happy [ a ] as in arm, hot, and father</p> <p><b>Minimal Pairs:</b> / æ / or / a / practice</p>

I. Learnings earnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>engineers were interesting.</p> <p><b>Regular Verbs:</b></p> <ul style="list-style-type: none"> <li>access, argue, analyze, balance, explain, construct, change, evaluate, list, plan, practice, among others.</li> </ul> <p><b>Irregular Verbs:</b></p> <ul style="list-style-type: none"> <li>become, build, get, learn, make, sell, sit, win, think, among others.</li> </ul> <p><b>Present Perfect:</b> have/has + past participle (+, -, ?)</p> <ul style="list-style-type: none"> <li>Have you seen this documentary about building bridges?</li> <li>I have seen the documentary about</li> </ul>	<ul style="list-style-type: none"> <li>take ownership over their learning</li> <li>work collaboratively with others</li> <li>understand the ways that science, math, the arts, and technology work together</li> <li>become increasingly curious about the world around them and feel empowered to change it for the better.</li> </ul> <p><b>The Standards for Mathematical Practice</b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically</li> <li>6. Attend to precision</li> <li>7. Look for and make use of structure</li> </ol>	

I. Learnings earnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	the painter Vincent Van Gogh before.	<p>8. Look for and express regularity in repeated reasoning</p> <p><b>The Science and Engineering Practices</b></p> <p>1. Asking questions (for science) and defining problems (for engineering)</p> <p>2. Developing and using models</p> <p>3. Planning and carrying out investigations</p> <p>4. Analyzing and interpreting data</p> <p>5. Using mathematics and computational thinking</p> <p>6. Constructing explanations (for science) and designing solutions (for engineering)</p> <p>7. Engaging in argument from evidence</p> <p>8. Obtaining, evaluating, and communicating information (WIDA; STEM)</p> <p><b>Example of Graphic Organizers</b></p>	



I. Learnings earnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
			



Conversational English Curriculum		
Level: Ninth		
CEFR Band: B1.1	Scenario: 3. Developing STEAM skills	Time: 16 hours
Essential Question: Why are Engineering important to your society?	Theme: 3.2. Life is a Math Equation...Engineers To Build The Future	
Essential Competences: 10. Teamwork	New Citizenship Axis: Digital Citizenship with Social Equity	

Goals	Performance Indicator	Pedagogical Task
<b>Learners can:</b>	<b>The student:</b>	<b>The teacher will:</b>
Experiences teamwork to increase the presence of different views and opinions for all members in a group involved in a task to reach social equity.	Experiences teamwork as a way to develop a task and be prepared for the labor market.	Develop awareness about the use of technology in developing countries and the use of STEAM as an approach of problem solving in our society considering social equity.
Contribute as a group working in a teamwork to find the best solutions to problems being a digital citizen in a society with social equity.	Contributes to find the best solutions to problems being a digital citizen in a society with social equity working as a teamwork.	Help students to find the best solutions to problems being a digital citizen in a society with social equity working as a teamwork.
<b>Oral and Written Comprehension</b>		<b>Task-Building Process</b>
<b>Listening:</b> Extract the key details from a presentation if delivered slowly and clearly about types of engineering in our society.	Extracts key details information from oral presentations about types engineering in our society.	<ol style="list-style-type: none"> <li>1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for a concrete action in STEAM.</li> <li>2. Expose learners to authentic materials to deal with the real</li> </ol>
<b>Reading:</b> Distinguish between facts and opinions in simple written proposals about engineering in our society.	Distinguishes about what can be a fact or an opinion in certain written proposals about engineering in our society.	

Goals	Performance Indicator	Pedagogical Task
Learners can:	The student:	The teacher will:
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Talk about work-related plans and intentions or simple information of immediate relevance and emphasize the main point about engineering in our society.	Produces oral texts interacting with peers talking about work-related plans and intentions or simple information about engineering in our society.	world of reducing pollution and other problems. 3. Focus on linguistic elements such as functions, discourse market, grammar and vocabulary required to go over the essential question.
<b>Spoken Production:</b> Give or seek personal views and opinions in discussing topics of interest about types of engineering in our society.  Distinguish unfamiliar sounds and prosodic patterns.	Produces oral texts with personal views and opinions in discussing topics of interest about engineering in our society.  Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	4. Give learners controlled practice in using the target language vocabulary, structures and functions. 5. Engage learners to meaningful productive tasks based on the context.
<b>Writing:</b> Complete forms setting objectives and goals in their job role about engineering in our society.	Writes forms understanding objectives and goals in their job role about engineering in our society.	6. 6. Project: integration of activities it has to be done in class.

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<b>Functions</b>  • Initiating and closing conversations about	<b>Grammar and Sentence Frames</b> <b>Future Tense, Predictions / statements of facts:</b>	• Yesterday, Today and tomorrow	<b>Identify the following</b> sounds: [ æ ] as in at, fat, and happy [ a ] as in arm, hot, and father



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p>today and future engineering advances and discoveries.</p> <ul style="list-style-type: none"> <li>Following information about Engineering and Mathematics.</li> <li>Contrasting and comparing characteristics about civil, mechanical, industrial, and electrical engineering.</li> </ul> <p><b>Discourse Markers</b> Linkers: sequential past time (later)</p> <p>She finished the project for Electrical Drawing II and then went out for a while. <b>Later</b>, she looked at it again, to see if she had missed anything important. <b>After that</b>, she changed the sketch a little. <b>Finally</b>, she checked it and sent it to the professors.</p>	<p>will, won't.</p> <ul style="list-style-type: none"> <li>I will use new technologies in the engineering field to be more efficient in the future</li> <li>I won't depend on electricity to survive.</li> </ul> <p><b>Arrangements:</b></p> <ul style="list-style-type: none"> <li>is going to</li> <li>I'm meeting</li> <li>are visiting</li> </ul> <p><b>Future Continuous:</b> <b>Form:</b> <b>Will be/going to + present participle</b></p> <ul style="list-style-type: none"> <li>She will be practicing the speech for the Engineering National Conference.</li> </ul> <p><b>Intensifiers:</b></p> <ul style="list-style-type: none"> <li>too, enough, extremely,</li> <li>especially,</li> <li>exceptionally,</li> </ul>	<p><b>Questions about engineering career</b></p> <ul style="list-style-type: none"> <li>What is the main purpose of an engineer?</li> <li>What is the objective of a mechanical engineer?</li> <li>What are the objectives of civil engineering?</li> <li>What is the objective of an electrical engineer?</li> <li>What is the objective of industrial engineering?</li> <li>What is the objective of chemical engineering?</li> <li>What is the objective of computer engineering?</li> <li>What is the objective of agricultural engineering?</li> </ul>	<p>Minimal Pairs: / æ / or / a / practice</p>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>fantastically, fully,</li> <li>quite, terribly, totally, among others.</li> </ul> <p>Complex Question Tags</p> <ul style="list-style-type: none"> <li>isn't it? / aren't they?</li> <li>don't you? / can you?</li> <li>doesn't he?</li> <li>Will she?</li> <li>Won't you?</li> </ul> <p><b>Spoken Interaction</b> <b>Ways to initiating, continuing and closing conversation</b> <b>Initiating</b></p> <ul style="list-style-type: none"> <li>Can I talk to you for a minute?</li> <li>Excuse me, please. Do you have a minute?</li> <li>Excuse me, I think</li> </ul>	<p>Engineers are a significant source of technological innovation and expertise. They focus their brainpower on solving problems through the application of science and mathematics, discovering new ways to make life better for the general public.</p> <p>How to live in an Engineer-free society?</p> <p>The objective of an engineering program is to prepare graduates to be engineers who:</p> <ul style="list-style-type: none"> <li>are successful in a technical career or graduate school</li> <li>demonstrate commitment to the professional and ethical standards of engineering and service to the community and profession</li> </ul>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p><b>Continuing</b></p> <ul style="list-style-type: none"> <li>• Anyway....</li> <li>• So, as I was saying ...</li> <li>• Okay</li> <li>• Do you have other idea or feeling/perception</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• It’s been nice talking to you.</li> <li>• Bye. I’m sorry, I have to go now.</li> <li>• I must go</li> <li>• See you later.</li> <li>• It was interesting to discuss about that</li> </ul> <p><b>Connecting words expressing cause and effect, contrast, etc.</b></p> <p>We can use a Power Point for the presentation. <b>On the other hand</b>, we can also watch a new video from You Tube about building bridges. There are</p>	<ul style="list-style-type: none"> <li>• are productive team members with effective leadership skills</li> <li>• engage in lifelong commitment to learning and professional development</li> <li>• demonstrate innovation and critical thinking in creating engineering designs and solving problems.</li> </ul>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	many programs that you can download it for free. <b>However</b> , it depends on the Number megabytes you have in your computer <b>because</b> it is really heavy.		



Conversational English Curriculum		
Level: Ninth		
CEFR Band: B1.1	Scenario: 4. Old and New Discoveries in Science	Time: 16 hours
Essential Question: Do you think that new discoveries in science, and technology can help in human beings in their quality life?	Theme: 4.1. New Discoveries in Science, and Technology	
Essential Competences: 13. Innovation	New Citizenship Axis: Digital Citizenship with Social Equity	

Goals	Performance Indicator	Pedagogical Task
Learners can:	The student:	The teacher will:
Express how innovation in science, and technology can help in human beings in their quality life and solve all the problems related to economic development nowadays.	Expresses how innovation in science, and technology can help problems that human beings have made to the planet.	Express awareness about problems related to economic development and try to solve our planet and humankind using science and technology.
Collaborate as a group trying to solve problems creating by humans beings through science and technology as digital citizens in our society with social equity.	Contributes to find the best solutions to problems that human beings are created as digital citizen in a society with social equity working with innovation in science and technology.	Choose the best options to be critical and innovator as a digital citizen using science and technology in Costa Rica to solve human beings economic development problems nowadays.
<b>Oral and Written Comprehension</b>		<b>Task-Building Process</b>
<b>Listening:</b> Understand advice and instructions for resolving a problem with a product or piece of equipment in our society.	Categorizes advices and instructions for solving a problem with a product or piece of equipment in our society.	Prioritize listening and speaking skills through videos and conversations in the classroom.
<b>Reading:</b>		

Goals	Performance Indicator	Pedagogical Task
Learners can:	The student:	The teacher will:
<p>Make simple inferences based on information given in a short text about science or technology in our society.</p>	<p>Infers important information for our world given in a short text about science or technology.</p>	<ol style="list-style-type: none"> <li>1. The first step is to develop a number of schema-building exercises that will serve to introduce the topic “<i>New Discoveries in Science, and Technology</i>”.</li> <li>2. Introduce the context for the task, and the key vocabulary and expressions that the students will need in order to complete the task. Present authentic listening activities a video about drones or new science discoveries.</li> <li>3. Provide students with controlled practice in reading about “<i>New Discoveries in Science, and Technology</i>” using the target language vocabulary, structures and functions. Consider the Essential Question to develop this part.</li> <li>4. The students now get to take part in a sequence of exercises to develop speaking skills. In a group of four, students discuss about “<i>New Discoveries in Science, and</i></li> </ol>
<p><b>Oral and Written Production</b></p>		
<p><b>Spoken Interaction:</b> Give brief reasons and explanations, using language and vocabulary about science and technology in our society.</p>	<p>Gives reasons, opinions and explanations, using the appropriate language and vocabulary about science and technology in in the present day.</p>	
<p><b>Spoken Production:</b> Initiate, maintain and close simple, face-to-face conversations on topics about science and technology in in the present day.</p> <p>Distinguish unfamiliar sounds and prosodic patterns.</p>	<p>Reports face-to-face conversations on topics about science and technology in in the present day.in our society.</p> <p>Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.</p>	
<p><b>Writing:</b> Research about the discoveries that people wish the most in our society.</p>	<p>Writes a list of at least 10 wishful new discoveries in science and technology that people want in the present day.</p>	



Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
		<p>Technology can Help in Human beings”.</p> <ol style="list-style-type: none"> <li>The student should be encouraged to speak English using the specific language about Science, and Technology. Besides this, in pairs students can make small projects that use real-world problems to solve something in their communities.</li> <li>The final step in the instruction sequence is the introduction of the pedagogical task itself. Students will be able to complete the task more or less successfully. (a bucket list). Project: My Bucket list Write down the necessary elements.</li> </ol>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Thinking about today and future advances and discoveries in science and technology.</li> <li>Following information about Science, technology and Engineering.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p><b>Although</b>, human beings have always wanted to cure many diseases and illnesses and continue with constant economic development. <b>However</b>, this development has created terrible problems such as plastic in our oceans. <b>In conclusion</b>, scientists need to heal the planet nowadays.</p>	<p><b>Grammar and Sentence Frames</b></p> <p><b>Grammar &amp; Sentence Frames</b></p> <p><b>Wh- Questions</b></p> <ul style="list-style-type: none"> <li>When will they travel to the space?</li> <li>When did he lose his personal notes for the experiment?</li> <li>How far is your lab?</li> <li>What seems to be the problem?</li> </ul> <p><b>Simple present tense</b></p> <ul style="list-style-type: none"> <li>A dog gnaw at a big bone in the yard.</li> <li>I knew all the chemicals for the formula in the lab.</li> <li>My child needs to a vaccination against the flu.</li> </ul> <p><b>Future Tense:</b> <b>Use of "will and going</b></p>	<ul style="list-style-type: none"> <li>How do developments in science and technology affect our lives?</li> <li>How does science affect our daily lives?</li> <li>How does science and technology affect society?</li> <li>How has technology improved science?</li> </ul> <p><b>Talking about ...</b></p> <p><b>Tell or explain a new idea</b> “I think...” “I know it will work because...” “The best strategy would be....”</p> <p><b>Clarify someone’s idea</b> “Say again, please.”</p>	<p><b>Identify the following sounds:</b> [ ɒ ] as in oh, no, and boat [ ɔ ] as in all, caught, and boss</p> <p><b>Identify the following sounds:</b> [ ʊ ] as in cook and put [ u ] as in food</p> <p><b>Minimal Pairs:</b> / ɒ / or / u / practice</p> <p><b>Pronunciation of irregular present verbs ending in third person singular “-s” ,</b> • “-es” , “-ies” .</p> <p><b>Minimal pair sounds:</b> [ ʃ /tʃ ]</p> <ul style="list-style-type: none"> <li>shoes/choose</li> <li>sheep/cheap</li> <li>wash/watch</li> <li>mash/match</li> <li>cash/catch</li> </ul>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>Juan and José are going to compare some of their ideas.</li> <li>They are going to combine two substances to create a new color to detect bacteria.</li> </ul> <p><b>Present Perfect Continuous</b></p> <ul style="list-style-type: none"> <li>James <b>has been teaching</b> Science at the university since June.</li> <li>We <b>have been waiting</b> here for over two hours to complete the ex to complete the experiment.</li> <li>Why <b>has</b> Nancy <b>not been taking</b> her medicine for the last three days?</li> </ul>	<p>“What did you mean when you said...?”</p> <p>“Are you saying that...?”</p> <p><b>Restate or summarize an idea</b></p> <p>“He said...”</p> <p>“In other words, ...”</p> <p>“The suggestion was made that...”</p> <p><b>Compare ideas</b></p> <p>“The same.”</p> <p>“Ours is better because...”</p> <p>“The new strategy is more efficient because...”</p> <p><b>Support an idea</b></p> <p>“Good idea, because...”</p> <p>“Remember, it said in our book that...”</p> <p>“The advantage of that method is...”</p> <p><b>Build on an idea</b></p> <p>“Let’s try that.”</p> <p>“We should change our model to show that.”</p>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<p>“That idea would help us figure out why...”</p> <p><b>Wishful list of new discoveries in science and technology things for people</b></p> <ul style="list-style-type: none"> <li>• Robots to make household chores</li> <li>• Drones to help human beings and the environment</li> <li>• Cure of blood pressure</li> <li>• Cure of cancer</li> <li>• Cure Common Infectious Disease/genetic illnesses</li> <li>• Cure for common illness such as asthma in our country.</li> <li>• Create human organs</li> <li>• Create new vaccines</li> </ul>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<ul style="list-style-type: none"> <li>• Cure of addictions</li> <li>• Good mental health</li> <li>• To understand the new brain functions</li> <li>• Development of stem cell technology</li> <li>• Development of artificial intelligence</li> <li>• Find a protection for our planet in the case of an asteroid approaches to the Earth.</li> <li>• Clean the oceans of plastic</li> <li>• Avoid extinction of species</li> <li>• Space travels for everybody</li> </ul>	



Conversational English Curriculum		
Level: Ninth		
CEFR Band: B1.1	Scenario: 4. Old and New Discoveries in Science	Time: 16 hours
Essential Question: Can we learn lessons in life reading biographies?	Theme: 4.2 Biographies: Fathers of Electricity	
Essential Competences: 14. Leadership	New Citizenship Axis: Strengthening of Planetary Citizenship with Identity	

Goals	Performance Indicator	Pedagogical Task
<b>Learners can:</b>	<b>The student:</b>	<b>The teacher will:</b>
Experiences leadership as a way to handle daily life challenges and find new opportunities for people and our society.	Experiences leadership as a way to handle daily life challenges for life and Strengthening of Planetary Citizenship with Identity.	Develop awareness about leadership as a way to face daily life challenges in our society considering Planetary Citizenship with Identity.
Contribute to develop leadership in a teamwork to find the best solutions to problems being a digital citizen in a society with social equity.	Contributes to find leadership in a teamwork the best solutions to problems being a digital citizen in a society with social equity.	Choose strategies to develop leadership to be critical as a digital citizen about the use of technology in Costa Rica and in our world today.

Oral and Written Comprehension	Task Building Process
<b>Listening:</b> Extract the main ideas and key details of conversational or formal listening passages from videos about biographies of the fathers of electricity in our society.	1. The first step is to develop a number of schema-building exercises that will serve to introduce the topic, in this case <i>Fathers of the Electricity</i> .



Goals	Performance Indicator	Pedagogical Task
<b>Learners can:</b>	<b>The student:</b>	<b>The teacher will:</b>
<b>Reading:</b> Investigate facts and key details of conversational or formal listening passages from videos about biographies of the fathers of electricity in our society.	Reads facts of conversational or formal videos about biographies of the fathers of electricity in our society.	2. Introduce the context for the task, and the key vocabulary and expressions that the students will need in order to complete the task. Present authentic listening activities videos about biographies,
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Interact appropriately in a variety of common classroom situations speaking to classmates, and responding to the teacher.	Speaks in a group and gives your ideas and opinions, first in a responsible interaction with your classmates and then in front of the classroom.	3. Provide students with controlled practice in readings about <i>Fathers of the Electricity</i> using the target language vocabulary, structures and functions. Consider the Essential Question to develop this part.
<b>Spoken Production:</b> Give a 1-2-minute informal presentation about biographical information using familiar vocabulary and practiced phrases.  Distinguish unfamiliar sounds and prosodic patterns.	Gives and practices an informal presentation about biographies of <i>Fathers of the Electricity</i> and how they influence in technology or life today.  Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	4. The students now get to take part in a sequence of exercises to develop speaking skills. In groups, students will present role plays or sketches about “ <i>Fathers of the Electricity</i> ”.
<b>Writing:</b> Reports an original, dialogue, story one-act play, role play, speech of one of the fathers of electricity or new innovators or makers.	Writes role plays, sketches or speeches of one of the fathers of electricity and how they contributed to our society.	5. The student should be encouraged to speak English using the specific language about biographies of <i>Fathers of the Electricity</i> . In

Goals	Performance Indicator	Pedagogical Task
Learners can:	The student:	The teacher will:
		<p>addition, in groups, students can make informal presentation about biographical information about important facts in the inventions or creations.</p> <p>6. Project: In groups of 4 or 5 Present a Role play about <i>Fathers of the Electricity</i>.</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Contrasting and comparing new discoveries of the fathers of electricity.</li> <li>Experiences leadership as an important function of management which helps to maximize efficiency and to achieve organizational goals.</li> <li>Describing biographies of the Fathers of Electricity.</li> </ul>	<p><b>Grammar and Sentence Frames</b></p> <p><b>Grammar &amp; Sentence Frames</b></p> <p><b>Reported Speech: present</b></p> <ul style="list-style-type: none"> <li>She said she read a book about Nikola Tesla inventions.</li> <li>He said that Alessandro Volta invented the batteries.</li> </ul>	<ul style="list-style-type: none"> <li>Fathers of Electricity:</li> <li>Innovator: a person who introduces new methods, ideas, or products.</li> <li>Maker: a person or thing that makes or produces something.</li> <li>Scientist: person who is studying or has expert knowledge of one or more of the natural or physical sciences.</li> </ul>	<p><b>Identify the following sounds:</b></p> <p>[ ʊ ] as in oh, no, and boat</p> <p>[ ɔ ] as in all, caught, and boss</p> <p><b>Identify the following sounds:</b></p> <p>[ ʊ ] as in cook and put</p> <p>[ u ] as in food</p> <p><b>Minimal Pairs:</b></p> <p>/ ʊ / or / u / practice</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>Initiating and closing conversations about biographies of the <i>Fathers of Electricity</i>.</li> </ul> <p><b>Discourse Markers</b> <b>Connecting words expressing cause and effect, contrast, etc.:</b></p> <p><b>On the other hand</b>, many of these inventors had wonderful lives they have their own labs. <b>However</b>, this depends on the money or sponsors that they had in those moments.</p> <p><b>Initiating and closing a conversation for role plays or sketches</b> <b>Initiating</b> Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p>	<ul style="list-style-type: none"> <li>She said she hadn't known anything about Thomas Alva Edison.</li> </ul> <p><b>Simple Passive:</b> <b>Object + verb to be+ past participle verb</b> This writer's articles are read by many people.</p> <p><b>Second Conditional:</b> <b>Form: if + past simple, ...would + infinitive.</b></p> <ul style="list-style-type: none"> <li>If I won the lottery, I would buy an electric car.</li> <li>She would pass the exam if she ever studied about the biographies of the Fathers of Electricity.</li> </ul>	<p><b>Ten discoveries that people think are the most important:</b></p> <ul style="list-style-type: none"> <li>#10 Automobile</li> <li>#9 Sanitation</li> <li>#8 Wheel and Axle</li> <li>#7 Internal Combustion Engine</li> <li>#6 Written Language</li> <li>#5 Semiconductors</li> <li>#4 Compass.</li> <li>#3 Light Bulb</li> <li>#2 Computer</li> <li>#1 The Internet</li> </ul> <p><b>Fathers of Electricity:</b></p> <ul style="list-style-type: none"> <li>Nikola Tesla: (July 10, 1856 to January 7, 1943) was an engineer known for designing the alternating-current (AC) electric system, which is still the predominant electrical system used across the world today. He also created the</li> </ul>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Managing interaction</b></p> <p><b>Interrupting</b> Sorry to interrupt you but ... I have a question concerning/about. Could I interrupt here?</p> <p><b>Continuing</b> Anyway.... So, as I was saying</p> <p><b>Closing</b> It's been nice talking to you. Bye. I'm sorry, I have to go now. I must go. See you later.</p> <p><b>Changing the topic</b> Anyway... By the way, there's something else I</p> <p><b>Resuming a conversation</b> Anyway... Anyway, what I was saying? What were we talking about? To get back to what I was saying</p>		<p>"Tesla coil," which is still used in radio technology.</p> <ul style="list-style-type: none"> <li>• Thomas Alva Edison: 1847-1930 Thomas Alva Edison (February 11, 1847 to October 18, 1931) was an American inventor who is considered one of America's leading businessmen. Edison is the inventor of major technology, including the first incandescent light bulb.</li> <li>• Alessandro Volta: (born February 18, 1745, Como, Lombardy [Italy]—died March 5, 1827, Como), Italian physicist whose invention of the electric battery provided the first source of continuous current.</li> <li>• Andre Marie Ampere: Lived 1775 – 1836,</li> </ul>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		made the revolutionary discovery that a wire carrying electric current can attract or repel another wire next to it that's also carrying electric current.	

Conversational English Curriculum		
Level: Ninth		
CEFR Band: B1.1	Scenario 5. Robotics and Automation	Time: 16 hours
Essential Question: How will Automation 4.0: the Fourth Industrial Revolution can change the future?	Themes: 5.1 Automation 4.0: the Fourth Industrial Revolution	
Essential Competences: 12. Initiative	New Citizenship Axis: Digital Citizenship with Social Equity	

Goals	Performance Indicator	Pedagogical Task
Learners can:	The student:	The teacher will:
Establish initiative, in our daily work in order to achieve the goals and deliver against the larger strategy that has been set.	Works with initiative in order to achieve the goals and deliver against the larger strategy that has been set.	Encourage students to work with initiative in order to achieve the goals and deliver against the larger strategy that has been set.
Work with initiative, in our daily work in order to achieve the goals as a digital citizenship with social equity.	Works with initiative, in our daily work in order to achieve the goals as a digital citizenship with social equity.	Help students to achieve their goals through initiative being digital citizenship with social equity in our world.

### Oral and Written Comprehension

Oral and Written Comprehension	Task-Building Process
<p><b>Listening:</b> Distinguish main ideas from supporting points in oral, content-related discourse about the Fourth Industrial Revolution for our society.</p> <p><b>Reading:</b> Interpret visually- or graphically-supported information about the Fourth Industrial Revolution for our society.</p>	<p>Distinguishes main ideas in oral texts about the Fourth Industrial Revolution for our society.</p> <p>Interprets visually- or graphically-supported information about the Fourth Industrial Revolution for our society.</p> <p>Prioritize listening and speaking skills through videos and conversations in the classroom.</p> <p>1. The first step is to develop a number of schema-building exercises that will serve to introduce the topic, in this case “Automation 4.0: the Fourth Industrial Revolution”.</p>



Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
<b>Oral and Written Production</b>		
<b>Spoken Interaction:</b> Compare and contrast points of view about the Fourth Industrial Revolution for our society.	Compares points of view about the Fourth Industrial Revolution for our society.	2. Introduce the context for the task, and the key vocabulary and expressions that the students will need in order to complete the task. Present authentic listening activities a video about “Automation 4.0”.
<b>Spoken Production:</b> Analyze and share pros and cons of choices, opinions about the Fourth Industrial Revolution in the future for our country.  Distinguish unfamiliar sounds and prosodic patterns.	Analyzes pros and cons of choices, opinions about the Fourth Industrial Revolution in the future for our country.  Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	3. Provide students with controlled practice in reading about “Automation 4.0: The Fourth Industrial Revolution” using the target language vocabulary, structures and functions. 4. The students now get to take part in a sequence of exercises to develop speaking skills. In pairs, students discuss about “The Fourth Industrial Revolution”
<b>Writing:</b> Justify or defend ideas and opinions about the Fourth Industrial Revolution for our society.	Writes a list of pros and cons about the Fourth Industrial Revolution for our society, then justifies or defends your opinions, ideas or points of views.	5. The student should be encouraged to speak English using the specific language about the Fourth Industrial Revolution”. Besides this, in pairs students can make small projects that use real-world problems to solve something in their communities. 6. The final step Students will be able to complete the task more or less

Goals	Performance Indicator	Pedagogical Task
Learners can:	The student:	The teacher will:
		successfully. Project: “How can the world with this new Industrial Revolution”.

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Analyzing and share pros and cons of choices and opinions.</li> <li>Comparing points of view.</li> <li>Expressing time.</li> </ul> <p><b><u>Discourse Markers</u></b> <b>Connecting words</b> expressing cause and effect, contrast, etc.:</p> <p><b>Expressing time</b></p>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><b>Contractions/future tense (will) tense</b></p> <ul style="list-style-type: none"> <li>I'll be a good accountant/engineer/Chef/.</li> <li>I'll work as a volunteer someday.</li> </ul> <p><b>Adverbial phrases of degree extent and probability</b></p> <ul style="list-style-type: none"> <li>My father's job is really nice.</li> <li>My family is very happy about my job aspirations.</li> </ul> <p><b>Indications of time</b></p>	<p><b>What is Industry 4.0?</b></p> <p>Industry 4.0 is the digitization of manufacturing to represent the fourth revolution that has occurred in manufacturing. From the first industrial revolution (mechanization through water and steam power) to the mass production and assembly lines using electricity in the second, the fourth industrial revolution will take what was started in the third with the adoption of computers and automation and enhance it with smart and autonomous systems fueled by data and machine learning.</p> <p><b>The need for cybersecurity.</b></p>	<p><b>Pronouncing Final Consonant Sounds</b></p> <ol style="list-style-type: none"> <li>Pronunciation of final voiceless and voiced consonant sounds.</li> <li>Pronunciation of vowel sounds before voiceless and voiced consonant sounds.</li> </ol>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
Now, then, when, soon, ago, the year, before last, last year, by the time I was...	<ul style="list-style-type: none"> <li>Now, then, when, soon, ago, the year, before last, last year, by the time I was...</li> <li>The year before last, my cousins and I spent the summer doing volunteer work in my community.</li> <li>By the time, I was 12, I dreamed of being an aeronautical engineer or an astronaut.</li> </ul> <p><b>Comparative and superlative forms of adverbs</b></p> <ul style="list-style-type: none"> <li>The occupation I like the most is software developer.</li> <li>I enjoyed the job to the fullest.</li> <li>The ad is offering the best job opportunities this year.</li> </ul> <p><b>Past perfect</b></p> <ul style="list-style-type: none"> <li>I had hoped to become a</li> </ul>	<ul style="list-style-type: none"> <li>Personal data</li> <li>Data of an organization</li> <li>The attackers and professionals of cybersecurity.</li> <li>Attacks, concepts and techniques.</li> <li>Characteristics and functioning of a cyberattack.</li> <li>Overview of cyberthreats</li> </ul>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>technician.</p> <ul style="list-style-type: none"> <li>I had worked during a summer vacation job at a software company.</li> </ul> <p><b>Reported speech (range of tenses)</b></p> <ul style="list-style-type: none"> <li>I told my parents that I will become the best lawyer.</li> <li>My family told me about the most required jobs in the future.</li> <li>The news reported that most jobs are requiring English speaking applicants.</li> </ul> <p><b>Wh-questions in the past</b></p> <ul style="list-style-type: none"> <li>Where did you want to work?</li> <li>What other occupation did you like?</li> </ul> <p><b>Broader range of intensifiers such as</b></p> <ul style="list-style-type: none"> <li>too, enough</li> <li>The interview was too long.</li> </ul>		



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<ul style="list-style-type: none"> <li>• Thank you, we have enough information for now.</li> </ul> <p><b>Managing Interaction</b></p> <p><b>Interrupting</b></p> <ul style="list-style-type: none"> <li>• Sorry to interrupt you but...</li> <li>• I have a question....</li> <li>• May I interrupt?</li> <li>• Sorry, I just wanted to say</li> </ul> <p><b>Changing the topic</b></p> <ul style="list-style-type: none"> <li>• Anyway...</li> <li>• By the way,</li> <li>• There’s something else I wanted to mention...</li> </ul> <p><b>Can/Could</b></p> <ul style="list-style-type: none"> <li>• Can you work on Saturdays?</li> <li>• Could you work extra hours?</li> <li>• Could you work tonight?</li> </ul>		



Conversational English Curriculum		
Level: Ninth		
CEFR Band: B1.1	Scenario 5. Robotics and Automation	Time: 16 hours
Essential Question: How will Internet of Things can change the world?	Themes: 5.2 Knowing the Future: Internet of Things Internet of Things (IoT)	
Essential Competences: 11. Honesty	New Citizenship Axis: Digital Citizenship with Social Equity	

Goals	Performance Indicator	Pedagogical Task
<b>Learners can:</b>	<b>The student:</b>	<b>The teacher will:</b>
Consider honesty in the use of Internet in every aspect of everyday life and how objects interconnect.	Shows honesty in use of Internet in every aspect of everyday life and how objects interconnect.	Encourage students to be honest and show them good practices in the use of Internet in every aspect of everyday life.
Assess the use of the internet as digital citizen with social equity in every aspect of everyday life and how objects interconnect.	Judges the best use of the internet as digital citizen with social equity in every aspect of everyday life.	Help students to realize about the best use of the internet as digital citizen with social equity in everyday life.

### Oral and Written Comprehension

Oral and Written Comprehension		Task-Building Process
<b>Listening:</b> Compare traits based on visuals and oral descriptions using specific and some technical language in every aspect of everyday life and how objects interconnect.	Compares visuals /or oral descriptions using specific and some technical language in every aspect of everyday life and how objects interconnect.	Prioritize listening and speaking skills through videos and conversations in the classroom.  1. The first step is to develop a number of schema-building exercises that will serve to introduce the topic, in this case “ <i>Knowing the Future: Internet</i> ”
<b>Reading:</b> Evaluate usefulness of data or information	Writes a small paragraph judging data or information supported visually or graphically in every aspect of everyday life and how objects interconnect.	



Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
supported visually or graphically in every aspect of everyday life and how objects interconnect.		<i>of Things Internet of Things (IoT)</i> ”.
<b>Oral and Written Production</b>		2. Introduce the context for the task, and the key vocabulary and expressions that the students will need in order to complete the task. Present authentic listening activities a video about a speech.
<b>Spoken Interaction:</b> Explain content-related issues and concepts about Internet of Things (IoT) in these days in every aspect of everyday life and how objects interconnect.	Talks about issues and concepts about Internet of Things (IoT) in these days in every aspect of everyday life and how objects interconnect.	3. Provide students with controlled practice in reading about (IoT) using the target language vocabulary, structures and functions. Create opportunities for students to reason together about things that matter.
<b>Spoken Production:</b> Take a stance and use evidence to defend your opinion and ideas about Internet it in every aspect of everyday life and how objects interconnect.  Distinguish unfamiliar sounds and prosodic patterns.	Discusses how Internet is presented in every aspect of everyday life and how objects interconnect, consider pros and cons.  Recognizes sounds and common prosodic features of the target language when communicating in simple everyday situations.	4. The students now get to take part in a sequence of exercises to develop speaking skills. Support perseverance in understanding one another’s thinking. In pairs, students discuss about (IoT).
<b>Writing:</b> React to information writing paragraphs about the given topic.	Writes a paragraph explaining how you will conceive the future of the world using the target language vocabulary, structures and functions given in this theme.	5. The student should be encouraged to speak English using the specific language about Engineering. Besides

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
		<p>this, in pairs students can make small projects that use real-world problems to solve something in their communities. Focus more on students’ thinking than their answers.</p> <p>6. The final step in the instruction sequence is the introduction of the pedagogical task itself. Model complex/precise language and discuss the pros &amp; cons of using it. Students will be able to complete the task more or less successfully.</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Talking about issues and concepts</li> <li>Recognizing sounds and common prosodic features</li> </ul>	<p><b>Present tense</b> A _____ is someone who _____. (engineer, writer, editor, designer, artist, graphic designer, illustrator, producer,</p>	<p><b>What is IoT?</b> The internet of things, or IoT, is a system of interrelated computing devices, mechanical and digital machines, objects, animals or people that are provided with unique</p>	<p><b>Pronouncing Final Consonant Sounds</b></p> <p>a. Pronunciation of final voiceless and voiced consonant sounds.</p>



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
<ul style="list-style-type: none"> <li>• Writing paragraphs</li> <li>• Judging data on paragraphs.</li> </ul> <p><b>Discourse Markers</b></p> <p>If I had enough time, I would..</p>	<p>director, mechanic, electrician (blogger)</p> <p><b>Past tense</b></p> <ul style="list-style-type: none"> <li>• I just read a book about ...</li> <li>• Last night I saw a movie in 3D about Science Fiction.</li> </ul> <p><b>Conditionals, 2nd and 3rd</b></p> <p>If I had enough time, I would have watched the movie again. If I had had enough money, I would have bought the book and DVD.</p> <p><b>Grammar &amp; Sentence Frames</b></p> <p><b>Simple Passive</b></p> <p>Instagram was created as an online, photo sharing, video sharing, and social networking service.</p> <ul style="list-style-type: none"> <li>• This app was designed to provide free video and phone calls,</li> </ul>	<p>identifiers (UIDs) and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction.</p> <p><b>Internet of Things:</b></p> <ul style="list-style-type: none"> <li>- Internet.</li> <li>- Transition to the Internet of Everything (IoT)</li> <li>- The value of IoT</li> <li>- Globally Connected</li> <li>- Pillars of IoT:</li> <li>- Objects.</li> <li>- The data.</li> <li>- People.</li> <li>- The processes</li> <li>- Connect what is not connected:</li> <li>- Connecting Objects</li> </ul> <p><b>Vocabulary</b></p> <p><b>Hot Apps</b></p> <ul style="list-style-type: none"> <li>• Facebook, WhatsApp,</li> <li>• Instagram, Twitter, social apps</li> <li>• interactive apps, multimedia apps, text,</li> </ul>	<p>b. Pronunciation of vowel sounds before voiceless and voiced consonant sounds.</p>

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>messaging and group chats for up to 50 people.</p> <ul style="list-style-type: none"> <li>• Emoticons were designed to help make texts shorter.</li> <li>• Hashtags were created to help search for information.</li> </ul> <p><b>Present Perfect Continuous</b></p> <ul style="list-style-type: none"> <li>• I have been using Facebook. You should too.</li> <li>• You have been looking for a new video game to play. What do you suggest?</li> </ul> <p><b>Present Perfect</b></p> <ul style="list-style-type: none"> <li>• I have used a social network but a man wrote me and send me a love message, I think he is a scammer.</li> <li>• We have purchased a new computer. I think</li> </ul>	<p>tag, google apps, surf, emoticons, applications (apps), hashtags, line</p> <ul style="list-style-type: none"> <li>• (video chat) hangouts, Skype, Messenger, Viber, Face Time, others.</li> <li>• (music) Spotify</li> </ul> <p><b>Danger Zones in a Digital World</b></p> <ul style="list-style-type: none"> <li>• Virus, spam,</li> <li>• Risks of the digital world: cyberbullying, identity, theft, hacking, copyright, infringement,</li> <li>• plagiarism</li> <li>• Scammers</li> </ul> <p><b>Tech Tools for Positive Change</b></p> <ul style="list-style-type: none"> <li>• Social network,</li> <li>• website, sites, storyboard,</li> </ul>	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>it's much faster.</p> <ul style="list-style-type: none"> <li>The class has watched YouTube videos to learn English. I like it when we do that.</li> </ul> <p><b>Imperatives</b></p> <ul style="list-style-type: none"> <li>Use a nickname instead of your real name.</li> <li>Check your settings.</li> <li>Delete old accounts.</li> <li>Get anti-virus software.</li> <li>Guard your personal information.</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>First, go to the Apps store</li> <li>Then, search for the app you want.</li> <li>Next, tap to download</li> <li>Finally, check the settings.</li> </ul> <p><b>Noun Phrases</b></p> <ul style="list-style-type: none"> <li>Mary___ needs to know (math, science, logic,</li> </ul>	<ul style="list-style-type: none"> <li>Audacity, Google, Dropbox,</li> <li>YouTube Prezi, moviemaker,</li> <li>Instagram,</li> <li>Facebook, Face Time</li> <li>Twitter,</li> <li>Snapchat</li> </ul> <p><b>My Future is in My Hands</b></p> <ul style="list-style-type: none"> <li>Technology to improve life not only within a career or profession.</li> <li>Software engineers,</li> <li>systems analysts,</li> <li>web developers,</li> <li>graphic designers</li> </ul> <p><b>Types of computer and Internet related scams</b></p> <p>There are thousands of types of scams today, but most boil down to stealing money, property, or information.</p>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
	<p>etc.) so he/she can____. (job function) (software engineers, systems analysts, web developers, graphic designers).</p> <p><b>First conditional</b></p> <ul style="list-style-type: none"> <li>If I were you, I would be aware of (cyberbullying, identity theft, online predators, hacking, copyright infringement, plagiarism).</li> </ul>	<p>Below is an overview of common scams.</p> <p><b>Phishing</b> Receive an e-mail from someone pretending to be your bank indicating you are overdrawn or made a purchase you really didn't make and asking you to log in and verify the information. However, the link in the e-mail actually points to a fake site that logs your username and password information.</p> <p><b>Auction fraud</b> Someone selling something on an online auction site, such as eBay, that appears to be something it really isn't. For example, someone may claim to be selling tickets for an upcoming concert that really are not official tickets.</p> <p><b>Donation scam</b></p>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<p>A person claiming they have or have a child or someone they know with an illness and need financial assistance. Although many of these claims can be real, there are also an alarming number of people who create fake accounts on donation sites in the hope of scamming people out of money.</p> <p><b>Catfish/ love dating scammers</b> A person who creates a fake online profile with the intention of deceiving someone. For example, a man could create a fake profile on an online dating website, create a relationship with one or more people and then create a fake scenario that asks others for money.</p> <p><b>Cold call scam</b> Someone claiming to be from technical support from a computer company like Dell, saying they have received</p>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<p>information that your computer is infected with a virus, or hacked. They offer to remotely connect to your computer and fix the problem.</p> <p><b>419</b> 419 or the Nigeria scam gives the impression you can gain a large amount of money and only requires bank information to deposit the money into your account. In reality, the bank information is used against the person or the deposits are kept with no reward.</p> <p><b>Chain mail</b> Usually harmless, this scam is usually spread through e-mail and tells people to forward the e-mail to all their friends to get money back from someone such as Bill Gates. See the chain mail definition for additional information and examples.</p>	



Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		<p><b>Online survey scams</b> Online survey scams are survey sites that say they offer money or gift vouchers to participants.</p>	

## References

Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Lawrence Erlbaum Associates publishers. Mahuah, New Jersey.

BBC. Ethics Guide. [http://www.bbc.co.uk/ethics/animals/rights/rights\\_1.shtml](http://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml).

Byrnes, H; Manchón, R. (2014). *Task Based Language. Learning Insight from and for L2 Writing*. Johns Benjamins Publishing Company.

Difference between *TRAVEL, TRIP, & JOURNEY*: Confusing Words. <https://m.youtube.com/watch?v=8oIAceWWNEU>  
Comisión Nacional de Prevención de Riesgos y Atención de Emergencias (CNE). *Prevención de Desastres. Mapas de Amenazas*. <https://www.cne.go.cr/index.php/prevencie-desastres-menuprincipal-93/mapas-de-amenazas>

Computer Hope. Scam. <https://www.computerhope.com/jargon/s/scam.htm>.

Council of Europe. *Common European Framework of References for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).

Council of Europe (2011). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe.

Do Something. 11 Facts about animal cruelty. <https://www.dosomething.org/us/facts/11-facts-about-animal-cruelty>.



Enabling E-learning. STEM/STEAM. New Zealand Ministry of Public Education. <http://elearning.tki.org.nz/Teaching/Future-focused-learning/STEM-STEAM>.

ECU. Department of Engineering. <http://www.ecu.edu/cs-cet/engineering/mission-objectives.cfm>.

Ellis, R. 2003. Task-based Language Learning and Teaching. Oxford: Oxford University Press.

Enciclopedia Britannica. Alessandro Volta. <https://www.britannica.com/biography/Alessandro-Volta>.

EAquals— Our aims". EAquals. Archived from the original on 14 July 2014. Retrieved 18 July 2014.

Famous Scientists. The art of Genius. André Marie Ampère. <https://www.famousscientists.org/andre-marie-ampere/>

Fox News. CENTRAL AMERICA. Top 10 weird and exotic animals of Costa Rica. Last Update March 21, 2018 <https://www.foxnews.com/travel/top-10-weird-and-exotic-animals-of-costa-rica>.

Food Security. Food Security: Definition & General Information  
Disabled World: Revised/Updated: 2015/03/17. <https://www.disabled-world.com/fitness/nutrition/foodsecurity/>.

Hutchinson, T; Waters, A. (19)English for Specific Purposes: A learning Centered Approach. Cambridge University Press.

López, Miguel. (2016). Aprendizaje, competencias y TIC. Pearson Educación. Segunda edición. México 360 p.

National Institute of Open Schooling. [http://oer.nios.ac.in/wiki/index.php/Forms\\_of\\_Tourism](http://oer.nios.ac.in/wiki/index.php/Forms_of_Tourism).

Natural Disasters. Costa Rica Guide. <https://costa-rica-guide.com/travel/health-safety/natural-disasters/>

Nikola Tesla Biography (1856 -1943) <https://www.biography.com/inventor/nikola-tesla>

*Making a Vegetable Garden in Your Backyard*. <http://www.vegetable-gardening-online.com/making-a-vegetable-garden.html>

Marr. B. Forbes. What is industry 4.0. A Super Easy Explanation for Anyone. <https://www.forbes.com/sites/bernardmarr/2018/09/02/what-is-industry-4-0-heres-a-super-easy-explanation-for-anyone/#51fd4dcf9788>

Ministerio de Educación Pública. (2016). República de Costa Rica. Programas de Estudio de Inglés Tercer Ciclo y Diversificada. San José, Costa Rica.

Morning Chores. 8 Easiest Vegetables to Grow Even If You Don't Know Anything About Gardening. <https://morningchores.com/easiest-vegetables-to-grow/>

Nunan, D. (1999). Second Language Teaching and Learning. Boston: Thomson/Heinle.

Nunan, D. (2004). Task-Based Language Teaching. Cambridge: Cambridge University Press.

*Política Educativa*. Ministerio de Educación Pública de Costa Rica.2016.



*Política Curricular. Educar para una Nueva Ciudadanía.* Ministerio de Educación Pública de Costa Rica.2016.

Peace Corps. Preparedness and Mitigation: A Pre-Service Training Module. Information Collection and Exchange Publication No. T0123. USA. 2001.

Pearson (2015). Global Scale of English Teacher Toolkit. User Guide. [https://www.pearson.com/content/dam/one-dot-com/one-dot-com/english/TeacherResources/GSE/GSE-Teacher-Toolkit-User-Guide\\_1.pdf](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/english/TeacherResources/GSE/GSE-Teacher-Toolkit-User-Guide_1.pdf).

Pearson. *Global Scale of English Teacher for Professional English.* Pearson Education Ltd 2018.May 2018.

Precision Exams. Agricultural Business and Mnagement. <https://www.precisionexams.com>.

Ready. *Plan Ahead for Disasters: Talk with your family.* <https://www.ready.gov/be-informed>

Robinson, P. (1991). *ESP Today. A Practitioner’s Guide.* Prentice Hall. USA.

Science for Changing Words. US Department of Interior. [https://www.usgs.gov/faqs/what-was-biggest-landslide-world?qt-news\\_science\\_products=0#qt-news\\_science\\_products](https://www.usgs.gov/faqs/what-was-biggest-landslide-world?qt-news_science_products=0#qt-news_science_products).

Skehan, P. (1998). *A Cognitive Approach to Language Learning.* Oxford: Oxford University Press.

STEM Discourse: Strengthening Reasoning, Strengthening Language. WCER. University of Wisconsin–Madison. <https://www.wida.us>.



Rouse. M. TECH TARGET. IoT AGENDA. Internet of Things. IoT.  
<https://internetofthingsagenda.techtarget.com/definition/Internet-of-Things-IoT>

Teachers Pay Teachers. Synthesize Reading Comprehension Strategy Poster, Graphic Organizers. <https://www.teacherspayteachers.com/Product/Synthesize-Information-Reading-Comprehension-Strategy-Poster-Graphic-Organizers-2498823>.

Teens health. Assertiveness. Reviewed by: D'Arcy Lyness, PhD. <https://kidshealth.org/en/teens/assertive.html>. Date reviewed: August 2015.

*The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). Council of Europe.* Retrieved 18 September 2015.

Thomas Edison Biography (1847–1931). <https://www.biography.com/inventor/thomas-edison>.

Tukeli, K. Chron. Engineering Goals & Objectives. Updated June 27, 2018  
<https://work.chron.com/engineering-goals-objectives-28055.html>.

University of Cambridge. (2011). Using CEFR. Principle of Good Practice.

Vegetable Garden Pictures to Help Plan Your Garden. <http://www.vegetable-gardening-online.com/vegetable-garden-pictures.html>.

WIDA FOCUS ON. STEM Discourse: Strengthening Reasoning, Strengthening Language. JAN 2017. JAN 2017.



WIDA. (2011). Alternate Access for ELLS Grade Pre-K Cluster. University of Wisconsin.

WIDA. (2016). Can Do Descriptors. Key Uses. Edition. Grades 9-12. University of Wisconsin.

WIDA. (2014). 2012 Amplification of: The English language Development Standards Kindergarten –Grade 12. University of Wisconsin.

Wikipedia. *List of environmental problems*. [https://en.wikipedia.org/wiki/List\\_of\\_environmental\\_issues](https://en.wikipedia.org/wiki/List_of_environmental_issues)

Wikipedia. Common European Framework of Reference for Languages. [https://en.wikipedia.org/wiki/Common\\_European\\_Framework\\_of\\_Reference\\_for\\_Languages](https://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages).