



MINISTERIO DE  
EDUCACIÓN PÚBLICA

GOBIERNO  
DE COSTA RICA

**DGEC**  
Dirección de Gestión  
y Evaluación de la Calidad

**Tabla de especificaciones**

# INGLÉS

**Pruebas del Programa Bachillerato por Madurez  
Suficiente**

*Rige a partir de la convocatoria 02-2026*



Este documento está elaborado con base en los [Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada](#) 2016.

Este documento es una **guía** para los postulantes del programa:

- [Bachillerato por Madurez Suficiente](#) (BXM).

1. **GENERALIDADES:** la cantidad de ítems para la prueba de [Bachillerato por Madurez Suficiente](#) es de **60**, los cuales corresponden únicamente a la competencia lingüística de comprensión escrita (lectura=reading). Estos ítems están distribuidos en **6** unidades (escenarios-scenarios) del nivel de **décimo** (10°) y **4** unidades (escenarios-scenarios) de **undécimo** (11°) año de los [Programas de Estudio de Inglés III Ciclo de la Educación General Básica y Educación Diversificada](#) 2016. Los escenarios son situaciones reales que proveen autenticidad a las diferentes tareas, actividades y textos a los cuales los postulantes están expuestos.

### ESCENARIOS (SCENARIOS)

10 <sup>th</sup> Grade	No. items	11 <sup>th</sup> Grade	No. items
<b>Unit 1. Scenario:</b> Love What We Do	<b>8</b>	<b>Unit 1. Scenario:</b> Recipes for Success	<b>5</b>
<b>Unit 2. Scenario:</b> Stories Come in All Shapes and Sizes	<b>9</b>	<b>Unit 2. Scenario:</b> From the Wheel to the Drone	<b>5</b>
<b>Unit 3. Scenario:</b> A World of Differences	<b>5</b>	<b>Unit 3. Scenario:</b> The Earth- Our Gift and Our Responsibility	<b>5</b>
<b>Unit 4. Scenario:</b> Caution: Fragile World. Handle with care	<b>5</b>	<b>Unit 4. Scenario:</b> Get Ready. Get Set. Go!	<b>5</b>
<b>Unit 5. Scenario:</b> High Tech High Touch	<b>8</b>		
<b>Unit 6. Scenario:</b> What Comes Next?	<b>5</b>		
<b>Total</b>			<b>60</b>



2. **ELEMENTOS DE LA TABLA DE ESPECIFICACIONES** (distribution of items based on learning and assessment strategies):
- **Level, unit, themes, scenario, band (nivel, unidad, temas, escenario y banda):** al inicio se presenta el nivel (décimo 10° seguido por el undécimo 11°).
  - **Assessment strategy (estrategia de evaluación):** son los resultados de aprendizaje esperados que se van a evaluar en cada una de las unidades y escenarios. **Solo se evalúa la competencia de comprensión escrita, específicamente la lectura** (reading).
  - **Learning (saberes):** se divide en tres columnas que indican los tres tipos de saberes; los cuales son desarrollados por los [Programas de Estudio de Inglés III Ciclo de la Educación General Básica y Educación Diversificada](#) 2016 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, frases idiomáticas y expresiones que la persona postulante puede encontrar dentro de un texto.
  - **Number of items (número de ítems):** es la cantidad de ítems que conforman la prueba, los cuales corresponden a cada estrategia de evaluación (assessment strategy).



**Bachillerato por Madurez Suficiente (BXM)**

Bachillerato por Madurez Suficiente (BXM)				
Level:	Unit 1	Scenario:		Band:
10th	<b>Themes:</b> 1. Help wanted, 2. Jobs, 3. Interviewing, 4. Working to Live or Living to Work?	Love What We Do!		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.	<u><b>Grammar and sentence frames</b></u>  <u><b>Contractions/future tense (will)</b></u> I'll be a good doctor. I'll work as a volunteer someday.  <u><b>Adverbial phrases of degree, extent, and probability</b></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	<u><b>Functions:</b></u> Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life.  Expressing opinions about jobs and occupations.	<u><b>Psycho-social:</b></u> Being aware of planning for the future.  Willing to face the challenge of getting a job.  <u><b>Sociocultural:</b></u> Being aware of basic protocols for participating in a job interview.	4
R. 4 interprets textbooks or online explanations and examples.	<u><b>Indications of time</b></u> (Now, then, when, soon, ago, the year before last, last year, by the time I was) - <b>The year before last</b> , my cousins and I spent the summer doing volunteer work in my community. - <b>By the time I was 12</b> , I dreamed of being an astronaut.  <u><b>Comparative and superlative forms of adverbs</b></u>  -The occupation I like the <b>most</b> . Is playing profesional soccer.	Expressing agreement and disagreement about jobs and occupations.  Managing interaction (interrupting, changing topic) in interviews.	Respecting other people's jobs and occupations.  Promoting job opportunities for all people.	4



- I enjoyed the job to the **fullest**.  
 - The ad is offering the **best** job opportunities this year.

**Past perfect**  
 - I **had hoped** to become a technician.  
 - I **had worked during** a summer vacation job at the beach.

**Reported speech (range of tenses)**  
 I told my parents that I would become the best lawyer.  
 My family **told me that** they had a list of 10 more places they want to visit before 2025.  
 The news **reported that** most jobs require English-speaking applicants.

**Wh-questions in the past**  
 Where did you want to work?  
 What other occupations did you like?

**Broader range of intensifiers, such as too, enough**  
 The interview was too long.  
 Thank you, we have enough information for now.

**Managing Interaction Interrupting**  
 Sorry to interrupt you, but ...  
 I have a question ...  
 May I interrupt?  
 Sorry, I just wanted to say.

**Changing the topic**  
 Anyway.../By the way, there's something else I wanted to mention...

**Can/Could**  
 Can you work on Saturdays?  
 Could you work extra hours?  
 Could you work at night?

**Discourse Markers:**  
 Connecting words recognizing cause and effect:  
  
 Why? **Because** I had so much fun, I will never forget that day.  
**For this/that** reason.

**Linkers: sequential past time.**  
**Later**, he asked me about my job expectations during the interview.  
**After that**, I want to become a teacher.  
**Finally**, the manager asked me to submit my resume.

**Social language sample**  
 To get your foot in the door/on the ground.  
 Job opening from 9 to 5.

**Proverbs/Quotes**  
 - If you want to know the value of your job, just imagine when you don't have it.  
 - Unknown author  
  
 Your time is limited, so don't waste it living someone else's life.  
 Steve Jobs



### **Vocabulary-Themes**

#### **1- Help Wanted**

Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police officer, taxi driver, waiter.

#### **2- Job descriptions**

Act, assemble components, bake, construct things, cook, deliver pizza, design buildings, drive a taxi, fly an airplane, grow vegetables, operate equipment, sell cars, and translator.

#### **3- Interviewing**

Résumé writing (objective, experience, education, references), preparing for the interview (company philosophy, activities, products, competition), Common questions at an interview (talk about yourself, why you are interested in that? position, knowledge about the company, reasons to leave your last job, experience, strengths, and salary range.

#### **4- Working to Live or Living to Work**

Reasons, challenges, rewards, Stress ...



**Bachillerato por Madurez Suficiente (BXM)**

Bachillerato por Madurez Suficiente (BXM)				
Level:	Unit 2	Scenario:		Band:
10th	<b>Themes:</b> 1. Tell me a Story 2. Thumbs Up/Thumbs Down 3. The Reviews Are In 4. You Should Read This	Stories Come in All Shapes and Sizes		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of Items
R. 1 discriminates factual information from texts and simple reports on familiar topics.	<b><u>Grammar &amp; Sentence Frames</u></b> <b>Present tense</b> A _____ is someone who ____ (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger).  <b>Past tense</b> I just read a book about... Last night, I saw a movie about .  <b>Conditionals, 2nd and 3rd</b> <b>If I had enough time</b> , I would have watched the movie again. <b>If I had had enough money</b> , I would have bought the book and DVD. <b>If I were you</b> , I would post more on Facebook.  <b>Determiners</b> <b>All</b> the memes I saw today were about Mother's Day.  <b>Neither</b> the characters nor the plot interested me. <b>None</b> of the themes you mentioned is my favorite.	<b><u>Functions:</u></b> Describing experiences and events about stories and film reviews.  Talking about films and books.  Expressing opinions about stories and film reviews.  Summarizing stories previously read and film reviews.	<b><u>Psycho-social:</u></b> Practicing self-questioning strategies on a text before making decisions.  Respecting others' opinions and emotions.  <b><u>Sociocultural:</u></b> Demonstrating a nonjudgmental position toward others' diverse intercultural skills, beliefs, and values.	4



<p>R. 3 recognizes information from texts of various lengths.</p>	<p><b>Phrases for summarizing</b></p> <ul style="list-style-type: none"> <li>- There are more similarities than differences.</li> <li>- They are really quite different because...</li> <li>- One of the few similarities/ differences is...</li> </ul> <p><b>Phrases for organizing</b></p> <ul style="list-style-type: none"> <li>- The most striking/ most obvious/ most important/ most apparent/ only/ main similarity/ difference is...             <ul style="list-style-type: none"> <li>- Another/ An additional (subtler) similarity/ difference is...</li> </ul> </li> </ul> <p><b>Modals</b></p> <ul style="list-style-type: none"> <li>- The author might have used fewer characters.</li> <li>- The movie should have had more action.</li> </ul> <p><b>Reported speech</b> (range of tenses)</p> <ul style="list-style-type: none"> <li>- The lead in the movie then said that he would marry.</li> <li>- Social media is reporting that people are making the photo viral.</li> <li>- The reviewer indicated that he didn't like the movie.</li> </ul>	<p><b><u>Discourse Markers:</u></b></p> <p>Connecting words analyzing cause and effect, contrast, etc.</p> <p><b>On the other hand,</b> we could stay at home and watch a video.</p> <p><b>However,</b> this depends on the kind of book.</p> <p><b>Therefore,</b> it is interesting to watch the new movie.</p>	<p>Willing to share own contributions in collaborative work respectfully.</p> <p>Being aware of the importance of constructive feedback.</p> <p><b><u>Social language</u></b></p> <p><b><u>Sample:</u></b></p> <ul style="list-style-type: none"> <li>- Thumbs up (down)</li> <li>- Like (e.g. I got three "likes" on my post)</li> </ul> <p><b><u>Idioms</u></b></p> <p>The reviews are in!          Make a long story short.          Read between the lines.</p> <p><b><u>Proverbs/Quotes</u></b></p> <p>A picture is worth a thousand words.          -Unknown Author</p> <p>No man is an island.          - John Donne.</p>	
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**Vocabulary-Themes**

**1- Tell me a Story**

Writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger.

**2- Thumbs Up/Thumbs Down**

Tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summaries, literary analysis, fiction, and nonfiction.

**3- The Reviews Are In**

Characters, character development, plot, action, exposition, storytelling.

**4- You Should Read This**

Compose, create, post, and present, graphics, illustrations, pictures, photos, line art, images metaphors, comparisons, contrasts, descriptions.



**Bachillerato por Madurez Suficiente (BXM)**

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><b><u>Grammar &amp; Sentence Frames</u></b>  <b>A broader range of intensifiers, such as too, enough.</b>            Jocks spend <b>too</b> 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 <b>enough</b> racist comments.</p> <p><b>Conditionals, 2nd and 3rd</b>  <b>If we had more understanding</b>, we would get along with other people.  <b>If I had been born somewhere else</b>, I would have acted differently than I do now.  <b>If we could make people listen to each other</b>, we might see peace in the world.</p> <p><b>Contrasting opinions</b>  <b>On the one hand</b>, different cultures are very interesting.  <b>On the other hand</b>, different cultures can cause misunderstandings.  <b>Mind you</b>, he is still very much a citizen of Costa Rica.</p>	<p><b><u>Functions:</u></b>            Describing people and places, feelings, emotions, and attitudes.             Expressing opinions, agreement, and disagreement.             Managing interaction (resuming or continuing).   <b><u>Discourse Markers:</u></b>            Connecting words expressing cause and effect, contrast:             On the other hand, we could go to the clinic.</p>	<p><b><u>Psycho-social:</u></b>            Appreciating and celebrating one's own diversity (cultural, gender, sexual orientation, religion, disability, ethnicity, and age).             Valuing and preserving one's own personal/country's cultural identity.   <b><u>Sociocultural:</u></b>            Valuing open-minded communication as a strategy for future understanding.             Showing empathy: putting oneself in the shoes of others and listening to their needs.</p>	5



	<p>All societies have cultural norms <b>Even though</b> norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all.</p> <p><b>Wh-questions in the present</b> <b>What</b> clique are you part of? <b>What</b> are some cultural norms that Costa Ricans have? <b>What</b> makes a Costa Rican Costa Rican?</p> <p><b>Phrasal verbs</b> When I <b>hang out</b> with people like me, we often talk down to people who do not like us. We don't <b>put up</b> with bullying. I <b>speak up</b> when I hear someone <b>putting</b> another person <b>down</b>.</p> <p><b>Managing interaction and resuming a conversation:</b> Anyway, what was I saying? What were we talking about? To get back to what I was saying.</p> <p><b>Continuing</b> Anyway, so as I was saying, okay.</p> <p><b><u>Expressing agreement/disagreement</u></b> – I think so too ... – Well, not really... – I'm sorry but I think you're wrong. – I see what you mean, but ... – Yes, I agree. – No, I disagree</p>	<p><b>However</b>, this depends on the number of passengers.</p> <p><b>Initiating and closing a conversation:</b> <b><u>Initiating</u></b> Can I talk to you for a minute?  Excuse me, please. Do you have a minute?</p> <p><b>Managing Interaction or Interrupting</b> Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p><b><u>Closing</u></b> It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p>	<p>Adopting a non-judgmental attitude towards others' cultural diversity.</p> <p><b><u>Social Language</u></b> <b><u>Sample:</u></b></p> <ul style="list-style-type: none"> <li>- Crossing culture</li> <li>- People groups</li> <li>- Ethnic (or cultural) bias</li> </ul> <p><b><u>Idioms:</u></b> Seek first to understand and then to be understood.</p> <p>To walk a mile in someone's shoes.</p> <p>To see eye to eye.</p> <p>All walks of life.</p> <p><b><u>Proverbs / Quotes</u></b> - Diversity is the one true thing we all have in common. Celebrate it every day. - Unknown Author</p> <p>All human beings were born wonderfully different. ~Dr. José Angel Livraga.</p>	
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**Modals**

- Cliques are small exclusive groups of people that **might** choose to separate themselves from others.
- Stereotypes **may** be positive or negative.
- Subculture is a group having traits they **have to** follow that are different from others within the same culture.

**Vocabulary-Themes**

**1- These Are My People**

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.

**2- Cultures, Subcultures, and Cliques**

Jocks, geeks, nerds, stoners (examples of cliques). Values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, and peers.

**3- Cultural Norms and Cultural Storms**

Prejudice, racism, cliques, ethnicity, form, peace, sensitivity, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical.

**4- I Am Not My Hair**

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.

**Changing the topic,**  
Anyway..., by the way, there is something else.

I wanted to tell you...

**Resuming a conversation**

Anyway...,  
Anyway, what was I saying?

What were we talking about?

To get back to what I was saying ...

**Continuing**  
Anyway ...

So, as I was saying, well ...



**Bachillerato por Madurez Suficiente (BXM)**

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:  Caution: 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. 3 interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).	<p><b><u>Grammar &amp; Sentence Frames</u></b></p> <p><b>Comparative/Superlative</b> Sustainable agriculture produces food that is <b>less</b> harmful to the environment. Sustainable farming focuses on raising food that is <b>healthier than</b> other types. Sustainable farming is <b>the best</b> decision for our future.</p> <p><b>Future continuous</b> By the year 2025, 83 percent of the expected global population of 8.5 billion will be <b>living</b> in developing countries.</p> <p><b>Modals</b> People <b>should</b> protect the environment. It makes good sense. Stores <b>must</b> give out recyclable plastic bags. The government <b>ought</b> to improve the public transportation system.</p>	<p><b><u>Functions:</u></b></p> <p>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><b><u>Psycho-social:</u></b></p> <p>Willingness to put into practice sustainable practices</p> <p>Analyze, think in a critical and creative way, and make decisions.</p> <p>Find creative solutions and show initiative.</p> <p>Allow others to express themselves and decode their emotions.</p>	<b>5</b>



	<p><b>Tag questions.</b> People should select energy-efficient cars. <b>Shouldn't they?</b> We need to reduce our carbon dioxide footprint. <b>Don't we?</b></p> <p><b>Wh-Questions/Yes, no questions</b> Am I Environmentally Friendly?  What sustainability practices do you currently use in your house or school?  When your parents purchase goods for your house, which factors influence their decisions about 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><b>Connectors for Cause and Effect and Phrases for giving Advice</b> 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.</p> <p><b><u>Connecting words for Compare and Contrast</u></b> 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.</p>	<p><b><u>Discourse Markers:</u></b> <b><u>Connecting words expressing cause and effect, contrast:</u></b>  <b>On the other hand,</b> we could take care of the planet. <b>However,</b> this is not everybody's business.</p> <p><b>Initiating and closing a conversation</b> <b><u>Initiating</u></b> Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p> <p><b>Managing Interaction or Interrupting</b> Sorry to interrupt you, but ... I have a question. Could I interrupt here?</p> <p><b><u>Closing</u></b> It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p>	<p><b><u>Sociocultural:</u></b> Practicing responsible consumption of goods. Valuing collaborative teamwork. Taking sustainable actions to protect the environment. Giving and receiving constructive feedback.</p> <p><b><u>Social Language</u></b> <b><u>Sample:</u></b> <b><u>Giving opinions:</u></b></p> <ul style="list-style-type: none"> <li>- I agree</li> <li>- I totally agree with you.</li> <li>- Exactly!</li> <li>- I couldn't agree more.</li> <li>- That's true.</li> <li>- You're absolutely right.</li> <li>- I agree with some, but not all, of what you are saying:</li> <li>- Perhaps, but ...</li> <li>- That may be the case, however ...</li> <li>- I disagree</li> <li>- I'm sorry, I can't agree with ...</li> <li>- I'm sorry, but I disagree.</li> <li>- I'm afraid that isn't right</li> <li>- Nonsense!</li> <li>- That makes no sense.</li> </ul>	
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Switches from petrol to diesel and fuel-saving technologies have been the main drivers of CO2 emissions reductions; however, we need to do more.

**Vocabulary-Themes**

**1- What Makes Something Sustainable**

Sustainability, environmentally friendly, eco-friendly, biodegradable, carbon footprint, energy, efficient

**2- Products and Practices around the World**

Caution, fragile, sustainable, sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimize, energy consumption, alternative, reduce, reuse, and recycle.

**3- Products and Practices in Costa Rica**

Locally, pesticides, biodegradable, Styrofoam, toxic, reduction, carbon dioxide, population, barriers, natural health, products, printed on recycled paper.

**4- Am I Environmentally Friendly?**

User-friendly, environmentally friendly, eco-friendly alternatives committed to green choices, going green.

**Changing the topic**

Anyway..., by the way, there's something else. I wanted to tell you...

**Resuming a conversation**

Anyway..., anyway, what I was saying? What were we talking about? To get back to what I was saying ...

**Continuing**

-Anyway .... -So, as I was saying, well ...

**Idioms**

Buy local. Think global. Reuse. Recycle. Reduce. Join the green side. A ray of sunshine. A race against time. Be clean, go green.

**Proverbs /**

**Quotes:**

Necessity is the mother of invention. - Unknown Author

A little bit of mercy makes the world less cold and more just. ~Pope Francis



**Bachillerato por Madurez Suficiente (BXM)**

Bachillerato por Madurez Suficiente (BXM)				
Level:	Unit 5	Scenario:		Band:
10th	<b>Themes:</b> 1. Hot Apps 2. Danger Zones in a Digital World 3. Tech Tools for Positive Change 4. My Future is in My Hands	High-tech High Touch		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 (for example, movie reviews, interviews, meeting agendas).	<b><u>Grammar &amp; Sentence Frames</u></b> <b>Simple Passive</b> Instagram <b>was created</b> as an online photo-sharing, video-sharing, and social networking service. This app <b>was designed</b> to provide free video and phone calls, messaging, and group chats for up to 50 people. <b>Emoticons were designed</b> to help make texts shorter. <b>Hashtags were created</b> to help search for information.  <b>Present Perfect Continuous</b> I <b>have been using</b> Facebook. You should, too. You <b>have been looking</b> for a new video game to play. What do you suggest?	<b><u>Functions:</u></b> Giving directions and advice about useful hot apps.  Giving directions and advice about Danger Zones in a Digital World.  Describing tech tools for positive changes in people's lives.  Expressing opinions about how my future is in my hands.	<b><u>Psycho-social:</u></b> Being aware of ethical responsibility when up or downloading data from the web.  Thinking critically when searching and visiting websites.  <b><u>Sociocultural:</u></b> Practicing e-safety and ethical digital regulations.  Being socially creative and reflectively responsible when interacting with others digitally.  Respecting everyone's opinions.	4
R. 3 interprets clear, simple instructions with some visual support (e.g., how to use an app).	<b>Present Perfect</b> I <b>have used</b> Instagram, but I don't really like it. We <b>have purchased</b> a new computer. I think it's much faster. The class <b>has watched</b> YouTube videos to learn English. I like it when we do that.			4



	<p><b>Imperatives</b>  Use a nickname instead of your real name.  Check your settings.  Delete old accounts.  Get anti-virus software.  Guard your personal information.</p> <p><b>Sequencing</b>  <b>First</b>, go to the App Store.  <b>Then</b>, search for the app you want.  <b>Next</b>, tap to download.  <b>Finally</b>, check the settings.</p> <p><b>Noun Phrases</b>  Mary needs to know (math, science, logic, etc.) So he/she can. (job function) (software engineers, systems analysts, web developers, graphic designers)</p> <p><b>First conditional</b>  If I were you, I would be aware of (cyberbullying, identity theft, online predators, hacking, copyright infringement, plagiarism)</p>	<p><b><u>Discourse Markers:</u></b></p> <p><b>Connectors (Cause and effect)</b>  I think/I believe.  that people share too much information online.</p> <p>I think my cellphone is more than a phone, so I should be allowed to use it in class.</p> <p>Apps make life easier; therefore, I try to keep up with the latest versions, so that, consequently, for this reason.</p>	<p><b><u>Social Language</u></b></p> <p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>- High tech</li> <li>- Smart phone</li> <li>- Buzzword</li> <li>- Deep dive</li> <li>- Abbreviations:  <b>(BTW: By The Way</b>  <b>FYI: For Your Information,</b>  <b>IMO: In My Opinion,</b>  <b>LOL: Laughing</b>  Out Loud or /Lots Of Laughs)</li> </ul> <p><b><u>Idioms</u></b></p> <ul style="list-style-type: none"> <li>- Going viral</li> <li>- Break new ground.</li> <li>- On the same wavelength</li> <li>- Pull the plug.</li> <li>- Reinvent the wheel.</li> <li>- Light years ahead.</li> <li>- Leading edge.</li> <li>- Bells and whistles.</li> </ul>	
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**Vocabulary-Themes**

**1- Hot Apps**

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

**2- Danger Zones in a Digital World**

Virus, spam, risks of the digital world: cyberbullying, identity theft, hacking, copyright infringement, plagiarism.

**3- Tech Tools for Positive Change**

Social networks, websites, sites, storyboards, Audacity, Google, Dropbox, YouTube, Prezi, Movie Maker.

**4- My Future is in My Hands**

Technology improves life not only within a career or profession. Software engineers, systems analysts, web developers, graphic designers, Instagram, Facebook, Twitter, and Snapchat.

**Proverbs/Quotes**

The future depends on what we do in the present.

~Mahatma Gandhi

Social and digital media are bullet trains, and that bullet train is not coming home.

-Howard Schultz



**Bachillerato por Madurez Suficiente (BXM)**

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 texts and simple reports on familiar topics.	<p><b><u>Grammar &amp; Sentence Frames</u></b></p> <p><b>Past Tense</b> 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><b>Modals</b> I <b>might</b> stay in my hometown or go to San José to study. You <b>might</b> schedule your interview in the morning, or you <b>could</b> wait until the afternoon. You <b>should</b> ask yourself exactly what you want from a job or a career. What <b>could</b> the speaker say in answer to the question? <b>Should</b> you write about the paragraph you read?</p> <p><b>Present continuous</b> I'm <b>doing</b> my homework this evening. I'm <b>starting</b> university in January. We're <b>planning</b> to study in San José next year. My teacher is <b>thinking</b> of taking a sabbatical the year after next year.</p>	<p><b><u>Functions:</u></b> Describing feelings, emotions, and attitudes about my goals for passing or failing.  Give advice and suggestions about deciding whether to go to college or pursue a career.  Describing experiences, events, and opinions about studying locally or abroad.  Starting obligation and necessity of getting by or getting ahead in the future.</p>	<p><b><u>Psycho-social:</u></b> Being aware of your own strengths and limitations.  Thinking critically about my own future to set my goals.  Managing own emotions and self-control when interacting with others.</p> <p><b><u>Sociocultural:</u></b> Being open to giving and receiving constructive feedback.  Showing interest and respect for others' lives and feelings with a non-judgmental attitude.</p>	5



	<p>As for now, <b>I am</b> only <b>focusing</b> my attention on finishing my studies.</p> <p><b>Phrasal Verbs</b> 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><b>Going to talk about plans and intentions.</b> I'm <b>going to</b> have an interview next week. He is <b>going to</b> move to the U.S. for an exchange program.</p> <p><b>If clause</b> We won't be able to get into the university if we don't pass the "bachillerato".</p> <p><b>If I graduate from high school, I will try to get a job soon.</b></p> <p><b>Adjectives</b> 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><b>Wh-questions</b> <b>What</b> are your goals for the future? <b>What</b> do you plan to do after graduating from high school? <b>Where</b> would you like to study? <b>Which</b> profession should I choose?</p>	<p><b><u>Discourse Markers:</u></b> <b>Connecting words expressing cause and effect, contrast:</b> <b>On the other hand,</b> I am going to work hard to reach my goals. <b>However,</b> it will take lots of effort and sacrifices.</p> <p><b><u>Initiating and closing a conversation</u></b></p> <p><b>Initiating</b> Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p> <p><b>Managing interaction</b> <b>Interrupting</b> Sorry to interrupt you, but ... I have a question. Could I interrupt here?</p> <p><b>Closing</b> It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p>	<p><b><u>Social Language</u></b> <b>Sample:</b> - A bright future - The near future - For the time being - In the near future - Getting by/getting ahead.</p> <p><b><u>Idioms:</u></b> 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 best.</p> <p><b><u>Proverbs / Quotes</u></b> 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>	
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**Vocabulary-Themes**

**1- Pass or fail?**

Success, failure, choice, passing, failure.

**2- College or Career?**

College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent.

**3- Study Here or Abroad?**

Exchange program, academics, choice, decision making, goals.

**4- Getting By or Getting Ahead?**

Short- and long-term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible, goal-oriented (business-; math-; music, etc.).

**Changing the topic**

Anyway, ... by the way, there's something else I wanted to tell you ...

**Resuming**

Anyway, what was I saying? What were we talking about? To get back to what I was saying.

**Continuing**

So, as I was saying, well.



**Bachillerato por Madurez Suficiente (BXM)**

<b>Level:</b>  <b>11th</b>	<b>Unit 1</b>  <b>Themes:</b> 1. Ingredients for Healthy Living 2. Add a Pinch of a Positive Attitude 3. Follow the recipe: A Plan for Success 4. Give Me a Taste: Stories of Successful People	<b>Scenario:</b>  <b>Recipes for Success</b>		<b>Band:</b>  <b>B1</b>
<b>Assessment strategy</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to Be and Live in a Community</b>	<b>Number of items</b>
R.2 extracts specific information in straightforward printed text.	<p><b><u>Grammar &amp; Sentence Frame</u></b>  <b>2nd conditional if +past simple, would/could +infinitive</b>                      What would you do if you ran low on water and fresh food?                      If I were a couch potato,                      I would ...</p> <p><b>Future continuous will be + present participle.</b>                      Kristen will be arriving soon to help with the community event.                      Will you be joining the organization of the festival?</p> <p><b>Modals: should have, might have, etc.</b>                      You should go on a diet.                      You might plan your future.</p> <p><b>Phrasal verbs, extended.</b>                      – Get ahead.                      – In order to get ahead at work, she is working long hours and volunteering for many projects.                      – Draw up</p>	<p><b><u>Functions:</u></b>                      Expressing opinions, agreement, and disagreement about healthy habits.</p> <p>Describing experiences and events about having a positive attitude in everything.</p> <p>Describing future plans to become successful.</p> <p>Describing past experiences of successful people.</p>	<p><b><u>Psycho-social:</u></b>                      Working on my own strengths and limitations.                      Being flexible and open to changes to achieve success in many areas of life.</p> <p><b><u>Sociocultural:</u></b>                      Supporting classmates to reach goals together.</p> <p>Promoting healthy habits for improving my family and classmates' lives.</p>	<p style="text-align: center;"><b>5</b></p>



**Vocabulary-Themes**

**1- Healthy living**

Exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions, diet, effect education, fitness, flexibility, gain, improvement.

**2- Positive attitude**

Helping friends, role models, cooperating with community activities and events, adaptable, affectionate, brave, bright, broad-minded, calm, determined, emotional, energetic, friendly, optimistic, passionate, polite, and reliable.

**3- Follow the recipe.**

A plan for success, perseverance, smartness, determination, humility, goal setting, planning, goals, objectives, reflection,

**4- Give me a taste: Stories of Successful People**

Hard-working, trained outdoors, fitness, healthy, wise, family, friends open-minded, healthy, wise ...

**Discourse Markers:**

**Linkers:**

sequential past time (later)

He finished his letter of intent and **then** went out for a while.

**Later**, he looked at it again to see if he had missed anything important.

**After** that, he changed some things he'd written before.

**Finally**, he placed it in his portfolio.

**Connecting words expressing cause and effect, contrast, etc.**

**On the other hand**, we could study for the test and then go out.

**However**, this depends on your attitude towards life challenges.

**Markers to structure informal spoken discourse**

Yes, I suppose so.

I know how you Feel

You know, I don't

like her either.

**Social Language**

**Samples**

Couch potato

Fitness freak

**Idioms**

In the bag

**Proverbs / Quotes**

-Success is a journey, not a destination.

-Unknown Author

-Better late than never.

-Unknown Author



**Bachillerato por Madurez Suficiente (BXM)**

Bachillerato por Madurez Suficiente (BXM)				
Level:	Unit 2	Scenario:		Band:
11th	<b>Themes:</b> 1. Inventions that Have Changed our Lives 2. Living in a Tech World 3. Safety First 4. The Next Wave of Innovations	From the Wheel to the Drone		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R. 2 interprets relations between main ideas and supporting ideas in topical articles and reports.	<p><b>Grammar &amp; Sentence Frame</b>  <b>Broader range of intensifiers</b> (too, enough).            The use of technology will be very important for future generations.            Banning commercial drones won't be enough to avoid aviation incidents.</p> <p><b>Comparative and superlative adjectives</b>            Technology makes life much easier for all of us and more comfortable to develop activities in less time.</p> <p>The solar furnace is one of the most powerful ways of generating the highest heat by using mirrors.</p> <p><b>3rd conditional if + past perfect + conditional perfect.</b>            If I had built a time travel machine, I would have been around the world in seconds.</p> <p><b>Will and going to for prediction.</b>            I won't use online dating sites because I like romantic, traditional, and formal dating.            In the future, transportation is going to be better.</p>	<p><b>Functions:</b>            Describing inventions that have changed people's lives.</p> <p>Expressing opinions, agreeing, and disagreeing about living in a Tech world.</p> <p>Describing measures to take into account to surf the web safely.</p> <p>Managing interaction (interrupting, changing topic, resuming and continuing) in interviews about the next wave of innovations.</p>	<p><b>Psycho-social:</b>            Engaging in true face-to-face communication and quality moments over digital means.</p> <p>Valuing economic, sociocultural, and ethical implications when using the latest tech innovations.</p> <p><b>Sociocultural</b>            Valuing using conventional ways to communicate with others.</p> <p>Demonstrating a disposition to help each other within collaborative environments while working with technology.</p>	5



	<p><b>Both, either, neither</b> Both the internet and the wheel are considered among the most revolutionary inventions of all time.</p> <p>In the near future, neither gasoline nor wires will be used.</p> <p>Either gas or solar energy will be too important for generating electricity.</p> <p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Inventions that Have Changed our Lives</u></b> Internet, Smartphones, Tablets, Video games, PSP, Social Network, Facebook, Twitter, Instagram, Snapchat, Upload, Download, Share, Like, Comment, Cyber, Bullying.</p> <p><b>2- <u>Living in a Tech World</u></b> Pros and cons when you are online (ethics, internet usage, privacy, cyberbullying, Human relationships versus technology, addictions and dependency, dating, social networks, etc.) Facebooking, Googling, Tweeting, Updating, Best Technology to be wise users, to be responsible, safety, Risk Information, selfies</p> <p><b>3- <u>Safety First</u></b> Be careful, don't share ..., Respect, Advise, to denounce. To report, to communicate, don't expose, be smart.</p> <p><b>4- <u>The Next Wave of Innovations</u></b> Robots, holograms, space traveling, electric motors, spaceships.</p>	<p><b><u>Discourse Markers:</u></b> <b>Linkers:</b> sequential – past time (later)</p> <p>He finished the e-mail and <b>then</b> went out for a while.</p> <p><b>Later</b>, he looked at it again to see if he had missed anything important.</p> <p><b>After that</b>, he changed the text a little.</p> <p><b>Finally</b>, he checked it and sent it.</p> <p><b>Connecting words expressing cause and effect, contrast, etc.:</b> <b>On the other hand</b>, we could buy a flash memory and some ink for the printer.</p> <p><b>However</b>, this depends on the budget you have to get a new tablet.</p>	<p><b><u>Social Language</u></b> <b>Sample:</b> Screenager Game designers Cybercast</p> <p><b><u>Idioms</u></b> - All-singing, all-dancing ~ Silver-surfer</p> <p><b><u>Proverbs/ Quotes</u></b> The real problem is not whether machines think, but whether men do. -B.F. Skinner</p> <p>You must do the thing you think you cannot do. -Eleanor Roosevelt</p>	
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**Markers to structure  
informal spoken  
discourse**

- Right
- Really?
- Well,
- anyway
- Oh,
- I know.
- Yes,
- I suppose so.
- I know how you feel.
- You know I don't like  
her either.



**Bachillerato por Madurez Suficiente (BXM)**

Bachillerato por Madurez Suficiente (BXM)				
Level:	Unit 3	Scenario:		Band:
11th	<b>Themes:</b> 1. Natural Disasters - Is Nature Against Us? 2. What's the Problem? 3. A Helping Hand 4. Who is Doing What?	The Earth—Our Gift and Our Responsibility		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R. 1 summarizes the main ideas and supporting details.	<u><b>Grammar &amp; Sentence Frame</b></u> <b>Wh- in the past</b> What happened on December 26, 2014, in Thailand? When did the ozone layer problem start? Where did Hurricane Katrina hit the USA?  <b>Modals: must/can't /have to</b> for deduction We <b>must</b> take care of our environment if we want to preserve life for future generations. We <b>can't</b> deny the importance of technology to help the environment. People <b>have to</b> be environmentally responsible to save the planet.  <b>Past continuous: Be past + gerund</b> ONU was talking about the importance of emergency issues worldwide.  <b>Simple past</b> NGOs proposed different solutions to stop animal extinction.	<b>Functions:</b> Talking about natural disasters.  Describing feelings, emotions, and attitudes about environmental problems worldwide.  Initiating and closing conversations about possible solutions to help the environment.  Talk about Nonprofits and NGOs that help environment.	<u><b>Psycho-social:</b></u> Engaging in setting own goals towards a healthy and sustainable environment.  Engaging in own true actions to protect the environment.  <u><b>Sociocultural</b></u> Reflecting on local environmental needs for finding solutions.  Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.	5



	<p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Natural Disasters -- Is Nature Against Us?</u></b> Atmosphere, biodegradable, materials, chemicals, spoiled, destroyed, deforestation, depletion, erosion, hurricane, twister, flooding, earthquake, drought, landslides</p> <p><b>2- <u>What's the Problem?</u></b> Catastrophe, destruction, suffering, death, contamination, dirty, harmful chemicals, poison, deforestation, overcrowded cities, greed, fossil fuels exploitation, overproduction of consumerism, global warming, ozone layer depletion, acid rain, aerosol, animal welfare, carbon monoxide.</p> <p><b>3- <u>A helping Hand (possible solutions)</u></b> Conservation, protection, prevention, environmental group, green issues, pressure, group recycling, reuse, reduce, safe, environmentally aware, green energies.</p> <p><b>4- <u>Who is Doing What?</u></b> NGOs, Nonprofits, Natural disasters, aid, response, Humanitarian, economic, consequence, volunteering, Nonprofit, and NGOs (Greenpeace, EWS, WWF, ocean pollution control org).</p>	<p><b>Discourse Markers</b> <b>Linkers: sequential</b> <b>-past time</b> (later). They finished picking up the garbage from the beach, and <b>then</b> they started to classify it.</p> <p><b>Then</b>, they started to classify it.</p> <p><b>Later</b>, they put it in big plastic bags to take it for recycling.</p> <p><b>After that</b>, they put all the garbage bags into a truck.</p> <p><b>Finally</b>, the garbage was taken to a recycling place.</p> <p><b><u>Connecting words expressing cause and effect, contrast, etc.:</u></b></p> <p><b>consequently</b>, because of, due to, In spite of, despite, although.</p>	<p><b><u>Idioms</u></b> -Sail close to the wind -At stake</p> <p><b>Proverbs or Quotes</b> -A recipe for disaster -No quick fix -A race against time -Ripple effect -To sweep something under the carpet</p> <p><b>Proverbs / Quotes</b> We won't have a society if we destroy the environment. -Margaret Mead</p>	
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**On the other hand,**  
we could make a  
recycling campaign  
at school.

**However,** people still  
throw garbage into the  
rivers.

**Markers to structure  
informal spoken  
discourse**

- Oh, I know.
- Yes, I suppose so.
- I know how you feel
- You know, I don't  
like it either.



**Bachillerato por Madurez Suficiente (BXM)**

Bachillerato por Madurez Suficiente (BXM)				
Level:	Unit 4	Scenario:		Band:
11th	<b>Themes:</b> 1. Get ready: Take a Look at your Dreams and Fears 2. Get Set: College or Career? 3. Surviving or Thriving? 4. Go! The Future is Now	Get Ready. Get set. Go!		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.3 extracts the key ideas from narrative and expository texts.	<b><u>Grammar &amp; Sentence Frame</u></b> <b>Adverbs</b> My professor of literature tells stories <b>well</b> . In this university, you <b>hardly</b> have to work. It's easy.  <b>Modals: might, may, probably</b> We may go to college next year. We might not have time off during the test evaluation week.  <b>Future continuous Will+ be+ gerund</b> Alex will be arriving later today. He should be punctual to keep his job.  <b>Complex questions= tags</b> This job is interesting, <b>isn't it?</b> This enterprise doesn't offer social security insurance, <b>does it?</b>	<b><u>Functions:</u></b> Describing dreams and fears about the future.  Talking about college or career decisions.  Describing the soft skills needed to be successful in working life.  Initiating and closing Conversations about future plans regarding jobs and studies.	<b><u>Psycho-social</u></b> Making decisions that benefit my future.  Managing soft skills in different scenarios.  <b><u>Sociocultural:</u></b> Respecting everyone's choices regarding their future.  <b><u>Social Language</u></b> <b><u>Sample:</u></b> Having a part time job	5



	<p><b>Embedded Questions</b> Main question / statement +interrogative subject + verb + object /complement Do you know when I can apply for the job?</p> <p style="text-align: center;"><b><u>Vocabulary-Themes</u></b></p> <p><b>1- <u>Get ready: Take a Look at your Dreams and Fears.</u></b> College, high school, teachers, Counselors, Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, types of letters).</p> <p><b>2- <u>Get Set: College or Career?</u></b> Soft skills (punctuality, responsibility, initiative, etc.), Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, types of letters, etc.), Having a part-time job.</p> <p><b>3- <u>Surviving or thriving?</u></b> College dressing, college problems, and being positive to reach your goals. Developing a positive attitude towards life events and jobs. Being open to changes, creative, and proactive. Developing your soft skills, punctuality, responsibility, and initiative. Letters, applications, curriculums, recruitment, etc.</p>	<p><b><u>Discourse Markers:</u></b> <b>Linkers: Sequential</b> Past time (later)  He finished filling out the university applications; <b>then</b>, he checked them.</p> <p><b>Later</b>, he looked at them again to see if he had missed anything important.</p> <p><b>After that</b>, he decided to mail them.</p> <p><b>Finally</b>, he waited for the University’s answer.</p> <p><b>Connecting words expressing cause and effect, contrast, etc.:</b></p> <p><b>On the other hand</b>, we take a course to sharpen our soft skills.</p> <p><b>However</b>, the university offers new majors.</p>	<p><b><u>Idioms</u></b></p> <ul style="list-style-type: none"> <li>- Pull your weight.</li> <li>- Office politics.</li> <li>- Call the shots.</li> <li>- Move up the ranks down my neck.</li> <li>- Breathing down my neck.</li> </ul> <p><b><u>Proverbs/Quotes</u></b> <b>Communication</b> –The human connection is the key to personal and career success. -Paul J. Meyer</p> <p>What is the recipe for achievement? To my mind, there are just four essential ingredients.</p> <p>Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team. -Benjamin Franklin</p>	
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	<p><b>4- <u>Go! The Future is Now</u></b></p> <p>Getting a job: looking for and getting a job, interviews, resumes, filling out forms, financial aid, types of letters, etc., having a part-time job, enterprises, business.</p> <p>Enterprises, companies, human resources department, CEO, soft skills (punctuality, responsibility, initiative).</p> <p>Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, types of letters, etc.)</p> <p>Moving out of the home, time to live alone.</p>	<p><b>Markers to structure informal spoken discourse</b></p> <ul style="list-style-type: none"> <li>- Right</li> <li>- Really?</li> <li>- Well, anyway</li> <li>- Oh, I know.</li> <li>- Yes, I suppose so.</li> <li>- I know how you feel.</li> <li>- You know, I don't like her either.</li> </ul>		
<b>Total</b>				<b>60</b>