



Inglés

Tabla de Especificaciones

Educación Diversificada a Distancia (EDAD 01)

2024

Rige a partir de la convocatoria 01-2024



Este documento está elaborado y alineado con base en el [Programa de Estudio de Inglés vigente Tercer Ciclo de la Educación General Básica y Educación Diversificada del Ministerio de Educación Pública](#) (MEP). Es una **guía** para los postulantes del programa de Bachillerato de [Educación Diversificada a Distancia](#) (EDAD).

1. GENERALIDADES DE LAS PRUEBAS DE:

- EDAD 01: 60 ítems

Estos ítems están distribuidos en 6 diferentes escenarios (*scenarios*), los cuales corresponden a los niveles de décimo (10^o) año del Programa de Estudio de Inglés vigente de III Ciclo de la Educación General Básica y Educación Diversificada del MEP. Los escenarios son situaciones reales que proveen autenticidad a las diferentes tareas, actividades y textos a los cuales los estudiantes están expuestos.

ESCENARIOS (SCENARIOS)

| 10 th Grade |
|---|
| Unit 1. Scenario: Love What We Do |
| Unit 2. Scenario: Stories Come in All Shapes and Sizes |
| Unit 3. Scenario: A World of Differences |
| Unit 4. Scenario: Caution: Fragile World. Handle with care |
| Unit 5. Scenario: High Tech High Touch |
| Unit 6. Scenario: What Comes Next? |



2. **ELEMENTOS DE LA TABLA DE ESPECIFICACIONES** (distribution of items based on assessment strategies and learnings):
- **Level, unit, themes, scenario, band (nivel, unidad, temas, escenario y banda):** al inicio se presenta el nivel (décimo 10°).
 - **Assessment strategy (estrategia de evaluación):** son los resultados de aprendizaje que se van a evaluar en cada una de las unidades y escenarios. **Solamente** se evalúa la competencia de comprensión escrita, específicamente **lectura** (reading).
 - **Learnings (saberes):** se divide en tres columnas que indican los tres tipos de saberes; los cuales son desarrollados por el Programa de Estudio de Inglés de III Ciclo de la Educación General Básica y Educación Diversificada en cada unidad y escenario respectivamente:
 - ✓ **Learn to know** (aprender a saber): se presentan ejemplos de estructuras gramaticales y vocabulario que la persona postulante necesita desarrollar en cada unidad. Estas estructuras son “sugerencias” o “ideas” que pueden presentarse en las lecturas e ítems del examen. De igual forma se sugiere una lista de vocabulario para cada unidad.
 - ✓ **Learn to do** (aprender a hacer): se incluyen las funciones del idioma en el discurso oral o textos escritos. También, se dan ejemplos de “discourse markers”, los cuales son conectores de discurso o palabras conectoras que ayudan a que haya una coherencia y cohesión dentro de un texto.
 - ✓ **Learn to be and live in a community** (aprender a ser y vivir en comunidad): se muestran aspectos psico-sociales (psycho-social) y socioculturales (sociocultural) presentes en los textos. También, se dan ejemplos de expresiones sociolingüísticas de cortesía, dichos y expresiones que la persona postulante puede encontrar dentro de un texto.
 - **Number of items (número de ítems):** es la cantidad de ítems que se evaluará en la prueba correspondiente, los cuales corresponde a cada “assessment strategy”.



EDAD 01

| EDAD 01 | | | | |
|--|---|--|---|-----------------|
| Level: 10th | Unit 1 Themes: 1. Help wanted, 2. Jobs, 3. Interviewing, 4. Working to Live or Living to Work? | Scenario: Love What We Do! | | Band: B1 |
| Assessment strategy | Learn to know | Learn to do | Learn to Be and Live in a Community | Number of items |
| R. 1 recognizes factual texts and simple reports to answer literal questions about jobs and occupations. | <p><u>Grammar and sentence frames:</u></p> <p><u>Contractions/future tense (will) tense</u> I'll be a good doctor. I'll work as a volunteer someday.</p> <p><u>Adverbial phrases of degree extent and probability</u> My father's job is nice. My family is very happy about my job aspirations. Indications of time (Now, then, when soon, ago, the year before last, last year, by the time I was) The year before, last, my cousins</p> <p><u>Reported speech (range of tenses)</u> I told my parents that I would become the best lawyer. The news reported that most jobs require English-speaking applicants.</p> <p><u>Wh-questions in the past</u> Where did you want to work? What other occupation did you like?</p> <p><u>A broader range of intensifiers such as too, enough</u> The interview was too long. Thank you, we have enough information for now.</p> | <p><u>Functions:</u> Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life.</p> <p>Expressing opinions about jobs and occupations.</p> <p>Expressing agreement and disagreement about jobs and occupations.</p> <p><u>Discourse Markers:</u> Connecting words recognizing cause and effect: Why? Because I had so much fun, I will never forget that day. For this/that reason.</p> | <p><u>Psycho-social:</u> Being aware of planning for the future. Willing to face the challenge of getting a job.</p> <p><u>Sociocultural:</u> Being aware of basic protocols for participating in a job interview. Respecting other people's jobs and occupations. Promoting job opportunities for all people.</p> | 5 |
| R. 2 interprets textbooks or online, explanations and examples. | | | | 5 |



| | | | | |
|--|--|--|--|--|
| | <p>Managing Interaction Interrupting Sorry to interrupt you, but ... I have a question ... May I interrupt? Sorry, I just wanted to say.</p> <p>Changing the topic Anyway.../By the way, there's something else I wanted to mention...</p> <p>Can/Could Can you work on Saturdays? Could you work extra hours? Could you work at night?</p> <p><u>Vocabulary:</u> <u>Help wanted</u> Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police officer, taxi driver, waiter.</p> <p><u>Job descriptions</u> Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator.</p> <p><u>Interviewing</u> resume writing, (objective, experience, education, references), preparing for the interview (company philosophy, activities, products, competition) Common questions at an interview (talk about yourself,</p> | <p><u>Linkers: sequential past time.</u> Later, he asked me about my job expectations during the interview.</p> <p>After that, I want to become a teacher.</p> <p>Finally, the manager asked me to submit my resume.</p> | <p><u>Social language sample</u> To get your foot in the door/on the ground. Job opening from 9 to 5.</p> <p><u>Proverbs/Quotes</u></p> <p>- If you want to know the value of your job, just imagine when you don't have it.</p> <p>- Unknown author Your time is limited, so don't waste it living someone else's life. – Steve Job</p> | |
|--|--|--|--|--|



why you are interested in that? position, knowledge about company, reasons to leave your last job, experience, strengths, salary range.

Working to Live or Living to Work

Reasons, challenges, rewards,
Stress ...



EDAD 01

| EDAD 01 | | | | |
|--|--|--|---|-----------------|
| Level: 10th | Unit 2 | Scenario: Stories Come in All Shapes and Sizes | | Band: B1 |
| Assessment strategy | Learn to know | Learn to do | Learn to Be and Live in a Community | Number of items |
| R. 1 discriminates information from texts and simple reports on familiar topics. | <p>Themes:</p> <ol style="list-style-type: none"> 1. Tell me a Story 2. Thumbs Up/Thumbs Down 3. The Reviews Are In 4. You Should Read This | | | 5 |
| R. 2 recognizes information from texts of various lengths. | <p>Grammar & Language Forms:</p> <p>Present tense A ____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger)</p> <p>Past tense I just read a book about last night I saw a movie about _____.</p> <p>Conditionals, 2nd and 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. If I were you, I would post more on Facebook.</p> <p>Determiners All the memes I saw today were about Mother's Day. Neither the characters nor the plot interested me. None of the themes you mentioned are my favorites.</p> <p>Vocabulary:</p> <p>Tell me a Story Writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger</p> | <p>Functions: Describing experiences and events about stories and film reviews.</p> <p>Talking about films and books.</p> <p>Expressing opinions about stories and film reviews.</p> <p>Summarizing stories previously read and film reviews.</p> <p>Discourse Markers: Connecting words analyzing cause and effect, contrast, etc.</p> <p>On the other hand, we could stay at home and watch a video.</p> | <p>Psycho-social: Practicing self-questioning strategies on a text before making decisions.</p> <p>Respecting others' opinions and emotions.</p> <p>Sociocultural: Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. Willing to share own contributions in collaborative work respectfully. Being aware of the importance of constructive feedback.</p> | |



| | | | | |
|--|---|---|---|--|
| | <p><u>Thumbs Up/Thumbs Down</u> Tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summaries, literary analysis, fiction, and nonfiction.</p> <p><u>The Reviews Are In</u> Characters, character development, plot, action, exposition, storytelling.</p> <p><u>You Should Read This</u> Compose, create, post, and present, graphics, illustrations, pictures, photos, line art, images metaphors, comparisons, contrasts, descriptions.</p> | <p>However, this depends on the kind of book.</p> <p>Therefore, it is interesting to watch the new movie.</p> | <p><u>Social language</u> <u>Sample:</u> The reviews are in! Make a long story short. Read between the lines.</p> <p><u>Proverbs/Quotes</u> A picture is worth a thousand words.</p> <p>Unknown Author</p> <p>No man is an island. – John Donne.</p> | |
|--|---|---|---|--|



EDAD 01

| EDAD 01 | | | | |
|---|---|--|--|-----------------|
| Level: 10th | Unit 3 Themes: 1. These Are My People 2. Cultures, Subcultures and Cliques 3. Cultural Norms and Cultural Storms 4. I Am Not My Hair | Scenario: A World of Differences | | Band: B1 |
| Assessment strategy | Learn to know | Learn to do | Learn to Be and Live in a Community | Number of items |
| R. 1 recognizes textbook explanations and examples. | <p><u>Grammar & Language Forms:</u> A broader range of intensifiers such as too, enough Jocks spend too much time in the gym. nerds/ computer lab; pretty girls/looking in the mirror; theater geeks/theater; stoners/inhaling; shy kids/alone) I have heard enough racist comments.</p> <p>Conditionals, 2nd and 3rd If we had more understanding, we would get along with other people. If I had been born somewhere else, I would have acted differently than I do now. If we could make people listen to each other, we might see peace in the world.</p> <p>Contrasting opinions On the one hand, different cultures are very interesting. On the other hand, different cultures can cause misunderstandings. Mind you, he is still very much a citizen of Costa Rica. Even though norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all.</p> | <p><u>Functions:</u> Describing people and places, feelings, emotions, and attitudes.</p> <p>Expressing opinions, agreement and disagreement.</p> <p><u>Discourse Markers:</u> Connecting words understanding cause and effect, contrast:</p> <p>On the other hand, we could go to the clinic.</p> <p>However, this depends on the number of passengers.</p> | <p><u>Psycho-social:</u> Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age).</p> <p>Valuing and preserving own personal/country's cultural identity.</p> <p><u>Sociocultural:</u> Valuing an open-minded communication as a strategy to future understanding.</p> <p>Showing empathy: putting oneself in the shoes of others and listening to their needs. Adopting a non-judgmental attitude</p> | 10 |



| | | | | |
|--|---|---|--|--|
| | <p>Wh-questions in the present What clique are you a part of? What are some cultural norms that Costa Ricans have? What makes a Costa Rican Costa Rican?</p> <p>Phrasal verbs When I hang out with people like me, we often talk down to people who do not like us. I speak up when I hear someone putting another person down.</p> <p>Managing interaction, and resuming a conversation: Anyway, what I was saying? What were we talking about? To get back to what I was saying.</p> <p>Continuing Anyway, So, as I was saying Okay.</p> <p>Agreeing/disagreement I think so too /Well, not really...</p> <p><u>Vocabulary:</u></p> <p><u>These Are My People</u> Maleku, Cabécar, Bribri, Ngäbe, Buglé, Boruca, Térraba, Chorotega, Huetar ... Hang out, talk down, put up, take out, speak up, put down... Some types of stereotypes include: Gender, Race, Age, Ethnicity, Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, and city of origin.</p> <p><u>Cultures, Subcultures and Cliques</u> Jocks, geeks, nerds, stoners (examples of cliques). values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers.</p> | <p>Initiating and closing a conversation: Can I talk to you for a minute?</p> <p>Excuse me, please. Do you have a minute?</p> <p>Managing Interaction or Interrupting Sorry to interrupt you but ...</p> <p>I have a question.</p> <p>Could I interrupt here?</p> <p>Closing It's been nice talking to you.</p> <p>See you later.</p> <p>I'm sorry, I have to go now.</p> <p>Must go.</p> <p>Changing the topic Anyway..., by the way, there is something else. I wanted to tell you...</p> | <p>towards others' cultural diversity.</p> <p><u>Social Language</u> <u>Sample:</u></p> <p>Seek first to understand and then to be understood. To walk a mile in someone's shoes. To see eye to eye All walks of life</p> <p>Proverbs / Quotes - Diversity is the one true thing we all have in common. Celebrate it every day. -Unknown Author</p> <p>All the human beings were born wonderfully different. ~Dr. José Angel Livraga.</p> | |
|--|---|---|--|--|



| | | | | |
|--|---|---|--|--|
| | <p><u>Cultural Norms and Cultural Storms</u> Prejudice, racism, cliques, ethnicity, form, peace, sensitive, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical.</p> <p><u>I Am Not My Hair</u> Education level, school or college attended, married or single, introverted, or extroverted, language, complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams.</p> | <p>Resuming a conversation Anyway..., anyway, what I was saying?</p> <p>What were we talking about?</p> <p>To get back to what I was saying ...</p> <p>Continuing Anyway ...</p> <p>So, as I was saying, well ...</p> | | |
|--|---|---|--|--|



EDAD 01

| EDAD 01 | | | | |
|--|---|---|--|-----------------|
| Level: 10th | Unit 4 Themes: 1. What Makes Something Sustainable 2. Products and Practices around the World 3. Products and Practices in Costa Rica 4. Am I Environmentally friendly? | Scenario: Fragile World. Handle with Care | | Band: B1 |
| Assessment strategy | Learn to know | Learn to do | Learn to Be and Live in a Community | Number of items |
| R. 1 interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams). | <p><u>Grammar & Language Forms:</u></p> <p>Comparative/Superlative Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future.</p> <p>Future continuous By the year 2025, 83 percent of the expected global population of 8.5 billion will be living in developing countries.</p> <p>Modals People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system.</p> <p>Tag questions. People should select energy-efficient cars. Shouldn't they? We need to reduce our carbon dioxide footprint. Don't we?</p> | <p><u>Functions:</u> Describing experiences and sustainable practices.</p> <p>Expressing opinions about products and practices around the world.</p> <p>Expressing opinions about products and practices in Costa Rica.</p> <p>Expressing my own commitment towards sustainable practices.</p> | <p><u>Psycho-social:</u> Willingness to put into practice sustainable practices</p> <p>Analyze, think in a critical and creative way, make decisions.</p> <p>Find creative solutions and show initiative.</p> <p>Allow others to express themselves and to decode their emotions.</p> | 10 |



| | | | | |
|--|--|---|--|--|
| | <p>Wh-Questions/Yes no questions Am I environmentally friendly? What are some of the sustainability practices you currently use in your house or school? When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much? What should we do to increase awareness about sustainable development practices? Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes?</p> <p>Connectors for Cause and Effect and Phrases for advising because sustainable farming does not endanger public health, I recommend you support it. We should practice sustainability in raising animals and see that they are treated humanely and allowed to carry out their normal behaviors. Connecting words for Compare and Contrast Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. Switches from petrol to diesel and fuel-saving technologies have been the main drivers of the reduction of CO2 emissions; however, we need to do more.</p> <p><u>Vocabulary:</u> <u>What Makes Something Sustainable</u> Sustainability, environmentally friendly, eco-friendly, biodegradable, carbon footprint, energy, efficient</p> <p><u>Products and Practices around the World</u> Caution, fragile, sustainable, sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimizes, energy consumption, alternative, reduce, reuse, and recycle.</p> | <p><u>Discourse Markers:</u> Connecting words expressing cause and effect, contrast: On the other hand, we could take care of the planet. However, this is not everybody's business.</p> <p><u>Initiating and closing a conversation:</u> Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p> <p><u>Managing Interaction or Interrupting</u> Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p><u>Closing</u> It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p> | <p><u>Sociocultural:</u> Practicing a responsible consumption of goods. Valuing collaborative teamwork. Taking sustainable actions in protecting the environment. Giving and receiving constructive feedback.</p> <p><u>Social Language Sample:</u> Buy local. Think global. Reuse. Recycle. Reduce. Join the green side. A ray of sunshine. A race against time. Be clean, go green.</p> <p><u>Proverbs / Quotes</u> Necessity is the mother of invention. Unknown Author A little bit of mercy makes the world less cold and more just. ~Pope Francis</p> | |
|--|--|---|--|--|



| | | | | |
|--|--|--|--|--|
| | <p><u>Products and Practices in Costa Rica</u> Locally, pesticides, biodegradable, Styrofoam, toxic, reduction, carbon dioxide, population, barriers, natural health, products, printed on recycled paper.</p> <p><u>Am I Environmentally friendly?</u> User-friendly, environmentally, friendly, eco-friendly alternatives committed to green choices, going green.</p> | <p>Changing the topic Anyway..., by the way, there's something else. I wanted to tell you...</p> <p>Resuming a conversation Anyway..., anyway, what I was saying? What were we talking about? To get back to what I was saying ...</p> <p>Continuing -Anyway -So, as I was saying, well ...</p> | | |
|--|--|--|--|--|



EDAD 01

| EDAD 01 | | | | |
|---|---|---|--|-----------------|
| Level: 10th | Unit 5 Themes: 1. Hot Apps 2. Danger Zones in a Digital World 3. Tech Tools for Positive Change 4. My Future is in My Hands | Scenario: High-tech High Touch | | Band: B1 |
| Assessment strategy | Learn to know | Learn to do | Learn to Be and Live in a Community | Number of items |
| R. 1 recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas). | <p><u>Grammar & Language Forms:</u> Simple Passive Instagram was created as an online, photo sharing, video sharing, and social networking service. This app was designed to provide free video and phone calls, messaging, and group chats for up to 50 people. Emoticons were designed to help make texts shorter. Hashtags were created to help search for information.</p> <p>Present Perfect Continuous I have been using Facebook. You should too. You have been looking for a new video game to play. What do you suggest?</p> <p>Present Perfect I have used Instagram, but I don't really like it. We have purchased a new computer. I think it's much faster. The class has watched YouTube videos to learn English. I like it when we do that.</p> <p>Imperatives Use a nickname instead of your real name. Check your settings. Delete old accounts. Get anti-virus software. Guard your personal information.</p> | <p><u>Functions:</u> Giving directions and advice about useful hot apps.</p> <p>Giving directions and advice about Danger Zones in a Digital World.</p> <p>Describing tech tools for positive changes in people's lives.</p> <p>Expressing opinions about how my future is in my hands.</p> | <p><u>Psycho-social:</u> Being aware of the ethical responsibility when up or downloading data from the web.</p> <p>Thinking critically when searching and visiting websites.</p> <p><u>Sociocultural:</u> Practicing e-safety and ethical digital regulations.</p> <p>Being socially creatively, and reflectively responsible when interacting with others digitally.</p> | 5 |
| R. 2 interprets clear, simple instructions with some visual support (e.g., how to use an application). | | | | 5 |



| | | | | |
|--|---|--|---|--|
| | <p>Sequencing First, go to the Apps store. Then, search for the app you want. Next, tap to download. Finally, check the settings.</p> <p>Noun Phrases __Mary__ needs to know (math, science, logic, etc.) so he/she Can _____. (job function) (software engineers, systems analysts, web developers, graphic designers)</p> <p>First conditional If I were you, I would be</p> <p><u>Vocabulary:</u> <u>Hot Apps</u> Facebook, WhatsApp, Instagram, Twitter, social apps, interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps), hashtags, line (video chat) hangouts, Skype, Messenger Viber, Spotify</p> <p><u>Danger Zones in a Digital World</u> Virus, Spam, risks of the digital world: cyberbullying, identity theft, hacking, copyright infringement, plagiarism</p> <p><u>Tech Tools for Positive Change</u> Social networks, websites, sites, storyboard, Audacity, Google, Dropbox, YouTube, Prezi, Movie Maker,</p> <p><u>My Future is in My Hands</u> Technology improves life not only within a career or profession. Software engineers, systems analysts, web developers, graphic designers, Instagram, Facebook, Twitter, and Snapchat.</p> | <p><u>Discourse Markers:</u> Connectors (Cause and effect) I think/I believe. that people share too much information online. I think my cellphone is more than a phone, so I should get to use it in class. Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason.</p> | <p><u>Social Language</u> Sample: Going viral Break new ground. On the same wavelength Pull the plug. Reinvent the wheel. Light years ahead On the same wavelength Leading edge Bells and whistles</p> <p>Proverbs/Quotes The future depends on what we do in the present. ~Mahatma Gandhi</p> <p>Social and digital media is a bullet train, and that bullet train is not coming home. -Howard Schultz</p> | |
|--|---|--|---|--|



EDAD 01

| Level: 10th | Unit 6 Themes: 1. Pass or Fail? 2. College or Career? 3. Study Here or Abroad? 4. Getting by or getting ahead? | Scenario: Scenario: What Comes Next? | | Band: B1 |
|--|---|--|--|-----------------|
| Assessment strategy | Learn to know | Learn to do | Learn to Be and Live in a Community | Number of items |
| R.1 recognizes factual text and simple reports on familiar topics. | <p><u>Grammar & Language Forms:</u></p> <p>Past Tense I passed all my subjects, but I failed to understand some things very well. I want to be like my brother who went away to college. I respected my friend's choice to study at INA and now he is a great mechanic.</p> <p>Modals I might stay in my hometown or go to San José to study. You might schedule your interview in the morning, or you could wait until the afternoon. You should ask yourself exactly what you want from a job or a career. What could the speaker say in answer to the question? Should you write about the paragraph you read?</p> <p>Present continuous I'm doing my homework this evening. I'm starting university in January. We're planning to study in San José next year. My teacher is thinking of taking a sabbatical year after next year. As for now, I am only focusing my attention on finishing my studies.</p> | <p><u>Functions:</u></p> <p>Describing feelings, emotions, and attitudes about my goals for passing or failing.</p> <p>Giving advice and suggestions about deciding to go to college or career.</p> <p>Describing experiences, events and opinions about studying locally or abroad.</p> <p>Stating obligation and necessity about getting by or getting ahead in the future.</p> | <p><u>Psycho-social:</u> Being aware of your own strengths and limitations. Thinking critically about my own future for setting my goals. Managing own emotions and self-control when interacting with others.</p> <p><u>Sociocultural:</u> Being open to give and receive constructive feedback. Showing interest and respect for other's life and feelings with a non-judgmental attitude.</p> | 10 |



| | | | | |
|--|--|---|--|--|
| | <p>Phrasal Verbs You should shape up or you will have to drop out of school. You need to find out what your choices are. Don't give up your dreams.</p> <p>Going to talk about plans and intentions. I'm going to have an interview next week. He is going to move to the U.S. for an exchange program.</p> <p>If clause We won't be able to get into the university if we don't pass the "bachillerato". If I graduate from high school, I will try to get a job soon.</p> <p>Adjectives I am a critical and business-oriented person. I am math-oriented, so I'd like to study something related to that field.</p> <p>Wh-questions What are your goals for the future? What do you plan to do after graduating from high school? Where would you like to study? Which profession should I choose?</p> <p><u>Vocabulary:</u> <u>Pass or Fail?</u> Success, failure, choice, pass, fail.</p> <p><u>College or Career?</u> College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent.</p> <p><u>Study Here or Abroad?</u> Exchange program, academics, choice, decision making, goals.</p> | <p><u>Discourse Markers:</u> Connecting words expressing cause and effect, contrast: On the other hand, I am going to work hard to reach my goals. However, it will take lots of effort and sacrifices. Initiating and closing a conversation</p> <p>Initiating Can I talk to you for a minute? Excuse me, please. Do you have a minute? Managing interaction Interrupting Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p> | <p><u>Social Language</u> Sample: -A bright future -The near future -For the time being In the near future ... -Getting by/getting ahead.</p> <p>Idioms: The future's so bright, I gotta wear shades. It's just around the corner. Time flies. Different strokes for different folks. I've had a change of heart. Hedge your bets.</p> <p>Proverbs / Quotes If you want to achieve greatness, stop asking for permission. - Unknown Author</p> <p>I've learned that making a 'living' is not the same thing as 'making a life'. – Maya Angelou</p> | |
|--|--|---|--|--|



| | | | | |
|--------------|--|--|--|-----------|
| | <p>Getting By or Getting Ahead? Short- and long-term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible.</p> | <p>Changing the topic Anyway, ... by the way, there's something else I wanted to tell you ...</p> <p>Resuming Anyway, what I was saying? What were we talking about? To get back to what I was saying.</p> <p>Continuing So, as I was saying, well.</p> | | |
| Total | | | | 60 |