



# Inglés

**LISTADO DE OBJETIVOS Y CONTENIDOS QUE SE MEDIRÁN EN LAS PRUEBAS DE CERTIFICACIÓN DE LOS PROGRAMAS:**

- ◆ **Bachillerato por Madurez Suficiente**
- ◆ **Bachillerato de Educación Diversificada a Distancia**

Este documento está elaborado con base en los programas de estudio del Ministerio de Educación Pública, consta de objetivos, contenidos y distribución de ítems respectivamente. Es una guía para los postulantes de los programas Bachillerato por Madurez Suficiente (BXM) y Bachillerato de Educación Diversificada a Distancia (EDAD) de educación abierta.

**2019**

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS**  
(pruebas del nivel de bachillerato y prueba comprensiva)

**Cognitive target 1. Achievements of our national athletes**

Objectives	Contents	Number of items
<p>1. Understanding short and factual texts.</p> <p>2. Understanding ideas and information in the text through making inferences.</p> <p>3. Understanding conceptual meaning.</p>	<ul style="list-style-type: none"> <li>• <b>National athletes:</b> Biographies. Achievements.</li> <li>• <b>Sports:</b> Swimming, diving, archery, canoeing, among others.</li> <li>• <b>Information questions:</b> Who, when, where, how fast, among others.</li> <li>• <b>Lexicon related to this target content</b> 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></li> </ul>	<b>5</b>

**Cognitive target 2. Costa Rican art, music, and craft**

Objectives	Contents	Number of items
<p>1. Selecting written material that is appropriate to their competence to read independently.</p>	<ul style="list-style-type: none"> <li>• <b>Art expressions:</b> Crafts, types of music, painting, writing and others.</li> <li>• <b>Locations:</b> Galleries, theaters, among others.</li> <li>• <b>Information question:</b> Which, when, what, how many, why, and others.</li> <li>• <b>Lexicon related to this target content</b> Consider the language examples provided in the National Syllabus. <i>Wh-questions: which, when, what, how many, how, etc.</i> <i>Who is a famous painter/writer?</i> <i>Where does the _____ play?</i></li> </ul>	<b>5</b>

Cognitive target 3. Costa Rican typical food		
Objectives	Contents	Number of items
1. Identifying details in familiar material. 2. Understanding relations between the parts of a text through lexical cohesion devices.	<ul style="list-style-type: none"> <li>• <b>Typical foods</b></li> <li>• <b>Popular dishes</b></li> <li>• <b>Information questions:</b> Which, when, how, what kind of .....</li> <li>• <b>Lexicon related to this target content</b></li> </ul> Consider the language examples provided in the National Syllabus. <i>What are the most popular dishes in _____?</i> <i>What do you eat for breakfast, lunch, etc. _____?</i> <i>Which, when, how, what kind of _____?</i> <i>What's typical from _____?, etc.</i> <i>What's your favorite food?</i>	<b>4</b>

Cognitive target 4. Types of food, eating habits and behaviors at the table		
Objectives	Contents	Number of items
1. Identifying details in familiar material. 2. Understanding relations between the parts of a text through lexical cohesion devices.	<ul style="list-style-type: none"> <li>• <b>Giving information about foods:</b> Ingredients and procedures.</li> <li>• <b>Table manners:</b> Eating time, courtesy, etiquette, and table setting.</li> <li>• <b>Meals:</b> Breakfast, lunch, dinner.</li> <li>• <b>Lexicon related to this target content</b></li> </ul> Consider the language examples provided in the National Syllabus. <i>We prefer _____.</i> <i>Lunch is more formal.</i> <i>Our main meal is _____.</i> <i>What food do/does _____ like the best?</i> <i>In my family, we set the table this way</i>	<b>5</b>

### Cognitive target 5. Holidays and celebrations in Costa Rica with some celebrations in English speaking countries

Objectives	Contents	Number of items
<p>1. Identifying details in familiar material.</p> <p>2. Understanding relations between the parts of a text through lexical cohesion devices.</p>	<ul style="list-style-type: none"> <li>• <b>Holidays in Costa Rica and English speaking countries</b></li> <li>• <b>Current events and celebrations</b></li> <li>• <b>Origin and traditions</b></li> <li>• <b>Giving information on current events and celebrations:</b> When is it celebrated? How is it celebrated?</li> <li>• <b>Lexicon related to this target content</b> Consider the language examples provided in the National Syllabus. <i>What's your favorite _____?</i> <i>My family is used to going/eating/celebrating on _____.</i> <i>I prefer _____, etc.</i></li> </ul>	5

### Cognitive target 6. Causes and effects of natural resources misuse

Objectives	Contents	Number of items
<p>1. Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</p> <p>2. Understanding the communicative value (function) of sentences and utterances.</p>	<ul style="list-style-type: none"> <li>• <b>Natural resources:</b> Flora and Fauna. Sustainability. Preservation</li> <li>• <b>Resource misuse:</b> contamination, deforestation, others</li> <li>• <b>Causes and effects of natural resources misuse</b></li> <li>• <b>Lexicon related to this target content</b> Consider the language examples provided in the National Syllabus. <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></li> </ul>	5

Cognitive target 7. Tourist aspects worldwide and tourist attractions offered by Costa Rican communities		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding conceptual meaning.</li> <li>Selecting written material that is appropriate to their competence to read independently.</li> <li>Recognizing indicators of discourse.</li> <li>Drawing conclusions from extended texts.</li> </ol>	<ul style="list-style-type: none"> <li><b>Tourist attractions and places to visit</b></li> <li><b>Facilities and accommodations</b></li> <li><b>Giving information about tourist attractions</b></li> <li><b>Describing places</b></li> <li><b>Local and international tourism</b></li> <li><b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.</p> <p><i>Have you ever _____?</i></p> <p><i>Have you gone/liked/enjoyed _____?</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><b>6</b></p>

Cognitive target 8. Common illnesses and new diseases and epidemics		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Selecting written material that is appropriate to their competence to read independently.</li> </ol>	<ul style="list-style-type: none"> <li><b>Common illnesses and their symptoms</b></li> <li><b>New diseases</b></li> <li><b>Epidemics</b></li> <li><b>Prevention</b></li> <li><b>Medications</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.</p> <p><i>What's the matter?</i></p> <p><i>How do you feel?</i></p>	<p><b>5</b></p>

	<p><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></p>	
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Cognitive target 9. Our democratic tradition		
Objectives	Contents	Number of items
<p>1. Identifying details in familiar material.</p> <p>2. Understanding relations between the parts of a text through lexical cohesion devices.</p>	<ul style="list-style-type: none"> <li>• <b>Democracy in Costa Rica:</b> Freedom, rights and obligations.</li> <li>• <b>The voting process:</b> The electoral tribunal, elections, ballot, voters, political parties, candidates, polls, surveys, etc.</li> <li>• <b>Sovereignty:</b> Constitution, laws, citizenship, etc</li> <li>• <b>Government:</b> President, vice president, deputies, congress, political power, local government, ministries, etc.</li> <li>• <b>Democracy and other ideologies</b></li> <li>• <b>Lexicon related to this target content</b>            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></li> </ul>	<p><b>5</b></p>

Cognitive target 10. Careers, jobs, and lifestyles		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>2. Understanding the communicative value (function) of sentences and utterances.</li> <li>3. Understanding a variety of types of written material for personal interest and for information.</li> <li>4. Copying readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</li> <li>5. Extracting salient points to summarize the text, ideas, cognates, derivatives, etc</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Careers</b></li> <li>• <b>Information about job demand in Costa Rica</b></li> <li>• <b>Opportunities for employment</b></li> <li>• <b>Salaries</b></li> <li>• <b>Lexicon related to this target content</b> Consider the language examples provided in the National Syllabus. <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>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></li> </ul>	<p><b>5</b></p>

Cognitive target 11. Science and technology		
Objectives	Contents	Number of items
<p>1. Understanding a wide range of factual and imaginative texts.</p> <p>2. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</p>	<ul style="list-style-type: none"> <li>• <b>Science</b></li> <li>• <b>Technology</b></li> <li>• <b>Discoveries</b></li> <li>• <b>Advantages and disadvantages of technology</b></li> <li>• <b>Telecommunication trends</b></li> <li>• <b>Machinery and industry</b></li> <li>• <b>Misuse of technology and its consequences</b></li> <li>• <b>Lexicon related to this target content</b></li> </ul> <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 outer space _____.</i></p>	<p><b>6</b></p>
Cognitive target 12. Morals and values		
Objectives	Contents	Number of items
<p>1. Drawing conclusions from extended texts.</p> <p>2. Understanding a wide range of factual and imaginative texts.</p>	<ul style="list-style-type: none"> <li>• <b>Morals and values</b></li> <li>• <b>Human rights</b></li> <li>• <b>Interpersonal relationships</b></li> <li>• <b>Respect and tolerance</b></li> <li>• <b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.  <i>Morals and values: What's a value / moral?</i></p>	<p><b>5</b></p>



	<p><i>I agree with you about _____.</i>  <i>I think that we could _____.</i>  <i>You'd better _____.</i>  <i>Why don't you/we _____?</i>  <i>Maybe if you _____.</i>  <i>You shouldn't _____.</i></p>	
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Cognitive target 13. Gender, senior citizens, and minority groups		
Objectives	Contents	Number of items
<p>1. Understanding a wide range of factual and imaginative texts.</p> <p>2. Copying readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</p> <p>3. Distinguishing the main idea from supporting details.</p> <p>4. Transcoding information to diagrammatic display.</p>	<ul style="list-style-type: none"> <li>• <b>Men's and women's roles in society</b></li> <li>• <b>Asking about gender</b></li> <li>• <b>Senior citizens opportunities</b></li> <li>• <b>Minority groups</b></li> <li>• <b>Family life</b></li> <li>• <b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.  <i>How can you help / take care of _____?</i>  <i>Could we _____?</i>  <i>Let's _____.</i>  <i>I'd like to _____.</i>  <i>I don't think (that) _____.</i></p>	<p><b>5</b></p>

Cognitive target 14. Mass media and communications		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Identifying the main point or important information in a piece of discourse.</li> <li>Distinguishing the main idea from supporting details.</li> <li>Reading between the lines.</li> </ol>	<ul style="list-style-type: none"> <li><b>Mass media</b></li> <li><b>Communication</b></li> <li><b>Communication facilities</b></li> <li><b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.  <i>TV is important because</i> _____  <i>The communication facilities</i> _____  <i>Why is</i> _____ <i>important?</i>  <i>I think (that)</i> _____  <i>I don't consider</i> _____  <i>In my opinion</i> _____, etc.</p>	4
<b>Total number of items</b>		<b>70</b>

**Notas importantes:**

- Se encuentran fusionados los contenidos de “Tourist Attractions Offered by Costa Rican Communities” de 10 año con “Tourist Aspects Worldwide” de 11 año.
- Se encuentran fusionados los contenidos de “Careers, jobs and lifestyles” de 10 año con “Job demand in Costa Rica” y “Careers” de 11 año.
- Se encuentran fusionados los contenidos de “Gender: Roles of Men and Women” y “Senior Citizens, Minority Groups and...” de 11 año.
- Los siguientes objetivos y contenidos se tomarán en cuenta dentro de cada lectura de la prueba:

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

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Understanding relations between the parts of a text through lexical cohesion devices.</li> <li>2. Understanding relations within the sentence.</li> <li>3. Understanding texts through the use of synonyms/antonyms.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Lexical cohesion devices</b></li> <li>• <b>Synonyms and Antonyms</b></li> </ul>

♦ **LINKING WORDS IN CONTEXT**

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Understanding conceptual meaning.</li> <li>2. Understanding relations between the parts of a text through lexical cohesion devices.</li> <li>3. Understanding relations within sentences.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Lexical cohesion devices</b></li> <li>• <b>Linking words</b></li> <li>• <b>Conjunctions</b></li> </ul>

♦ **PREFIXES, SUFFIXES AND ROOT WORDS**

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Interpreting material that contains complex sentences.</li> <li>2. Recognizing indicators of discourse.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Prefixes</b></li> <li>• <b>Suffixes</b></li> <li>• <b>Root words</b></li> </ul>

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

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Interpreting material that contains complex sentences.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Homonyms</b></li> </ul>

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS  
(prueba EDAD 1)**

**Cognitive target 1. Achievements of our national athletes**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding short and factual texts.</li> <li>Understanding ideas and information in the text through making inferences.</li> <li>Understanding conceptual meaning.</li> </ol>	<ul style="list-style-type: none"> <li><b>National athletes:</b> Biographies. Achievements.</li> <li><b>Sports:</b> Swimming, diving, archery, canoeing, among others.</li> <li><b>Information questions:</b> Who, when, where, how fast, among others.</li> <li><b>Lexicon related to this target content</b> 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></li> </ul>	<b>8</b>

**Cognitive target 2. Costa Rican art, music, and craft**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Selecting written material that is appropriate to their competence to read independently.</li> </ol>	<ul style="list-style-type: none"> <li><b>Art expressions:</b> Crafts, types of music, painting, writing and others.</li> <li><b>Locations:</b> Galleries, theaters, among others.</li> <li><b>Information question:</b> Which, when, what, how many, why, and others.</li> <li><b>Lexicon related to this target content</b> Consider the language examples provided in the National Syllabus. <i>Wh-questions: which, when, what, how many, how, why, etc.</i> <i>Who is a famous painter/writer?</i> <i>Where does the _____ play?</i></li> </ul>	<b>7</b>

Cognitive target 3. Costa Rican typical food		
Objectives	Contents	Number of items
1. Identifying details in familiar material.  2. Understanding relations between the parts of a text through lexical cohesion devices.	<ul style="list-style-type: none"> <li>• <b>Typical foods</b></li> <li>• <b>Popular dishes</b></li> <li>• <b>Information questions:</b> Which, when, how, what kind of .....?</li> <li>• <b>Lexicon related to this target content.</b>              Consider the language examples provided in the National Syllabus.  <i>What are the most popular dishes in _____?</i>  <i>What do you eat for breakfast, lunch, etc. _____?</i>  <i>Which, when, how, what kind of _____?</i>  <i>What's typical from _____?, etc.</i>  <i>What's your favorite food?</i> </li> </ul>	<b>7</b>
Cognitive target 4. Holidays and celebrations in Costa Rica with some celebrations in English speaking countries		
Objectives	Contents	Number of items
1. Identifying details in familiar language.  2. Understanding relations between the parts of a text through lexical cohesion devices.	<ul style="list-style-type: none"> <li>• <b>Holidays in Costa Rica and English speaking countries</b></li> <li>• <b>Current events and celebrations</b></li> <li>• <b>Origin and traditions</b></li> <li>• <b>Giving information on current events and celebrations:</b>              When is it celebrated?              How is it celebrated?</li> <li>• <b>Lexicon related to this target content</b>              Consider the language examples provided in the National Syllabus.  <i>What's your favorite _____?</i>  <i>My family is used to going/eating/celebrating on _____.</i>  <i>I prefer _____, etc.</i> </li> </ul>	<b>6</b>

Cognitive target 5. Causes and effects of natural resources misuse		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>Understanding the communicative value (function) of sentences and utterances.</li> </ol>	<ul style="list-style-type: none"> <li><b>Natural resources:</b> Flora and Fauna. Sustainability. Preservation.</li> <li><b>Resource misuse:</b> contamination, deforestation, others.</li> <li><b>Causes and effects of natural resources misuse</b></li> <li><b>Lexicon related to this target content</b>            Consider the language examples provided in the National Syllabus.  <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> _____.</li> </ul>	6

Cognitive target 6. Tourist aspects worldwide and tourist attractions offered by Costa Rican communities		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding conceptual meaning.</li> <li>Selecting written material that is appropriate to their competence to read independently.</li> <li>Recognizing indicators of discourse.</li> <li>Drawing conclusions from extended texts.</li> </ol>	<ul style="list-style-type: none"> <li><b>Tourist attractions and places to visit, facilities and accommodations</b></li> <li><b>Giving information about tourist attractions, describing places</b></li> <li><b>Local and international tourism</b></li> <li><b>Lexicon related to this target content</b>            Consider the language examples provided in the National Syllabus.  <i>Have you ever</i> _____?  <i>Have you gone/liked/enjoyed</i> _____?  <i>You should</i> _____.  <i>There is/are</i> _____. <i>Let me show you</i> _____.  <i>The place offers you</i> _____. etc.</li> </ul>	8

Cognitive target 7. Common illnesses and new diseases and epidemics		
Objectives	Contents	Number of items
1. Selecting written material that is appropriate to their competence to read independently.	<ul style="list-style-type: none"> <li>• <b>Common illnesses and their symptoms</b></li> <li>• <b>New diseases, epidemics, prevention, medications</b> Consider the language examples provided in the National Syllabus. <i>How do you feel?</i> <i>Have you seen a doctor?</i> <i>Do you know about _____?</i> <i>You need to take _____. You need to drink _____.</i> <i>What are some sexual diseases? Etc.</i></li> </ul>	6

Cognitive target 8. Our democratic tradition		
Objectives	Contents	Number of items
1. Identifying details in familiar material.  2. Understanding relations between the parts of a text through lexical cohesion devices.	<ul style="list-style-type: none"> <li>• <b>Democracy in Costa Rica:</b> Freedom, rights and obligations.</li> <li>• <b>The voting process:</b> The electoral tribunal, elections, ballot, voters, political parties, candidates, polls, surveys, etc.</li> <li>• <b>Sovereignty:</b> Constitution, laws, citizenship, etc.</li> <li>• <b>Government:</b> President, vice president, deputies, congress, political power, local government, ministries, etc.</li> <li>• <b>Democracy and other ideologies</b></li> <li>• <b>Lexicon related to this target content</b> Consider the language examples provided in the National Syllabus. <i>What do you understand by <u>democracy/freedom/sovereignty?</u>, etc?</i></li> </ul>	6

Cognitive target 9. Careers, jobs, and lifestyles		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>Understanding the communicative value (function) of sentences and utterances.</li> <li>Understanding a variety of types of written material for personal interest and for information.</li> <li>Copying readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</li> <li>Extracting salient points to summarize the text, ideas, cognates, derivatives, etc.</li> </ol>	<ul style="list-style-type: none"> <li><b>Careers</b></li> <li><b>Information about job demand in Costa Rica</b></li> <li><b>Opportunities for employment</b></li> <li><b>Salaries</b></li> <li><b>Lexicon related to this target content</b></li> </ul> <p>Consider the 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>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></p>	<p><b>6</b></p>
<b>Total number of items</b>		<b>60</b>



**Notas importantes:**

- Se encuentran fusionados los contenidos de “Tourist Attractions Offered by Costa Rican Communities” de 10 año con “Tourist Aspects Worldwide” de 11 año.
- Se encuentran fusionados los contenidos de “Careers, jobs and lifestyles” de 10 año con “Job demand in Costa Rica” y “Careers” de 11 año.
- Se encuentran fusionados los contenidos de “Gender: Roles of Men and Women” y “Senior Citizens, Minority Groups and...” de 11 año.
- Los siguientes objetivos y contenidos se tomarán en cuenta dentro de cada lectura de la prueba:

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

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Understanding relations between the parts of a text through lexical cohesion devices.</li> <li>2. Understanding relations within the sentence.</li> <li>3. Understanding texts through the use of synonyms/antonyms.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Lexical cohesion devices.</b></li> <li>• <b>Synonyms and Antonyms.</b></li> </ul>

♦ **LINKING WORDS IN CONTEXT**

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Understanding conceptual meaning.</li> <li>2. Understanding relations between the parts of a text through lexical cohesion devices.</li> <li>3. Understanding relations within sentences.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Lexical cohesion devices.</b></li> <li>• <b>Linking words.</b></li> <li>• <b>Conjunctions.</b></li> </ul>

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS  
(prueba EDAD 2)**

**Cognitive target 1. Types of food, eating habits and behaviors at the table**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Identifying the main point or important information in a piece of discourse.</li> <li>Distinguishing the main idea from supporting details.</li> </ol>	<ul style="list-style-type: none"> <li><b>Giving information about foods:</b> Ingredients and procedures.</li> <li><b>Table manners:</b> Eating time, courtesy, etiquette, and table setting.</li> <li><b>Meals:</b> Breakfast, lunch, dinner.</li> <li><b>Lexicon related to this target content.</b> Consider the language examples provided in the National Syllabus. <i>We prefer _____.</i> <i>Lunch is more formal.</i> <i>Our main meal is _____.</i> <i>What food do/does _____ like the best?</i> <i>In my family, we set the table this way</i></li> </ul>	<b>8</b>

**Cognitive target 2. Tourist aspects worldwide and tourist attractions offered by Costa Rican communities**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding conceptual meaning.</li> <li>Selecting written material that is appropriate to their competence to read independently.</li> <li>Recognizing indicators of discourse.</li> <li>Drawing conclusions from extended texts.</li> </ol>	<ul style="list-style-type: none"> <li><b>Tourist attractions and places to visit</b></li> <li><b>Facilities and accommodations</b></li> <li><b>Giving information about tourist attractions</b></li> <li><b>Describing places</b></li> <li><b>Local and international tourism</b></li> <li><b>Lexicon related to this target content</b> Consider the language examples provided in the National Syllabus. <i>Have you ever _____?</i> <i>Have you gone/liked/enjoyed _____?</i></li> </ul>	<b>10</b>

Cognitive target 3. Careers, jobs, and lifestyles		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>2. Understanding the communicative value (function) of sentences and utterances.</li> <li>3. Understanding a variety of types of written material for personal interest and for information.</li> <li>4. Identifying the main point or important information in a piece of discourse.</li> <li>5. Extracting salient points to summarize the text, ideas, cognates, derivatives, etc.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Careers</b></li> <li>• <b>Information about job demand in Costa Rica</b></li> <li>• <b>Opportunities for employment</b></li> <li>• <b>Salaries</b></li> <li>• <b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.</p> <p><i>Which professions are _____?</i>  <i>What do you know about/think of _____?</i>  <i>Which are the benefits of _____?</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></p>	<p><b>8</b></p>

Cognitive target 4. Science and technology		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding a wide range of factual and imaginative texts.</li> <li>Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</li> </ol>	<ul style="list-style-type: none"> <li><b>Science</b></li> <li><b>Technology</b></li> <li><b>Discoveries</b></li> <li><b>Advantages and disadvantages of technology</b></li> <li><b>Telecommunication trends</b></li> <li><b>Misuse of technology and its consequences</b></li> <li><b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.  <i>How does science affect the discovery of _____?</i>  <i>What's the future of _____?</i>  <i>Which are some applications of _____?</i></p>	<p><b>10</b></p>
Cognitive target 5. Morals and values		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Drawing conclusions from extended texts.</li> <li>Understanding a wide range of factual and imaginative texts.</li> </ol>	<ul style="list-style-type: none"> <li><b>Morals and values, human rights, interpersonal relationships, respect and tolerance</b></li> <li><b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.  <i>Morals and values: What's a value / moral?</i>  <i>I agree with you about _____.</i>  <i>I think that we could _____.</i>  <i>You'd better _____.</i>  <i>Why don't you/we _____?</i>  <i>Maybe if you _____.</i></p>	<p><b>8</b></p>

Cognitive target 6. Gender, senior citizens and minority groups		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Understanding a wide range of factual and imaginative texts.</li> <li>2. Copying readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</li> <li>3. Distinguishing the main idea from supporting details.</li> <li>4. Transcoding information to diagrammatic display.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Men's and women's roles in society</b></li> <li>• <b>Asking about gender</b></li> <li>• <b>Senior citizens opportunities</b></li> <li>• <b>Minority groups</b></li> <li>• <b>Family life</b></li> <li>• <b>Lexicon related to this target content</b></li> </ul> <p>Consider the language examples provided in the National Syllabus.</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><b>8</b></p>

Cognitive target 7. Mass media and communications		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Identifying the main point or important information in a piece of discourse.</li> <li>2. Distinguishing the main idea from supporting details.</li> <li>3. Reading between the lines.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Mass media</b></li> <li>• <b>Communication</b></li> <li>• <b>Communication facilities</b></li> <li>• <b>Lexicon related to this target content</b></li> </ul> <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><b>8</b></p>
<p><b>Total number of items</b></p>		<p><b>60</b></p>

**Notas importantes:**

- Se encuentran fusionados los contenidos de “Tourist Attractions Offered by Costa Rican Communities” de 10 año con “Tourist Aspects Worldwide” de 11 año.
- Se encuentran fusionados los contenidos de “Careers, jobs and lifestyles” de 10 año con “Job demand in Costa Rica” y “Careers” de 11 año.
- Se encuentran fusionados los contenidos de “Gender: Roles of Men and Women” y “Senior Citizens, Minority Groups and...” de 11 año.
- Los siguientes objetivos y contenidos se tomarán en cuenta dentro de cada texto incluido en la prueba:

◆ **PREFIXES, SUFFIXES AND ROOT WORDS**

Objectives	Contents
1. Interpreting material that contains complex sentences. 2. Recognizing indicators of discourse.	<ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Root words</li> </ul>

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

Objectives	Contents
1. Interpreting material that contains complex sentences.	<ul style="list-style-type: none"> <li>• Homonyms</li> </ul>