

DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS (PRUEBA 2)

El desarrollo de estos temas los puede encontrar en el libro Inglés N° 1 de El Maestro en Casa. También puede encontrarlos oprimiendo el siguiente botón.

<http://costarica.elmaestroencasa.com/e-books/elmec/bach-a-tu-medida-2/ingles-a-tu-medida-02-2017.pdf>

COGNITIVE TARGET 1. COMMON ILLNESSES AND NEW DISEASES AND EPIDEMICS

Objectives	Contents	Number of items
1. Selecting written material that is appropriate to their competence to read independently.	<ul style="list-style-type: none"> ■ Common illnesses and their symptoms ■ New diseases, epidemics, prevention, medications <p>Consider the language examples provided in the National Syllabus.</p> <p><i>How do you feel? Have you seen a doctor?</i></p> <p><i>Do you know about _____?</i></p> <p><i>You need to take _____.</i></p> <p><i>You need to drink _____.</i></p> <p><i>What are some sexual diseases? Etc.</i></p>	8

COGNITIVE TARGET 2. OUR DEMOCRATIC TRADITION

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

COGNITIVE TARGET 3. CAREERS, JOBS, AND LIFESTYLES

Objectives	Contents	Number of items
<ol style="list-style-type: none"> 1. Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. 2. Understanding the communicative value (function) of sentences and utterances. 3. Understanding a variety of types of written material for personal interest and for information. 4. Copying readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. 5. Extracting salient points to summarize the text, ideas, cognates, derivatives, etc. 	<ul style="list-style-type: none"> ■ Careers ■ Information about job demand in Costa Rica ■ Opportunities for employment ■ Salaries ■ Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>Which professions are _____?</i></p> <p><i>What professions do you _____?</i></p> <p><i>What do you know about/think of _____?</i></p> <p><i>Which are the benefits of _____?</i></p> <p><i>I'd like (to) _____ because _____.</i></p> <p><i>How much does a _____ earn/cost at _____?</i></p> <p><i>What does he/she do?</i></p> <p><i>Where can you major in _____?</i></p> <p><i>_____ is better than _____.</i></p> <p><i>It takes _____ to graduate, etc.</i></p> <p><i>I'm interested in _____.</i></p> <p><i>Let me tell you about _____.</i></p> <p><i>I'd like to apply for _____.</i></p> <p><i>You need to fill out _____ etc.</i></p> <p><i>What do you want to be _____?</i></p> <p><i>Why?</i></p> <p><i>Would you like to _____?</i></p> <p><i>Do you want to enter _____?</i></p>	<p>8</p>



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COGNITIVE TARGET 4. SCIENCE AND TECHNOLOGY

Objectives	Contents	Number of items
<ol style="list-style-type: none"> 1. Understanding a wide range of factual and imaginative texts. 2. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. 	<ul style="list-style-type: none"> ■ Science ■ Technology ■ Discoveries ■ Advantages and disadvantages of technology ■ Telecommunication trends ■ Misuse of technology and its consequences ■ Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>How does science affect the discovery of _____?</i></p> <p><i>What's the future of _____?</i></p> <p><i>Which are some applications of _____?</i></p>	6

COGNITIVE TARGET 5. MORALS AND VALUES

Objectives	Contents	Number of items
<ol style="list-style-type: none"> 1. Drawing conclusions from extended texts. 2. Understanding a wide range of factual and imaginative texts. 	<ul style="list-style-type: none"> ■ Morals and values, human rights, interpersonal relationships, respect and tolerance ■ Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>Morals and values: What's a value / moral?</i></p> <p><i>I agree with you about _____.</i></p> <p><i>I think that we could _____.</i></p> <p><i>You'd better _____.</i></p> <p><i>Why don't you/we _____?</i></p> <p><i>Maybe if you _____.</i></p>	6

COGNITIVE TARGET 6. GENDER, SENIOR CITIZENS AND MINORITY GROUPS

Objectives	Contents	Number of items
<ol style="list-style-type: none"> Understanding a wide range of factual and imaginative texts. Copying readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. Distinguishing the main idea from supporting details. Transcoding information to diagrammatic display. 	<ul style="list-style-type: none"> Men's and women's roles in society Asking about gender Senior citizens opportunities Minority groups Family life Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>How can you help / take care of _____</i></p> <p><i>Could we _____?</i></p> <p><i>Let's _____.</i></p> <p><i>I'd like to _____.</i></p> <p><i>I don't think (that) _____.</i></p>	8

COGNITIVE TARGET 7. MASS MEDIA AND COMMUNICATIONS

Objectives	Contents	Number of items
<ol style="list-style-type: none"> Identifying the main point or important information in a piece of discourse. Distinguishing the main idea from supporting details. Reading between the lines. 	<ul style="list-style-type: none"> Mass media Communication Communication facilities Lexicon related to this target content Consider the language examples provided in the National Syllabus. <p><i>TV is important because _____</i></p> <p><i>The communication facilities _____</i></p> <p><i>Why is _____ important?</i></p> <p><i>I think (that) _____</i></p> <p><i>I don't consider _____</i></p> <p><i>In my opinion _____, etc.</i></p>	6

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

PREFIXES, SUFFIXES AND ROOT WORDS	
Objectives	Contents
<ol style="list-style-type: none"> 1. Interpreting material that contains complex sentences. 2. Recognizing indicators of discourse. 	<ul style="list-style-type: none"> ■ Prefixes ■ Suffixes ■ Root words
WORDS WITH THE SAME PRONUNCIATION BUT DIFFERENT MEANINGS	
Objectives	Contents
<ol style="list-style-type: none"> 1. Interpreting material that contains complex sentences. 	<ul style="list-style-type: none"> ■ Homonyms

