

Distribución del número de ítems según los objetivos generales de los programas de estudio
Pruebas Nacionales de Bachillerato 2010
Convocatorias ordinarias y extraordinarias (aplazados e instituciones de calendario diferenciado)

INGLÉS 2010

Estimado docente:

La información suministrada corresponde a la distribución del número de ítems, según objetivos generales de los programas de estudio, que tendrán las pruebas nacionales en las diferentes modalidades. La distribución está basada en la consulta a los docentes de todas las regiones educativas del país realizada en marzo del 2009.

1) ACHIEVEMENTS OF OUR NATIONAL ATHLETES

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> -To identify concepts, general and specific facts, ideas and issues. Understanding short and factual texts. Understanding ideas and information in the text through making inferences. Understanding conceptual meaning. 	Language expressions related to <ol style="list-style-type: none"> sports achievements biographies the elements of speech that are used within this context the examples given in the National Syllabus, such as <i>Information questions: who, when, where, how fast/long, which, etc./ What sports does _____ play?</i> <i>Are you good at _____?/ What's his/her best _____?</i> <i>Sports: swimming, diving, archery, canoeing, etc./ National athletes: achievements, biography, etc.</i> 	5

2) COSTA RICAN ART, MUSIC AND CRAFTS

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> To apply information from different types of written sources. Selecting written material that is appropriate to their competence to read independently. Understanding the communicative value (function) of sentences and utterances. 	Language expressions related to... <ol style="list-style-type: none"> art expressions acting, painting, architecture, dance, music, sculpture, writing, crafts, <i>places: gallery, theater, etc.</i> Exponents, locations, techniques, the elements of speech that are used within this context the examples given in the National Syllabus, such as <i>Wh-questions: which, when, what, how many, how, why, etc./ Who is a famous painter/writer? / Where does the _____ play?</i> <i>Yes/no questions</i> <i>Do you like/prefer _____?/ Is he/she a _____?</i> <i>Types of music: classical, popular.</i> 	5

3) COSTA RICAN TYPICAL FOOD

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> To identify details, main ideas, opinions, and points of view in familiar material. Expressing a range of responses and attitudes to events, issues or opinions, giving reasons. 	Language expressions related to... <ol style="list-style-type: none"> Costa Rican typical food daily meals cuisine in English the elements of speech that are used within this context the examples given in the National Syllabus, such as <i>What are the most popular dishes in your community?</i> <i>What do you eat for breakfast, lunch, etc. _____ ?</i> <i>Which, when, how, what kind of _____ ?</i> <i>Do/does _____ like _____ ?</i> <i>What's typical from _____ ? etc.</i> <i>What's your favorite food?</i> <i>What food do you like?</i> What do you like to eat? We eat a light breakfast, a heavy lunch, and a medium size dinner. Ice cream with peanuts. Fish and chips. 	5

4) TYPES OF FOOD

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> -To recognize specific and general information. -Understanding relations between the parts of a text through lexical cohesion devices. 	Costa Rican food's and international food's preparation <ol style="list-style-type: none"> Ingredients Procedures Kitchenware and appliances The elements of speech that are used within this context 	4

5) EATING HABITS AND BEHAVIORS AT THE TABLE

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> To infer specific details, main ideas, opinions, and points of view from written sources. Distinguishing the main idea from supporting details. 	Table manners <ol style="list-style-type: none"> Costa Rican eating habits: eating time, courtesy, etiquette, and table setting the elements of speech that are used within this context the examples given in the National Syllabus, such as <i>We prefer _____.</i> <i>Lunch is more formal.</i> <i>Our main meal is _____.</i> <i>What food do/does _____ like the best.</i> <i>In my family, we set the table this way.</i> 	4

6) HOLIDAYS AND CELEBRATIONS IN COSTA RICA WITH SOME CELEBRATIONS IN ENGLISH SPEAKING COUNTRIES

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> To identify concepts, general and specific facts, ideas and issues. Understanding relations between the parts of a text through lexical cohesion devices. 	<p>Language expressions related to...</p> <ol style="list-style-type: none"> holidays festivities and celebrations origin and traditions customs the elements of speech that are used within this context the examples given in the National Syllabus, such as: <i>What's your favorite celebration? When is it celebrated?/ How is it celebrated? My family is used to going /eating,/ celebrating on _____.</i> <i>I prefer _____, etc.</i> 	5

7) CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> To analyze written information through inferences deductions, descriptions and issues. Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. Understanding the communicative value (function) of sentences and utterances. 	<p>Language expressions related to . . .</p> <ol style="list-style-type: none"> natural resources disasters resource misuse: contamination, deforestation, others campaigns sustainability preservation the elements of speech that are used within this context the examples given in the National Syllabus, such as: <i>We should _____.</i> <i>A solution could be _____.</i> <i>I think/believe that _____.</i> <i>I agree/don't agree _____.</i> <i>It's better to _____.</i> <i>_____ may be correct _____.</i> 	5

8) TOURISM WORLDWIDE AND TOURIST ATTRACTIONS OFFERED BY COSTA RICAN COMMUNITIES

Objectives of the program	Content	N° ÍTEMS
<ul style="list-style-type: none"> • To analyze specific details, main ideas, opinions, and points of view in written sources. • Understanding conceptual meaning. • Selecting written material that is appropriate to their competence to read independently. • Recognizing indicators of discourse. • Drawing conclusions from extended texts. 	<p>Language expressions related to . . .</p> <ol style="list-style-type: none"> 1. advantages and disadvantages 2. tourist attractions 3. facilities 4. accommodations 5. tour packages 6. fares 7. lodging 8. schedules 9. itineraries 10. the elements of speech that are used within this context 11. the examples given in the National Syllabus, such as <p><i>Do you like _____?</i> <i>Have you ever _____?</i> <i>Have you gone/liked/enjoyed _____?</i> <i>Why don't you _____?</i> <i>Would you _____?</i> <i>You should _____.</i> <i>There is/are _____.</i> <i>Let me show you _____.</i> <i>The place offers you _____.</i> etc. <i>May I help you?</i> <i>You should take this trip because...it's your chance to see it all in a month/...go through customs/violate regulations.</i> <i>This is a one-month package and includes air fares, transportation _____.</i> <i>What's the capital city of _____?</i> <i>I wonder what that place may be?</i> <i>Can you tell me what it is like there?</i></p>	<p>6</p>

9) COMMON ILLNESSES AND NEW DISEASES AND EPIDEMICS

Objectives of the program	Content	N° ITEMS
<ul style="list-style-type: none"> • To analyze concepts, general and specific facts, ideas and issues. • Selecting written material that is appropriate to their competence to read independently. • Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. 	<p>Language expressions related to . . .</p> <ol style="list-style-type: none"> 1. symptoms 2. diagnosis 3. treatments 4. medications 5. illnesses: chickenpox, mumps, flu, measles, hepatitis, cancer and others 6. syndromes: Parkinson's, AIDS, Alzheimer's, and others 7. minor affections: vision problems, cough, loss of hearing, insomnia, headaches, and others 8. social diseases and their effects on health: stress, chronic fatigue, alcoholism, smoking, drug addiction, eating disorders such as bulimia and anorexia, lack of exercise, sedentary habits, and others 9. new diseases and epidemics: Ebola, anthrax, crazy cow, SARS, dengue, cholera, bird flu, and others 10. common illnesses: cholesterol, blood pressure, bleeding nose, diarrhea, constipation, hemorrhagic, migraine, sinus, colitis, and others 11. sexually transmitted diseases: gonorrhoea, syphilis, herpes, and others 12. the elements of speech that are used within this context 13. the examples given in the National Syllabus <p><i>What's the matter?</i> <i>How do you feel?</i> <i>Have you seen a doctor?</i> <i>Do you know about _____?</i> <i>You need to take _____ etc.</i> <i>You need to drink_____.</i> <i>You need to stay in bed, etc.</i> <i>What are the symptoms of _____?</i> <i>What are some sexual diseases? Etc.</i></p>	<p>5</p>

10) OUR DEMOCRATIC TRADITION

Objectives of the program	Content	N° ITEMS
<ul style="list-style-type: none"> • To analyze concepts, general and specific facts, ideas and issues. • Identifying details in familiar material. • Understanding relations between the parts of a text through lexical cohesion devices. 	<p>Language expressions related to ...</p> <ol style="list-style-type: none"> 1. democracy: traditions, rights and obligations, tolerance towards other people's ideas 2. political systems in other countries 3. the voting process: the Electoral Tribunal, elections, ballot, voters, political parties, candidates, polls, surveys, and others 4. organization of the power within the democratic system 5. sovereignty: constitution, laws, citizenship, and others 6. government: president, vice president, deputies, congress, political power, and others 7. values: democracy, freedom, peace, justice, and others 8. rulers: local government, national and international treaties, ministries, and others 9. the elements of speech that are used within this context 10. the examples given in the National Syllabus, such as <p><i>What do you understand by democracy?</i> <i>What do you understand by freedom?</i> <i>What do you understand by sovereignty, etc?</i> <i>What do you think about democracy?</i> <i>What do you think about politics?</i> <i>What do you think about the right to vote?</i> <i>What do you think about speak, etc.?</i> <i>What do you think about the expression "It's the government for the people, by the people and of the people?"</i> <i>Qualities of democracy</i> <i>Qualities of equality, etc.</i></p>	<p>4</p>

11) CAREERS, JOBS AND LIFESTYLES

Objectives of the program	Content	N° ITEMS
<ul style="list-style-type: none"> • To recognize advantages and disadvantages, descriptions, and appropriate conclusions through inferences and deductions. • Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. • Understanding the communicative value (function) of sentences and utterances. • Understanding a variety of types of written material for personal interest and for information. • Identifying the main point or important information in a piece of discourse. • Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. • Extracting salient points to summarize the text, ideas, cognates, derivatives, etc. 	<p>Language expressions related to...</p> <ol style="list-style-type: none"> 1. career and job demand in Costa Rica and in English speaking countries 2. facilities 3. schedules 4. tasks 5. salaries 6. duties 7. rights 8. the elements of speech that are used within this context 9. the examples given in the National Syllabus, such as <p><i>Which professions are _____?</i> <i>What professions do you _____?</i> <i>What do you know/think of _____?</i> <i>Which are the benefits of _____?</i> <i>I'd like (to) _____ because _____.</i> <i>How much does a _____ earn/cost at _____?</i> <i>What does he/she do?</i> <i>Where can you major in _____? _____ is better than _____.</i> <i>It takes _____ to graduate, etc.</i> <i>I'm interested in _____.</i> <i>Let me tell you about _____.</i> <i>I'd like to apply for _____.</i> <i>Let us review / Be cooperative.</i> <i>You need to fill out _____ etc.</i> <i>What do you want to be _____? Why?</i> <i>Would you like to _____?</i> <i>Do you want to enter _____?</i> <i>Did you want to pay the admissions fee?</i> <i>Do you want to fill out the _____?</i></p>	<p>6</p>

12) SCIENCE AND TECHNOLOGY

Objectives of the program	Content	N° ITEMS
<ul style="list-style-type: none"> • To evaluate general and specific facts, ideas, issues, advantages and disadvantages, applications, descriptions, and conclusions. • Understanding a wide range of factual and imaginative texts. • Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. • Recognizing attitudes and emotions. 	<p>Language expressions related to...</p> <ol style="list-style-type: none"> 1. science 2. technology 3. discoveries 4. computing 5. cyber space 6. robotics 7. applications in modern life 8. advantages and disadvantages 9. technology and sustainable development 10. telecommunication trends 11. the use of advanced technology in medicine: specialized equipment for different treatments, cloning, artificial insemination, implants, as well as plastic surgery and reconstructive surgery 12. different kinds of energy from natural and artificial sources 13. advances in agriculture 14. machinery and industry 15. misuse of technology and its consequences 16. the elements of speech that are used within this context 17. the examples given in the National Syllabus, such as <p><i>How does science and technology affect the discovery of _____?</i> <i>What's the future of _____?</i> <i>Which are some applications of _____?</i> <i>What are some fields of interest?</i> <i>Traveling to the outer space _____.</i></p>	<p>6</p>

13) MORALS AND VALUES

Objectives of the program	Content	N° ITEMS
<ul style="list-style-type: none"> • To evaluate general and specific facts, concepts, ideas, issues, descriptions, and points of view. • Drawing conclusions from extended texts. • Understanding a wide range of factual and imaginative texts. • Distinguishing the main idea from supporting details. • Transcoding information to diagrammatic display. • Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. 	<p>Language expressions related to . . .</p> <ol style="list-style-type: none"> 1. minority groups 2. roles of men and women in society 3. senior citizens in society 4. human rights 5. interpersonal relationships 6. respect and tolerance 7. socio-cultural, religious and political matters 8. the elements of speech that are used within this context 9. the examples given in the National Syllabus, such as <p><i>Morals and values: What's a value / moral?</i> <i>I agree with you about _____.</i> <i>I think that we could _____.</i> <i>You better _____.</i> <i>Why don't you/we _____?</i> <i>Maybe if you _____.</i> <i>You shouldn't _____.</i> <i>Gender. Men's and women's roles in society</i> <i>What's your opinion about _____?</i> <i>Are men/women _____?</i> <i>I don't think. _____.</i> <i>I wouldn't _____.</i> <i>I'm sorry about _____, etc.</i> <i>Senior citizens / opportunities / family life:</i> <i>Who are senior citizens?</i> <i>How can you help /take care _____?</i> <i>Could we _____?</i> <i>Let's _____.</i> <i>I'd like to _____.</i> <i>I don't think _____.</i> <i>I wouldn't. _____.</i> <i>I'm sorry about _____, etc.</i></p>	<p>5</p>

14) MASS MEDIA AND COMMUNICATION

Objectives of the program	Content	N° ITEMS
<ul style="list-style-type: none"> • To evaluate general and specific facts, concepts, ideas, issues, descriptions, and points of view. • Identifying the main point or important information in a piece of discourse. • Distinguishing the main idea from supporting details. • Reading between the lines. 	<p>Language expressions related to...</p> <ol style="list-style-type: none"> 1. mass media 2. communication 3. personal opinions 4. points of view 5. the elements of speech that are used within this context 6. the examples given in the National Syllabus, such as <p><i>TV is important because _____</i> <i>The communication facilities _____</i> <i>Why is _____ important?</i> <i>I think that _____</i> <i>I don't consider _____</i> <i>In my opinion _____ etc.</i></p>	<p>5</p>

APPENDIX

All the texts, pictures, images and illustrations that appear in the tests are either taken from the sources available to the teaching of English or elaborated by teachers and other specialists in the field. The articles that appear in the tests may be accompanied by images that help students recall specific topic contents.

Students have to **deduce*** and **infer*** the meaning of words and phrases within a determined context in all topics. This ability is part of the reading comprehension skills stated in the English National Syllabus and it is required in a national test of a foreign language.

Even though the National Syllabus does not present certain grammar issues in explicit or separate units, grammar patterns are inseparable components of speech. Each topic offers the learner a context to acquire basic or complex patterns according to the academic level.

The vocabulary and grammar patterns used in the tests correspond to those by the English National Syllabus.

Synonyms, as well as antonyms, homonyms, homographs, linking words, prefixes, suffixes, and root words are **key words** to assure **communication** in every topic.

Teachers should be aware of helping the students develop **lexicon** items related to each topic necessary to meet the best results in a national test. Students should acquire it throughout the years of study and be ready to master it.

