

Número de ítems por Tema del Programa de estudio
Pruebas Nacionales de Bachillerato 2018
Convocatorias ordinarias y extraordinarias *(aplazados)

Distribución priorizada de ítems INGLÉS 2018

Estimado/a docente:

En atención al oficio DDC-2454-09-2018, se presenta la tabla de priorización del contenido curricular que será parte de la medición de la prueba de Bachillerato en la asignatura de Inglés.

La siguiente información corresponde al número de ítems asignados para cada uno de los temas después del proceso de priorización de contenido curricular. Esta priorización es para colegios de modalidad académica diurnos y nocturnos, convocatoria ordinaria 2018 y extraordinaria 2019, no aplica para colegios de modalidad técnica convocatoria 2018 y calendario diferenciado convocatoria 2019.

En la columna “Number of items” los temas que aparecen en cero se excluyen de la prueba de Bachillerato en la modalidad académica. Asimismo, los asteriscos que se muestran en algunas celdas corresponden a los temas en los cuales se aumentó el número de ítems.

1. ACHIEVEMENTS OF OUR NATIONAL ATHLETES

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> – Understanding short and factual texts. – Understanding ideas and information in the text through making inferences. – Understanding conceptual meaning. 	<ol style="list-style-type: none"> 1. Achievements 2. Biographies 3. Sports 4. Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus. <i>Who, when, where, how fast/long, which, etc.</i> <i>What sports does _____ play?</i> <i>Are you good at _____?</i> <i>What's his/her best _____?</i> <i>Sports: swimming, diving, archery, canoeing, etc.</i> <i>National athletes: achievements, biography, etc.</i></p>	5

2. COSTA RICAN ART, MUSIC AND CRAFTS

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Understanding the communicative value (function) of sentences and utterances. 	<ol style="list-style-type: none"> 1. Art expressions, acting, painting, architecture, dance, music, sculpture, writing, crafts, and others. 2. Exponents 3. Locations 4. Techniques 5. Lexicon related to this target content <p>Language examples provided in the National Syllabus.</p> <p><i>Wh-questions: which, when, what, how many, how, why, etc.</i></p> <p><i>Who is a famous painter/writer?</i></p> <p><i>Where does the _____ play?</i></p> <p><i>Yes/no questions</i></p> <p><i>Do you like/prefer _____?</i></p> <p><i>Is he/she a _____?</i></p> <p><i>Types of music: classical, popular, etc.</i></p> <p><i>Places: gallery, theater, etc.</i></p>	<p>10*</p>

3. COSTA RICAN TYPICAL FOOD

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Identifying details in familiar material. - Understanding relations between the parts of a text through lexical cohesion devices. 	<ol style="list-style-type: none"> 1. Costa Rican typical food 2. Daily meals 3. Cuisine in Costa Rica and English speaking countries 4. Lexical cohesion devices 5. Lexicon related to this target content <p>Language examples provided in the National Syllabus.</p> <p><i>What are the most popular dishes in _____?</i></p> <p><i>What do you eat for breakfast, lunch, etc. _____?</i></p> <p><i>Which, when, how, what kind of _____?</i></p> <p><i>Do/does _____ like _____?</i></p> <p><i>What's typical from _____? etc.</i></p> <p><i>What's your favorite food?</i></p> <p><i>What food do you like?</i></p> <p><i>What do you like to eat? We eat a light breakfast, a heavy lunch, and a medium size dinner. Ice cream with peanuts. Fish and chips.</i></p>	<p>10*</p>

4. TYPES OF FOOD¹

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> – Identifying the main point or important information in a piece of discourse. – Distinguishing the main idea from supporting details. 	<p>Costa Rican and international food preparation</p> <ol style="list-style-type: none"> 1. Ingredients 2. Procedures 3. Kitchenware and appliances 4. Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p>	<p>5</p>

5. EATING HABITS AND BEHAVIORS AT THE TABLE

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> – Identifying the main point or important information in a piece of discourse. – Distinguishing the main idea from supporting details. 	<ol style="list-style-type: none"> 1. Costa Rican and other English speaking countries eating habits: eating time, courtesy, etiquette, table setting and manners. 2. Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>We prefer _____.</i></p> <p><i>Lunch is more formal.</i></p> <p><i>Our main meal is _____.</i></p> <p><i>What food do/does _____ like the best?</i></p> <p><i>In my family, we set the table this way.</i></p>	<p>5</p>

¹ En este contenido meta se encuentran fusionados “Costa Rican Typical Food” de Décimo año y “Types of Food” de Undécimo año.

6. HOLIDAYS AND CELEBRATIONS IN COSTA RICA WITH SOME CELEBRATIONS IN ENGLISH SPEAKING COUNTRIES

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Identifying details in familiar material. - Understanding relations between the parts of a text through lexical cohesion devices. 	<ol style="list-style-type: none"> 1. Holidays 2. Festivities and celebrations 3. Origin and traditions 4. Customs 5. Lexical cohesion devices 6. Lexicon related to this target content <p>Language examples provided in the National Syllabus.</p> <p><i>What's your favorite _____?</i> <i>When is it celebrated?</i> <i>How is it celebrated?</i> <i>My family is used to going/eating/celebrating on _____.</i> <i>I prefer _____, etc.</i></p>	<p>5</p>

7. CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. - Understanding the communicative value (function) of sentences and utterances. 	<ol style="list-style-type: none"> 1. Natural resources 2. Disasters 3. Resource misuse: contamination, deforestation, others 4. Campaigns 5. Sustainability 6. Preservation 7. Flora and Fauna 8. Lexicon related to this target content <p>Language examples provided in the National Syllabus.</p> <p><i>We should _____.</i> <i>A solution could be _____.</i> <i>I think/believe that _____.</i> <i>I agree/don't agree _____.</i> <i>It's better to _____.</i> <i>_____ may be correct _____.</i></p>	<p>5</p>

8. TOURIST ASPECTS WORLDWIDE AND TOURIST ATTRACTIONS OFFERED BY COSTA RICAN COMMUNITIES²

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Understanding conceptual meaning. - Recognizing indicators of discourse. - Drawing conclusions from extended texts. 	<ol style="list-style-type: none"> 1. Advantages and disadvantages 2. Tourist attractions 3. Facilities 4. Accommodations 5. Tour packages 6. Fares 7. Lodging 8. Schedules 9. Itineraries 10. Local and international tourism 11. Lexicon related to this target content <p>Language examples provided in the National Syllabus.</p> <p><i>Do you like _____?</i></p> <p><i>Have you ever _____?</i></p> <p><i>Have you gone/liked/enjoyed _____?</i></p> <p><i>Why don't you _____?</i></p> <p><i>Would you _____?</i></p> <p><i>You should _____.</i></p> <p><i>There is/are _____.</i></p> <p><i>Let me show you _____.</i></p> <p><i>The place offers you _____, etc.</i></p> <p><i>May I help you?</i></p> <p><i>You should take this trip because...it's your chance to see it all in a month/...go through customs/violate regulations.</i></p> <p><i>This is a one-month package and includes air fares, transportation, _____.</i></p> <p><i>What's the capital city of _____?</i></p> <p><i>I wonder what that place may be?</i></p> <p><i>Can you tell me what it is like there?</i></p>	<h1>5</h1>

² En este contenido meta se encuentran fusionados "Tourist Attractions Offered by Costa Rican Communities" de Décimo año y "Tourist Aspects Worldwide" de Undécimo año.

9. COMMON ILLNESSES AND NEW DISEASES AND EPIDEMICS

Objectives of the English National Syllabus	Content	Number of items
<p>– Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</p>	<ol style="list-style-type: none"> 1. Symptoms 2. Diagnosis 3. Treatments 4. Medications 5. Illnesses: chickenpox, mumps, flu, measles, hepatitis, cancer and others 6. Syndromes: Parkinson’s, AIDS, Alzheimer’s, and others 7. Minor affections: vision problems, cough, loss of hearing, insomnia, headaches, and others 8. Social diseases and their effects on health: stress, chronic fatigue, alcoholism, smoking, drug addiction, eating disorders such as bulimia and anorexia, lack of exercise, sedentary habits, etc. 9. New diseases and epidemics: Ebola, anthrax, crazy cow, SARS, dengue, cholera, bird flu, etc. 10. Common illnesses: cholesterol, blood pressure, bleeding nose, diarrhea, constipation, hemorrhagic, migraine, sinusitis, colitis, etc. 11. Sexually transmitted diseases: gonorrhoea, syphilis, herpes, etc. 12. Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>What’s the matter?</i> <i>How do you feel?</i> <i>Have you seen a doctor?</i> <i>Do you know about _____?</i> <i>You need to take _____, etc.</i> <i>You need to drink _____.</i> <i>You need to stay in bed, etc.</i> <i>What are the symptoms of _____?</i> <i>What are some sexual diseases? Etc.</i></p>	<h1>5</h1>

10. OUR DEMOCRATIC TRADITION

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Identifying details in familiar material. - Understanding relations between the parts of a text through lexical cohesion devices. 	<ol style="list-style-type: none"> 1. Democracy: traditions, rights and obligations, tolerance towards other people's ideas 2. Political systems in other countries 3. The voting process: the electoral tribunal, elections, ballot, voters, political parties, candidates, polls, surveys, etc. 4. Organization of the power within the democratic system 5. Sovereignty: constitution, laws, citizenship, etc. 6. Government: president, vice president, deputies, congress, political power, etc. 7. Values: democracy, freedom, peace, justice, etc. 8. Rulers: local government, national and international treaties, ministries, etc. 9. Lexical cohesion devices 10. Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus. <i>What do you understand by <u>democracy/freedom/sovereignty</u>?, etc?</i> <i>What do you think about <u>politics/ democracy</u>?</i> <i>What do you think about the right to <u>vote/speak</u>? etc.</i> <i>What do you think about the expression "It's the government for the people, by the people and of the people?"</i> <i>Qualities of democracy</i> <i>Qualities of equality, etc.</i></p>	<p>5</p>

11. CAREERS, JOBS AND LIFESTYLES³

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. - Understanding the communicative value (function) of sentences and utterances. - Understanding a variety of types of written material for personal interest and for information. - Identifying the main point or important information in a piece of discourse. - Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. - Extracting salient points to summarize the text, ideas, cognates, derivatives, etc. 	<ol style="list-style-type: none"> 1. Career and job demand in Costa Rica and in English speaking countries 2. Facilities 3. Schedules 4. Tasks 5. Salaries 6. Duties 7. Rights 8. Lexicon related to this target content <p>Language examples provided in the National Syllabus.</p> <p><i>Which professions are _____?</i> <i>What professions do you _____?</i> <i>What do you know about/think of _____?</i> <i>Which are the benefits of _____?</i> <i>I'd like (to) _____ because _____.</i> <i>How much does a _____ earn/cost at _____?</i> <i>What does he/she do?</i> <i>Where can you major in _____?</i> <i>_____ is better than _____.</i> <i>It takes _____ to graduate, etc.</i> <i>I'm interested in _____.</i> <i>Let me tell you about _____.</i> <i>I'd like to apply for _____.</i> <i>Let us review. / Be cooperative.</i> <i>You need to fill out _____ etc.</i> <i>What do you want to be _____? Why?</i> <i>Would you like to _____?</i> <i>Do you want to enter _____?</i> <i>Did you want to pay the admissions fee?</i> <i>Do you want to fill out the _____?</i></p>	<h1 style="font-size: 48px; margin: 0;">5</h1>

³ En este contenido meta se encuentran fusionados “Careers, Jobs and Lifestyles”, “Job Demand in Costa Rica” y “Careers”.

12. SCIENCE AND TECHNOLOGY

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Understanding a wide range of factual and imaginative texts. - Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. 	<ol style="list-style-type: none"> 1. Science 2. Technology 3. Discoveries 4. Computing 5. Cyberspace 6. Robotics 7. Applications in modern life 8. Advantages and disadvantages 9. Technology and sustainable development 10. Telecommunication trends 11. The use of advanced technology in medicine: specialized equipment for different treatments, cloning, artificial insemination, implants, as well as plastic surgery and reconstructive surgery, etc. 12. Different kinds of energy from natural and artificial sources 13. Advances in agriculture 14. Machinery and industry 15. Misuse of technology and its consequences 16. Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus. <i>How does science and technology affect the discovery of _____?</i> <i>What's the future of _____?</i> <i>Which are some applications of _____?</i> <i>What are some fields of interest?</i> <i>Traveling to the outer space _____.</i></p>	<p>5</p>

13. MORALS AND VALUES⁴

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Drawing conclusions from extended texts. - Understanding a wide range of factual and imaginative texts. - Distinguishing the main idea from supporting details. - Transcoding information to diagrammatic display. - Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. 	<ol style="list-style-type: none"> 1. Minority groups 2. Roles of men and women in society 3. Senior citizens in society 4. Human rights 5. Interpersonal relationships 6. Respect and tolerance 7. Socio-cultural, religious and political matters 8. Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>Morals and values: What's a value / moral?</i></p> <p><i>I agree with you about _____.</i></p> <p><i>I think that we could _____.</i></p> <p><i>You'd better _____.</i></p> <p><i>Why don't you/we _____?</i></p> <p><i>Maybe if you _____.</i></p> <p><i>You shouldn't _____.</i></p> <p><i>Gender: Men's and women's roles in society</i></p> <p><i>What's your opinion about _____?</i></p> <p><i>Are men/women _____?</i></p> <p><i>I don't think (that) _____.</i></p> <p><i>I wouldn't _____.</i></p> <p><i>I'm sorry about _____, etc.</i></p> <p><i>Senior citizens / opportunities / family life:</i></p> <p><i>Who are senior citizens?</i></p> <p><i>How can you help / take care of _____?</i></p> <p><i>Could we _____?</i></p> <p><i>Let's _____.</i></p> <p><i>I'd like to _____.</i></p> <p><i>I don't think (that) _____.</i></p> <p><i>I wouldn't _____.</i></p> <p><i>I'm sorry about _____, etc.</i></p>	<p>0</p>

⁴ En este contenido meta se encuentran fusionados "Morals and Values", "Gender: Roles of Men and Women" and "Senior Citizens, Minority Groups and...".

14. MASS MEDIA AND COMMUNICATION

Objectives of the English National Syllabus	Content	Number of items
<ul style="list-style-type: none"> - Identifying the main point or important information in a piece of discourse. - Distinguishing the main idea from supporting details. - Reading between the lines. 	<ol style="list-style-type: none"> 1. mass media 2. communication 3. personal opinions 4. points of view 5. the elements of speech that are used within this context <p>Consider the language examples provided in the National Syllabus.</p> <p><i>TV is important because _____.</i></p> <p><i>The communication facilities _____.</i></p> <p><i>Why is _____ important?</i></p> <p><i>I think that _____</i></p> <p><i>I don't consider _____.</i></p> <p><i>In my opinion _____, etc.</i></p>	<p>0</p>
		<p>70 ITEMS</p>

****Note:** The objectives and contents below are going to be used within the topics of the test.

**** WORDS WITH SAME/DIFFERENT MEANING (SYNONYMS AND ANTONYMS)**

Objectives of the program	Content
<ul style="list-style-type: none"> • Understanding conceptual meaning. • Understanding relations between the parts of a text through lexical cohesion devices. • Understanding relations within the sentence. Understanding texts through the use of synonyms/antonyms. 	<ul style="list-style-type: none"> • list = roll • well = bad • fight = battle • excellent = poor / inadequate • sad = unhappy • hot = cold

**** LINKING WORDS IN CONTEXT**

Objectives of the program	Content
<ul style="list-style-type: none"> • Understanding conceptual meaning. • Understanding relations between the parts of a text through lexical cohesion devices. • Understanding relations within sentences. 	<p>Linking words:</p> <ul style="list-style-type: none"> • Conjunctions: and, but, or, nor, yet, unless, both, whether, as so, while, either...or, neither...nor, etc. • When do we use ____? • Is it better to say/use ____ than ____? • What did _____ mean?

**** PREFIXES, SUFFIXES AND ROOT WORDS**

Objectives of the program	Content
<ul style="list-style-type: none"> • Interpreting material that contains complex sentences. • Understanding a variety of registers. • Recognizing indicators of discourse. 	<p>Word modifiers:</p> <ul style="list-style-type: none"> • What does it mean? • I don't mean to change the meaning of... • If you add _____ at the beginning ... • immediate-ly / il-logical. etc.

****WORDS WITH THE SAME PRONUNCIATION BUT DIFFERENT MEANINGS**

Objectives of the program	Content
<ul style="list-style-type: none"> • Interpreting material that contains complex sentences. • Understanding a variety of registers. • Recognizing indicators of discourse. 	<p>Homonyms:</p> <ul style="list-style-type: none"> • Key-key / slip-slip • What's the meaning of...? • Here it means ...

ANNEX

All the texts, pictures, images and illustrations that appear in the tests are either taken from the sources available to the teaching of English or elaborated by teachers and other specialists in the field. The articles that appear in the tests may be accompanied by images that help students recall specific topic contents.

Students have to **deduce*** and **infer*** the meaning of words and phrases within a determined context in all topics. This ability is part of the reading comprehension skills stated in the English National Syllabus and it is

required in a national test of a foreign language.

Even though the National Syllabus does not present certain grammar issues in explicit or separate units, grammar patterns are inseparable components of speech. Each topic offers the learner a context to acquire basic or complex patterns according to the academic level.

The vocabulary and grammar patterns used in the tests correspond to those by the English National Syllabus.

Synonyms, as well as antonyms, homonyms, homographs, linking words, prefixes, suffixes, and root words are **key words** to assure **communication** in every topic.

Teachers should be aware of helping the students develop **lexicon** items related to each topic necessary to meet the best results in a national test. Students should acquire it throughout the years of study and be ready to master it.