



# Inglés

**LISTADO DE OBJETIVOS Y CONTENIDOS QUE SE MEDIRÁN EN LAS PRUEBAS DE CERTIFICACIÓN DEL PROGRAMA:**

- ◆ **III Ciclo de la Educación General Básica Abierta**

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 del programa III Ciclo de la Educación General Básica Abierta.

**2017**

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS  
 LEVEL: TÉRRABA (SÉTIMO)**

**Cognitive target 1. Exchange greetings, leave takings and introductions**

Objectives	Contents	Number of items
1. Recognizing the script of a text. 2. Beginning to predict meaning through the use of context.	<ul style="list-style-type: none"> <li>• <b>Greetings:</b> <ul style="list-style-type: none"> <li>✓ Hello/Hi.</li> <li>✓ How do you do?</li> <li>✓ Good morning/afternoon/evening.</li> </ul> </li> <li>• <b>Introductions:</b> <ul style="list-style-type: none"> <li>✓ I'd like to introduce you to .....</li> <li>✓ This is .....</li> </ul> </li> <li>• <b>Leave takings:</b> <ul style="list-style-type: none"> <li>✓ See you.</li> <li>✓ Bye.</li> </ul> </li> <li>• <b>Vocabulary related to this topic</b></li> </ul>	<b>6</b>

**Cognitive target 2. Identification of oneself to others**

Objectives	Contents	Number of items
1. Understanding simple vocabulary and expressions presented in context.	<ul style="list-style-type: none"> <li>• <b>Personal information:</b> <ul style="list-style-type: none"> <li>✓ My name is .....</li> <li>✓ I'm .....</li> <li>✓ I live in .....</li> <li>✓ My phone number is .....</li> <li>✓ What's her/his phone number?</li> <li>✓ How do you spell her/his name?</li> </ul> </li> <li>• <b>Vocabulary related to this topic</b></li> </ul>	<b>6</b>

Cognitive target 3. Directions or instructions		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding simple words presented in a familiar context.</li> <li>Understanding short phrases presented in a familiar context.</li> <li>Understanding the gist.</li> </ol>	<ul style="list-style-type: none"> <li><b>Everyday instructions:</b> <ul style="list-style-type: none"> <li>✓ Take the pencil.</li> <li>✓ Go down to number .....</li> <li>✓ May I .....?</li> <li>✓ Would you mind .....?</li> <li>✓ Could you please .....?</li> </ul> </li> <li><b>The numbers.</b></li> <li><b>Vocabulary related to this topic.</b></li> </ul>	<b>5</b>

Cognitive target 4. Classroom objects		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Understanding short phrases presented in a familiar context.</li> <li>Responding to written or visual stimuli.</li> </ol>	<ul style="list-style-type: none"> <li><b>What questions.</b></li> <li><b>This/these, that/those.</b></li> <li><b>Yes-no questions:</b> <ul style="list-style-type: none"> <li>✓ Is it a pen?</li> <li>✓ Are they pens?</li> </ul> </li> <li><b>Classroom objects.</b></li> <li><b>Vocabulary related to this topic.</b></li> </ul>	<b>8</b>

Cognitive target 5. Location of people and objects		
Objectives	Contents	Number of items
1. Responding to written or visual stimuli.	<ul style="list-style-type: none"> <li>• <b>Information questions:</b> <ul style="list-style-type: none"> <li>✓ Who's sitting next to .....</li> <li>✓ Where is the .....</li> </ul> </li> <li>• <b>Locating people and things:</b> <ul style="list-style-type: none"> <li>✓ Left/right, behind, in front of, across from.....</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	8

Cognitive target 6. Description of something		
Objectives	Contents	Number of items
1. Understanding the gist of short sentences.	<ul style="list-style-type: none"> <li>• <b>Description of objects:</b> <ul style="list-style-type: none"> <li>✓ Size, shape, color, material.</li> </ul> </li> <li>• <b>Information questions:</b> <ul style="list-style-type: none"> <li>✓ What color is it/are they?</li> <li>✓ What is it/are they made of?</li> </ul> </li> <li>• <b>Yes/no questions:</b> <ul style="list-style-type: none"> <li>✓ Is it .....</li> <li>✓ Are they .....</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	8

Cognitive target 7. Goods and services		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Understanding explicitly stated information.</li> <li>2. Understanding public notices and signs.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Offering, accepting and refusing goods and services:</b> <ul style="list-style-type: none"> <li>✓ Can I help?</li> <li>✓ What can I do for you?</li> </ul> </li> <li>• <b>Locating places:</b> <ul style="list-style-type: none"> <li>✓ Excuse me, where's the .....?</li> <li>✓ Where can I get to.....?</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	<b>8</b>
Cognitive target 8. Instructions		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Understanding explicitly stated information.</li> <li>2. Understanding public notices, signs and procedures.</li> <li>3. Understanding the gist of short sentences.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Giving and following instructions:</b> <ul style="list-style-type: none"> <li>✓ Plug it/unplug it.</li> <li>✓ Put water into the pitcher.</li> </ul> </li> <li>• <b>Using sequences:</b> <ul style="list-style-type: none"> <li>✓ First, second, next, then, among others.</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	<b>6</b>
<b>Total number of items</b>		<b>55</b>

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS  
LEVEL: UJARRAS (OCTAVO)**

**Cognitive target 1. Identification of family members and partner's relatives**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Deducing the meaning and use of unfamiliar lexical items.</li> <li>2. Understanding a range of written materials.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Family relationships:</b> <ul style="list-style-type: none"> <li>✓ Her brother is my .....</li> <li>✓ My mother's sister is my .....</li> <li>✓ This/that is.....</li> <li>✓ These/those are .....</li> </ul> </li> <li>• <b>Asking about people and their family:</b> <ul style="list-style-type: none"> <li>✓ How many ..... do you have?</li> <li>✓ How old .....?</li> <li>✓ Who .....?</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	<b>6</b>

**Cognitive target 2. Description of people's physical appearance**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Understanding short texts and dialogues made up of familiar language.</li> <li>2. Skimming.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Description of people:</b> <ul style="list-style-type: none"> <li>✓ He's got big brown eyes.</li> <li>✓ She's got green eyes.</li> </ul> </li> <li>• <b>Asking for what people look like:</b> <ul style="list-style-type: none"> <li>✓ What does he/she look like?</li> <li>✓ What's she like?</li> </ul> </li> <li>• <b>Physical characteristics:</b> <ul style="list-style-type: none"> <li>✓ Wavy hair. Height. Slim. Tall. Body parts.</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	<b>6</b>

Cognitive target 3. Comparison of people's physical features and personality traits		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Understanding information when not explicitly stated.</li> <li>2. Scanning to locate specifically required information.</li> <li>3. Understanding a range of written material.</li> <li>4. Identifying main points and personal responses.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Comparing people:</b> <ul style="list-style-type: none"> <li>✓ My mom is tall but my dad is short.</li> <li>✓ ..... is the youngest.</li> <li>✓ ..... is as smart as .....</li> <li>✓ She is taller than him.</li> </ul> </li> <li>• <b>Asking about people's characters:</b> <ul style="list-style-type: none"> <li>✓ Who is the oldest?</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	6
Cognitive target 4. Relevant characteristics of the means of transportation		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Deducing the meaning and use of unfamiliar lexical items.</li> <li>2. Extracting relevant specific information from texts, simple brochures and other forms of continuous writing.</li> <li>3. Skimming.</li> <li>4. Scanning to locate specifically required information.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Means of transportation:</b> <ul style="list-style-type: none"> <li>✓ Schedules.</li> <li>✓ Prices.</li> <li>✓ Convenience.</li> </ul> </li> <li>• <b>Asking for information about means of transportation:</b> <ul style="list-style-type: none"> <li>✓ What's faster/better/more comfortable?</li> <li>✓ How much does the ticket cost?</li> </ul> </li> <li>• <b>The time:</b> <ul style="list-style-type: none"> <li>✓ What time is the next .....</li> <li>✓ It leaves at .....</li> <li>✓ When is the next train to .....</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	7

**Cognitive target 5. Personal travel plans**

Objectives	Contents	Number of items
1. Extracting relevant specific information from such texts as simple brochures, guidelines, letters and other forms of continuous writing. 2. Understanding a variety of texts that include familiar language in unfamiliar context. 3. Using reference materials.	<ul style="list-style-type: none"> <li>• <b>Making travel plans:</b> <ul style="list-style-type: none"> <li>✓ I'd .....</li> <li>✓ I will.....</li> <li>✓ I prefer .....</li> </ul> </li> <li>• <b>Asking for and giving information about travel plans:</b> <ul style="list-style-type: none"> <li>✓ When do you plan to leave?</li> <li>✓ Who's going with you?</li> <li>✓ How often does it take to .....?</li> </ul> </li> <li>• <b>Vocabulary related to this topic</b></li> </ul>	<p><b>6</b></p>

**Cognitive target 6. Acceptance and refusal of goods and services**

Objectives	Contents	Number of items
1. Understanding explicitly stated information. 2. Understanding public notices, signs, ads, etc.	<ul style="list-style-type: none"> <li>• <b>Asking for goods and services:</b> <ul style="list-style-type: none"> <li>✓ Can I help you?</li> <li>✓ What can I do for you?</li> </ul> </li> <li>• <b>Locating goods and services:</b> <ul style="list-style-type: none"> <li>✓ Where can I get/buy .....</li> <li>✓ How can I get to .....</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	<p><b>6</b></p>



Cognitive target 7. Likes, dislikes and preferences		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Deducing the meaning of unfamiliar lexical items.</li> <li>2. Understanding short texts and dialogues made up of familiar language.</li> <li>3. Extracting relevant specific information from such texts as simple brochures, guidelines, letter and other forms of continuous writing.</li> <li>4. Understanding a variety of texts that include familiar language in unfamiliar context.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Likes, dislikes and preferences:</b> <ul style="list-style-type: none"> <li>✓ I want/like/prefer to .....</li> <li>✓ I don't like .....</li> </ul> </li> <li>• <b>Action words:</b> Play, run, jump, swim.</li> <li>• <b>Expressing preferences:</b> <ul style="list-style-type: none"> <li>✓ We always play soccer on weekends.</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	6
Cognitive target 8. Give and follow directions		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Deducing the meaning and use of unfamiliar lexical items.</li> <li>2. Understanding information when not explicitly stated.</li> <li>3. Skimming/scanning to locate specifically required information.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Asking for and giving directions:</b> <ul style="list-style-type: none"> <li>✓ Excuse me, where is the .....? It is in front of/next to .....</li> </ul> </li> <li>• <b>Reading maps:</b></li> <li>• <b>Understanding addresses:</b> <ul style="list-style-type: none"> <li>✓ Walk straight ahead.</li> <li>✓ Get to the next corner.</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	6

Cognitive target 9. Occupations		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Deducing the meaning and use of unfamiliar lexical items.</li> <li>2. Understanding a range of written materials.</li> <li>3. Understanding a variety of texts that include familiar language.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Identifying occupations:</b> <ul style="list-style-type: none"> <li>✓ My ..... is a ....., but my ..... is a .....</li> </ul> </li> <li>• <b>Describing what people do:</b> <ul style="list-style-type: none"> <li>✓ She/he has to .....</li> <li>✓ Who wakes up early in the morning to milk cows?</li> </ul> </li> <li>• <b>Vocabulary related to this topic.</b></li> </ul>	<b>6</b>
<b>Total number of items</b>		<b>55</b>

**Notas importantes:**

✓ Los siguientes objetivos y contenidos se tomarán en cuenta dentro de cada lectura de la prueba:

◆ **MEANING OF WORDS ACCORDING TO A GIVEN CONTEXT.**

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Seeking for information and opinions in simple terms.</li> <li>2. Deducing the meaning and use of unfamiliar lexical items.</li> <li>3. Using reference material.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Meaning of words</b></li> <li>• <b>Function of words</b></li> </ul>

◆ **GRAMMATICAL FUNCTIONS OF WORDS.**

Objectives	Contents
<ol style="list-style-type: none"> <li>1. Using reference material.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Functions of words:</b> <ul style="list-style-type: none"> <li>✓ Adjectives.</li> <li>✓ Adverbs.</li> <li>✓ Nouns.</li> <li>✓ Verbs.</li> <li>✓ Articles, among others.</li> </ul> </li> </ul>

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS  
LEVEL: ZAPANDÍ (NOVENO)**

**Cognitive target 1. Sports and leisure activities**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Identifying points and some details of short stories and factual texts.</li> <li>Using context to deduce the meaning of unfamiliar language.</li> </ol>	<ul style="list-style-type: none"> <li><b>Sports and games:</b></li> <li><b>Asking for and giving information:</b> <ul style="list-style-type: none"> <li>✓ Do you like to.....?</li> <li>✓ Can you play.....?</li> </ul> </li> <li><b>Identifying and classifying sports:</b> <ul style="list-style-type: none"> <li>✓ What kind of ..... do you need?</li> <li>✓ Where is ..... played?</li> </ul> </li> <li><b>Vocabulary related to this topic.</b></li> </ul>	<b>8</b>

**Cognitive target 2. Life and achievement of famous athletes and musicians**

Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Identifying points of view.</li> <li>Deducing the meaning of unfamiliar language in a variety of texts using context and grammatical understanding.</li> </ol>	<ul style="list-style-type: none"> <li><b>Athletes and musicians:</b> <ul style="list-style-type: none"> <li>✓ Achievements.</li> <li>✓ Biographies.</li> </ul> </li> <li><b>Asking for and giving information:</b> <ul style="list-style-type: none"> <li>✓ What does she/he play?</li> <li>✓ Who is she?</li> <li>✓ ..... was born in .....</li> </ul> </li> <li><b>Vocabulary related to this topic.</b></li> </ul>	<b>8</b>

Cognitive target 3. Operations of electrical equipment		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Identifying important themes, including ideas, opinions and emotions as expressed.</li> <li>Identifying and noting main points and specific details in texts with familiar language and context</li> </ol>	<ul style="list-style-type: none"> <li><b>Giving instructions:</b> <ul style="list-style-type: none"> <li>✓ Turn off, plug in, unplug, insert.</li> </ul> </li> <li><b>Asking for information:</b> <ul style="list-style-type: none"> <li>✓ Do you know how to.....?</li> <li>✓ Would you tell me .....</li> </ul> </li> <li><b>Identifying and describing electrical appliances.</b></li> <li><b>Vocabulary related to this topic.</b></li> </ul>	<b>7</b>

Cognitive target 4. Transportation, quality, and use		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Drawing conclusions from extended texts.</li> <li>Identifying points and some details of short stories and factual texts.</li> <li>Identifying points of view.</li> </ol>	<ul style="list-style-type: none"> <li><b>Comparing means of transportation:</b> <ul style="list-style-type: none"> <li>✓ Buses are cheaper than .....</li> <li>✓ The most expensive is the .....</li> </ul> </li> <li><b>Asking for and giving information about means of transportation:</b> <ul style="list-style-type: none"> <li>✓ How can I go to .....</li> <li>✓ Is there a bus to .....</li> <li>✓ What time does the ..... to ..... leave?</li> </ul> </li> <li><b>Vocabulary related to this unit.</b></li> </ul>	<b>8</b>

Cognitive target 5. Computers and technology today in our lives		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Drawing conclusions from extended texts.</li> <li>Identifying and noting main points and some details of short stories and factual texts.</li> <li>Identifying important themes, including ideas, opinions and emotions as expressed.</li> </ol>	<ul style="list-style-type: none"> <li><b>Advantages and disadvantages of computers:</b> <ul style="list-style-type: none"> <li>✓ A computer helps me if I want to .....</li> <li>✓ The advantages to having a computer are .....</li> </ul> </li> <li><b>Comparing the past, present and future.</b></li> <li><b>Identifying the parts of a computer and its functions:</b> <ul style="list-style-type: none"> <li>✓ The hard disk .....</li> </ul> </li> <li><b>Vocabulary related to this topic.</b></li> </ul>	8

Cognitive target 6. Natural resources and the promotions of conservation		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>Identifying main points and some details of short stories and factual texts.</li> <li>Identifying important themes, including ideas, opinions and emotions as expressed.</li> </ol>	<ul style="list-style-type: none"> <li><b>Natural resources, conservation, regulations, sustainability.</b></li> <li><b>Asking for and giving information about natural resources:</b> <ul style="list-style-type: none"> <li>✓ What, who, when, where, how often.</li> </ul> </li> <li><b>Giving suggestions:</b> <ul style="list-style-type: none"> <li>✓ We ought to .....</li> <li>✓ It should be done .....</li> <li>✓ I must .....</li> <li>✓ They ought to .....</li> </ul> </li> <li><b>Vocabulary related to this unit.</b></li> </ul>	8

Cognitive target 7. Causes, effects, and prevention of environmental pollution		
Objectives	Contents	Number of items
<ol style="list-style-type: none"> <li>1. Identifying main points and some details of short stories and factual texts.</li> <li>2. Identifying important themes, including ideas, opinions and emotions as expressed.</li> <li>3. Using context to deduce the meaning of unfamiliar language.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Pollution:</b> <ul style="list-style-type: none"> <li>✓ Causes, effects, and prevention.</li> </ul> </li> <li>• <b>Identifying and analyzing environmental issues:</b> <ul style="list-style-type: none"> <li>✓ ..... was caused by .....</li> <li>✓ ..... is produced by .....</li> <li>✓ ..... is polluting .....</li> </ul> </li> <li>• <b>Asking for and giving information.</b></li> <li>• <b>Vocabulary related to this unit.</b></li> </ul>	<b>8</b>
<b>Total number of items</b>		<b>55</b>

**Notas importantes:**

✓ Los siguientes objetivos y contenidos se tomarán en cuenta dentro de cada lectura de la prueba:

◆ **ROOTS, SUFFIXES, AFFIXES AND PREFIXES.**

Objectives	Contents
1. Using context to deduce the meaning of unfamiliar language.	<ul style="list-style-type: none"> <li>• <b>Root words and grammatical structures that modify meaning:</b> <ul style="list-style-type: none"> <li>✓ Affixes.</li> <li>✓ Prefixes.</li> <li>✓ Suffixes.</li> </ul> </li> </ul>

◆ **SPECIFIC INFORMATION OF WORDS IN A GIVEN CONTEXT (REGISTERS).**

Objectives	Contents
2. Using reference materials to extend their range of language and improve accuracy.	<ul style="list-style-type: none"> <li>• <b>Meaning of words.</b></li> <li>• <b>Styles and registers.</b></li> </ul>