



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 de Educación  
Diversificada a Distancia (Prueba 2)**

*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 al programa de Bachillerato de [Educación Diversificada a Distancia](#) (EDAD).

- **Generalidades** de la prueba de **EDAD 02** (undécimo): **60 ítems**, los cuales corresponden únicamente a la competencia lingüística de comprensión escrita (lectura=reading).

Estos ítems están distribuidos en **4 unidades** (*scenarios*), las cuales corresponden solamente al nivel 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 aportan autenticidad a las diferentes tareas, actividades y textos a los que los postulantes están expuestos.

#### ESCENARIOS (SCENARIOS)

11 <sup>th</sup> Grade	No. Items
<b>Unit 1. Scenario:</b> Recipes for Success	<b>15</b>
<b>Unit 2. Scenario:</b> From the Wheel to the Drone	<b>15</b>
<b>Unit 3. Scenario:</b> The Earth- Our Gift and Our Responsibility	<b>15</b>
<b>Unit 4. Scenario:</b> Get Ready. Get Set. Go!	<b>15</b>
<b>Total</b>	<b>60</b>



1. **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 (undécimo 11°).
- **Assessment strategy (estrategia de evaluación):** es el conjunto de resultados de aprendizaje que se evaluarán 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. Asimismo, se sugiere una lista de vocabulario para cada unidad.
  - ✓ **Learn to do** (aprender a hacer): incluye las funciones del idioma en el discurso oral o en 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 psicosociales (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 y corresponden a cada estrategia de evaluación (assessment strategy).



**EDAD 02**

EDAD 02				
Level:	Unit 1	Scenario:		Band:
11th	<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>Recipes for Success</b>		B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 interprets the main conclusions from straightforward factual texts.	<b>Grammar &amp; Sentence Frame</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 ...  <b>Future continuous will be + present participle.</b> Kristen will be arriving soon to help with the community event. Will you be joining the festival organization?	<b>Functions:</b> Expressing opinions, agreement, and disagreement about healthy habits.  Describing experiences and events about having a positive attitude in everything.  Describing plans to become successful.  Describing past experiences of successful people.	<b>Psycho-social:</b> Working on my own strengths and limitations.  Being flexible and open to changes to reach success in many areas of life.  <b>Sociocultural:</b> Supporting classmates to reach goals together.  Promoting healthy habits for improving my family and classmates' lives.	5
R.2 extracts specific information in straightforward printed text.	<b>Modals: should have, might have, etc.</b> You should go on a diet. You might plan your future.  <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			10



<u>Vocabulary-Themes</u>		<u>Discourse Markers:</u>	<u>Social Language</u>
<p><b>1- <u>Healthy living</u></b> Exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions, diet, effect education, fitness, flexibility, gain, improvement.</p> <p><b>2- <u>Positive attitude</u></b> Helping friends and role models, cooperating with community activities and events, adaptable, affectionate, brave, bright, broad-minded, calm, determined, emotional, energetic, friendly, optimistic, passionate, polite, and reliable.</p> <p><b>3- <u>Follow the recipe</u></b> A plan for Success, perseverance, smartness, determination, humility, goal setting, planning, goals, objectives, reflection,</p> <p><b>4- <u>Give me a taste: Stories of Successful People</u></b> Hard-working, trained outdoors, fitness, healthy, wise, family, friends, open-minded, healthy, wise ...</p>	<p><b>Linkers:</b> sequential past time (later)</p> <p>He finished his letter of intent 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 some things he'd written before.</p> <p><b>Finally</b>, he placed it in his portfolio.</p> <p><b>Connecting words expressing cause and effect, contrast, etc.</b></p> <p><b>On the other hand</b>, we could study for the test and then go out.</p> <p><b>However</b>, this depends on your attitude towards life challenges.</p>	<p><b>Sample:</b> Couch potato. Fitness freak.</p> <p><b>Idioms</b> In the bag</p> <p><b>Proverbs / Quotes</b> -Success is a journey, not a destination. -Unknown Author</p> <p>Better late than never. -Unknown Author</p>	



**Markers to structure  
informal spoken  
discourse**

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



**EDAD 02**

EDAD 02				
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.1 Follow simple instructions.	<p><b><u>Grammar &amp; Sentence Frame</u></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. The solar furnace is one of the most powerful ways to generate very high temperatures 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><u>Functions:</u></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</p>	<p><b><u>Psycho-social:</u></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><u>Sociocultural</u></b>            Valuing using conventional ways to communicate with others.</p>	5



<p>R.2 interprets relations between main ideas and supporting ideas in topical articles and reports.</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>Both, either, neither</b></p> <ul style="list-style-type: none"> <li>- Both the internet and the wheel are considered two of the most revolutionary inventions of all.</li> <li>- In the near future, neither gasoline nor wires will be used.</li> <li>- Either gas or solar energy will be too important for household electricity.</li> </ul>	<p>the next wave of innovations.</p> <p><b>Discourse Markers:</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>Demonstrating a disposition to help each other within collaborative environments while working with technology.</p> <p><b>Social Language</b> <b>Sample:</b></p> <ul style="list-style-type: none"> <li>- Screenager</li> <li>- Game designers</li> <li>- Cybercast</li> </ul> <p><b>Idioms</b> All-singing, all-dancing ~Silver-surfer</p> <p><b>Proverbs/ Quotes</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>	<p>10</p>
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**Vocabulary-Themes**

**1- Inventions That Have Changed Our Lives**

Internet, smartphones, tablets, video games, PSP, social networks, Facebook, Twitter, Instagram, Snapchat, upload, download, share, like, comment, cyber, bullying

**2- Living in a Tech World**

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, Tweet, update, Best Technology to be wise users, to be responsible, safety, risk information, selfies

**3- Safety First**

Be careful, don't share ..., respect, advise, or denounce. To report, to communicate, don't expose, be smart.

**4- The Next Wave of Innovations**

Robots, holograms, space traveling, electric motors, Spaceships.x

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

**On the other hand**, we could buy a flash memory and some ink for the printer.

**However**, this depends on the budget you have to get a new tablet.

**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.



**EDAD 02**

EDAD 02				
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 can't 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.  Promoting social participation to find collective solutions for environmental problems and to respect all forms of life.	10



<p>R.2 Interpret most words in narrative and expository text.</p>	<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 consequences, volunteering, nonprofit, and NGOs (Greenpeace, EWS, WWF, ocean pollution control org).</p>	<p><b>Discourse Markers</b>  <b>Linkers: sequential</b>          –past time (later).</p> <p>They finished picking up the garbage from the beach, and <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><u>Proverbs/Quotes</u></b>          -A recipe for disaster.          - No quick fix.          -A race against time          -Ripple effect          -To sweep something under the carpet</p> <p><b><u>Proverbs / Quotes</u></b>          We won't have a society if we destroy the environment.          - Margaret Mead</p>	<p style="text-align: center;"><b>5</b></p>
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		<p><b>On the other hand,</b> we could make a recycling campaign at school.</p> <p><b>However,</b> people still throw garbage to the rivers.</p> <p><b>Markers to structure informal spoken discourse</b></p> <ul style="list-style-type: none"><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 it either.</li></ul>		
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**EDAD 02**

EDAD 02				
Level:	Unit 4	Scenario:		Band:
<b>11th</b>	<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	<b>Get Ready. Get set. Go!</b>		<b>B1</b>
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.2 Distinguishes between different text purposes.	<b>Grammar &amp; Sentence Frame</b> <b>Adverb</b> My literature professor tells stories <b>well</b> . In this university, you <b>hardly</b> have to work. It's easy.	<b>Functions:</b> Describing dreams and fears about the future.	<b>Psycho-social:</b> Making decisions that benefit my future.	<b>5</b>
R.3 extracts the key ideas from narrative and expository texts.	<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>Embedded Questions</b> Main question / statement +interrogative subject + verb + object /complement Do you know when I can apply for the job?	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.	Managing soft skills in different scenarios.  <b>Sociocultural:</b> Respecting everyone's choices regarding their future.  <b>Social Language</b> <b>Sample:</b> Having a part time job	<b>10</b>



**Vocabulary-Themes**

**1- Get ready: Take a Look at your Dreams and Fears,**

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).

**2- Get Set: College or Career?**

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.

**3- Surviving or thriving?**

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.

**4- Go! The Future is Now**

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. Enterprises companies, Human Resources Department, CEO, soft skills (punctuality, responsibility, initiative). Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, types of letters, etc.) Moving out of the home, time to live alone.

**Discourse Markers:**

**Linkers: Sequential**

Past time (later)

He finished filling out the university applications; **then**, he checked them.

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

**After that**, he decided to mail them.

**Finally**, he waited for the University's answer.

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

**On the other hand**, we take a course to sharpen our soft skills.

**However**, the university offers new majors.

**Idioms**

Pull weight.  
Office politics.  
Call the shots.  
Move up the ranks.  
Breathing down my neck.

**Proverbs/Quotes**

Communication  
-The human connection is the key to personal and career success.  
-Paul J. Meyer

What is the recipe for achievement? To my mind, there are just four essential ingredients.

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><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>