

DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS (PRUEBA 1)

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.

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

COGNITIVE TARGET 1. ACHIEVEMENTS OF OUR NATIONAL ATHLETES

Objectives	Contents	Number of items
<ol style="list-style-type: none"> 1. Understanding short and factual texts. 2. Understanding ideas and information in the text through making inferences. 3. Understanding conceptual meaning. 	<ul style="list-style-type: none"> ❖ National athletes: Biographies. Achievements. ❖ Sports: Swimming, diving, archery, canoeing, among others. ❖ Information questions: Who, when, where, how fast, among others. ❖ Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>Who, when, where, how fast/long, which, etc.</i></p> <p><i>What sports does _____ play?</i></p> <p><i>Are you good at _____?</i></p> <p><i>What's his/her best _____?</i></p>	8

COGNITIVE TARGET 2. COSTA RICAN ART, MUSIC, AND CRAFT

Objectives	Contents	Number of items
<ol style="list-style-type: none"> 1. Selecting written material that is appropriate to their competence to read independently. 	<ul style="list-style-type: none"> ❖ Art expressions: Crafts, types of music, painting, writing and others. ❖ Locations: Galleries, theaters, among others. ❖ Information question: Which, when, what, how many, why, and others. ❖ Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>Wh-questions: which, when, what, how many, how, why, etc.</i></p> <p><i>Who is a famous painter/writer?</i></p> <p><i>Where does the _____ play?</i></p>	6

COGNITIVE TARGET 3. COSTA RICAN TYPICAL FOOD

Objectives	Contents	Number of items
<ol style="list-style-type: none"> 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"> ❖ Typical foods ❖ Popular dishes ❖ Information questions: Which, when, how, what kind of? ❖ Lexicon related to this target content. <p>Consider the language examples provided in the National Syllabus.</p> <p><i>What are the most popular dishes in _____?</i></p> <p><i>What do you eat for breakfast, lunch, etc. _____?</i></p> <p><i>Which, when, how, what kind of _____?</i></p> <p><i>What's typical from _____?, etc.</i></p> <p><i>What's your favorite food?</i></p>	8

COGNITIVE TARGET 4. TYPES OF FOOD, EATING HABITS AND BEHAVIORS AT THE TABLE

Objectives	Contents	Number of items
<ol style="list-style-type: none"> 1. Identifying the main point or important information in a piece of discourse. 2. Distinguishing the main idea from supporting details. 	<ul style="list-style-type: none"> ❖ Giving information about foods: Ingredients and procedures. ❖ Table manners: Eating time, courtesy, etiquette, and table setting. ❖ Meals: Breakfast, lunch, dinner. ❖ Lexicon related to this target content. <p>Consider the language examples provided in the National Syllabus.</p> <p><i>We prefer _____.</i></p> <p><i>Lunch is more formal.</i></p> <p><i>Our main meal is _____.</i></p> <p><i>What food do/does _____ like the best?</i></p> <p><i>In my family, we set the table this way</i></p>	6

**COGNITIVE TARGET 5. HOLIDAYS AND CELEBRATIONS IN COSTA RICA
WITH SOME CELEBRATIONS IN ENGLISH SPEAKING COUNTRIES**

Objectives	Contents	Number of items
1. Identifying details in familiar language. 2. Understanding relations between the parts of a text through lexical cohesion devices.	<ul style="list-style-type: none"> ❖ Holidays in Costa Rica and English speaking countries ❖ Current events and celebrations ❖ Origin and traditions ❖ Giving information on current events and celebrations: When is it celebrated? How is it celebrated? ❖ Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>What's your favorite _____?</i></p> <p><i>My family is used to going/eating/celebrating on _____.</i></p> <p><i>I prefer _____, etc.</i></p>	<p>8</p>

COGNITIVE TARGET 6. CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE

Objectives	Contents	Number of items
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.	<ul style="list-style-type: none"> ❖ Natural resources: Flora and Fauna. Sustainability. Preservation. ❖ Resource misuse: contamination, deforestation, others. ❖ Causes and effects of natural resources misuse ❖ Lexicon related to this target content <p>Consider the language examples provided in the National Syllabus.</p> <p><i>We should _____.</i></p> <p><i>A solution could be _____.</i></p> <p><i>I think/believe that _____.</i></p> <p><i>I agree/don't agree _____.</i></p> <p><i>It's better to _____.</i></p>	<p>6</p>

COGNITIVE TARGET 7. TOURIST ASPECTS WORLDWIDE AND TOURIST ATTRACTIONS OFFERED BY COSTA RICAN COMMUNITIES

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

Notas importantes: Se encuentran fusionados los contenidos de “Tourist Attractions Offered by Costa Rican Communities” de 10 año con “Tourist Aspects Worldwide” de 11 año.

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

WORDS WITH SAME/DIFFERENT MEANING (SYNONYMS AND ANTONYMS)		
Objectives	Contents	
<ol style="list-style-type: none"> Understanding relations between the parts of a text through lexical cohesion devices. Understanding relations within the sentence. Understanding texts through the use of synonyms/ antonyms. 	<ul style="list-style-type: none"> ❖ Lexical cohesion devices. ❖ Synonyms and Antonyms. 	
LINKING WORDS IN CONTEXT		
Objectives	Contents	
<ol style="list-style-type: none"> Understanding conceptual meaning. Understanding relations between the parts of a text through lexical cohesion devices. Understanding relations within sentences. 	<ul style="list-style-type: none"> ❖ Lexical cohesion devices. ❖ Linking words. ❖ Conjunctions. 	