



# Inglés

## Tabla de Especificaciones

### Educación Diversificada a Distancia (EDAD 02)

**2024**

Rige a partir de la convocatoria 02-2024



Este documento está elaborado y alineado con base en el [Programa de Estudio de Inglés vigente Tercer Ciclo de la Educación General Básica y Educación Diversificada del Ministerio de Educación Pública](#) (MEP). Es una **guía** para los postulantes del programa de Bachillerato de [Educación Diversificada a Distancia](#) (EDAD).

## 1. GENERALIDADES DE LAS PRUEBAS DE:

- EDAD 02: 60 ítems

Estos ítems están distribuidos en 6 diferentes escenarios (*scenarios*), los cuales corresponden a los niveles de undécimo (11°) año del Programa de Estudio de Inglés vigente de III Ciclo de la Educación General Básica y Educación Diversificada del MEP. Los escenarios son situaciones reales que proveen autenticidad a las diferentes tareas, actividades y textos a los cuales los estudiantes están expuestos.

### ESCENARIOS (SCENARIOS)

11 <sup>th</sup> Grade
<b>Unit 1. Scenario:</b> Recipes for Success
<b>Unit 2. Scenario:</b> From the Wheel to the Drone
<b>Unit 3. Scenario:</b> The Earth- Our Gift and Our Responsibility
<b>Unit 4. Scenario:</b> Get Ready. Get Set. Go!



2. **ELEMENTOS DE LA TABLA DE ESPECIFICACIONES** (distribution of items based on assessment strategies and learnings):
- **Level, unit, themes, scenario, band (nivel, unidad, temas, escenario y banda):** al inicio se presenta el nivel (undécimo 11°).
  - **Assessment strategy (estrategia de evaluación):** son los resultados de aprendizaje que se van a evaluar en cada una de las unidades y escenarios. **Solamente** se evalúa la competencia de comprensión escrita, específicamente **lectura** (reading).
  - **Learnings (saberes):** se divide en tres columnas que indican los tres tipos de saberes; los cuales son desarrollados por el Programa de Estudio de Inglés de III Ciclo de la Educación General Básica y Educación Diversificada 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, dichos y expresiones que la persona postulante puede encontrar dentro de un texto.
  - **Number of items (número de ítems):** es la cantidad de ítems que se evaluará en la prueba correspondiente, los cuales corresponde a cada “assessment strategy”.



**EDAD 02**

EDAD 02				
Level: 11th	Unit 1 Themes: 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	Scenario: Recipes for Success		Band: 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.	<p><b>Grammar &amp; Language Forms:</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.            To get ahead at work, she is working long ...</p> <p><b>Vocabulary:</b>  <b>Healthy living</b>            Exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions, diet, effect education, fitness, flexibility, gain, improvement.</p>	<p><b>Functions:</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>Psycho-social:</b>            Working on my own strengths and limitations.</p> <p>Being flexible and open to changes to reach success in many areas of life.</p> <p><b>Sociocultural:</b>            Supporting classmates to reach goals together.</p> <p>Promoting healthy habits for improving my family and classmates' lives.</p>	<p>10</p> <p>10</p>
R. 2 extracts specific information in straightforward printed text.				



	<p><b><u>Positive attitude</u></b> Helping friends, and role models, cooperating with the community activities and events, adaptable, affectionate, brave, bright, broad-minded, calm, determined, emotional, energetic, friendly, optimistic passionate, polite, and reliable.</p> <p><b><u>Follow the recipe.</u></b> A plan for success, perseverance, smartness, determination, humility, goal setting, planning, goals, objectives, reflection,</p> <p><b><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><u>Discourse Markers:</u></b> <b><u>Linkers:</u></b> sequential past time (later)</p> <p>He finished his letter of intent and then went out for a while.</p> <p>Later, he looked at it again to see if he had missed anything important.</p> <p>After that, he changed some things he'd written before.</p> <p>Finally, he placed it in his portfolio.</p> <p><b><u>Connecting words expressing cause and effect, contrast, etc.</u></b> On the other hand, we could study for the test and then go out. However, this depends on your attitude towards life challenges.</p>	<p><b><u>Social Language Sample:</u></b> Couch potato. Fitness freak</p> <p><b><u>Idioms</u></b> In the bag</p> <p><b><u>Proverbs / Quotes</u></b> -Success is a journey not a destination. -Unknown Author</p> <p>Better late than never. -Unknown Author</p>	
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**EDAD 02**

EDAD 02				
Level: 11th	Unit 2 Themes: 1. Inventions that Have Changed our Lives 2. Living in a Tech World 3. Safety First 4. The Next Wave of Innovations	Scenario: From the Wheel to the Drone		Band: B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R. 1 interprets relations between main ideas and supporting ideas in topical articles and reports.	<p><b><u>Grammar &amp; Language Forms:</u></b>  <b>Broader range of intensifiers</b> (too, enough).            The use of technology will be too 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 of generating the highest heat by using mirrors.</p> <p><b>3rd conditional</b>            if + past perfect + conditional perfect. 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>Both, either neither</b>            Both, the internet, and the wheel are considered two of the most revolutionary inventions of all.            In the near future, neither gasoline nor wires will be used.</p>	<p><b><u>Functions:</u></b>            Describing inventions that have changed people's lives.            Expressing opinions, agreeing, and disagreeing about living in a Tech world.            Describing measures to take into account to surf the web safely.</p> <p><b><u>Discourse Markers:</u></b>  <b>Linkers:</b> sequential – past time (later)            He finished the e-mail and then went out for a while.</p> <p>Later, he looked at it again, to see if he had missed anything. important.</p> <p>After that, he changed the text a little.</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 implication when using the latest tech innovations.</p> <p><b><u>Sociocultural</u></b>            Valuing using conventional ways to communicate with others.</p> <p>Demonstrating disposition to help each other within collaborative environments while working with technology.</p>	10



	<p>Either gas or solar energy will be too important for housing electricity.</p> <p><b><u>Vocabulary:</u></b></p> <p><b><u>Inventions that Have Changed our Lives</u></b></p> <p>Internet, Smartphones, Tablets, Video games, PSP, Social Network, Facebook, Twitter Instagram, Snapchat, Upload, Download, Share, Like, Comment, Cyber, Bullying</p> <p><b><u>Living in a Tech World</u></b></p> <p>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, To Tweet, Update, Best Technology to be wise users, to be responsible, Safety, Risk Information, Selfies</p> <p><b><u>Safety First</u></b></p> <p>Be careful, don't share ..., Respect, Advise, to denounce. To report, to communicate, don't expose, Be smart.</p> <p><b><u>The Next Wave of Innovations</u></b></p> <p>Robots, holograms, Space traveling, Electric motors, Spaceships.</p>	<p>Finally, he checked it and sent it.</p> <p><b>Connecting words expressing cause and effect, contrast, etc.:</b></p> <p>On the other hand, we could buy a flash memory and some ink for the printer.</p> <p>However, this depends on the budget you have to get a new tablet.</p>	<p><b><u>Social Language Sample:</u></b></p> <p>All-singing, all-dancing ~Silver-surfer</p> <p><b>Proverbs/ Quotes</b></p> <p>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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**EDAD 02**

EDAD 02				
Level: 11th	Unit 3 Themes: 1. Natural Disasters-Is Nature Against us? 2. What's the Problem? 3. A Helping Hand 4. Who is Doing What?	Scenario: The Earth–Our Gift and Our Responsibility		Band: B1
Assessment strategy	Learn to know	Learn to do	Learn to be and Live in Community	Number of items
R. 1 summarizes the main ideas and supporting details.	<p><b>Grammar &amp; Language Forms:</b></p> <p><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?</p> <p><b>Modals:</b> must/can't /have to 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.</p> <p><b>Past continuous Be past + gerund:</b> ONU was talking about the importance of emergency issues worldwide.</p> <p><b>Simple past</b> NGOs proposed different solutions to stop animal extinction.</p>	<p><b>Functions:</b> Talking about natural disasters.</p> <p>Describing feelings, emotions and attitudes about environmental problems worldwide.</p> <p>Talk about Nonprofit and NGOs that help environment.</p>	<p><b>Psycho-social:</b> Engaging in setting own goals towards healthy and sustainable environment.</p> <p>Engaging in own true actions to protect the environment.</p> <p><b>Sociocultural</b> Reflecting on local environmental needs for finding solutions.</p> <p>Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.</p>	10



	<p><b><u>Vocabulary:</u></b></p> <p><b><u>Natural Disasters -- Is Nature Against us?</u></b> Atmosphere, Biodegradable, materials, chemicals, spoiled, destroyed, Deforestation Depletion, Erosion, Hurricane Twister, Flooding, Earthquake Drought, Land Sliding</p> <p><b><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><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><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> -past time (later) They finished picking up the garbage from the beach.</p> <p>Then, they started to classify it.</p> <p>Later, they put it in big plastic bags, to take it for recycling.</p> <p>After that, they put all the garbage bags into a truck.</p> <p>Finally, the garbage was taken to a recycling place.</p> <p><b>Connecting words</b> expressing cause and effect, contrast, etc.: Consequently, because of, due to, In spite of, Although, On the other hand.</p>	<p><b><u>Social Language</u></b> <b>Sample:</b></p> <p>-Sail close to the wind -at stake</p> <p><b>Proverbs/Quotes</b> A recipe for disaster No quick fix -A race against time -Ripple effect -To sweep something under the carpet Proverbs / Quotes We won't have a society if we destroy the environment. Margaret Mead</p>	
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**EDAD 02**

EDAD 02				
Level: 11th	Unit 4 Themes: 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	Scenario: Get Ready. Get set. Go!		Band: B1
Assessment strategy	Learn to know	Learn to do	Learn to Be and Live in a Community	Number of items
R.1 reads short media reports on familiar events.	<p><b><u>Grammar &amp; Language Forms:</u></b></p> <p><b>Adverbs</b> My professor of literature tells stories well. In this university, you hardly have to work. It's easy.</p>	<p><b><u>Functions:</u></b> Describing dreams and fears about the future.</p>	<p><b><u>Psycho-social</u></b> Making decisions that benefit my future.</p>	10
R.2 extracts the key ideas from narrative and expository texts.	<p><b>Modals:</b> might, may, probably We may go to college next year. We might not have time off during test evaluation week.</p> <p><b>Future continuous</b> Will+ be+ gerund Alex will be arriving later today. He should be punctual to keep his job.</p> <p><b>Complex questions= tags</b> This job is interesting, isn't it? This enterprise doesn't offer social security insurance, does it?</p> <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>Talking about college or career decisions.</p> <p>Describing soft skills needed to be successful in working life.</p>	<p>Managing soft skills at different scenarios.</p> <p><b><u>Sociocultural</u></b> Respecting everyone's choices regarding their future.</p> <p><b><u>Social Language</u></b> <b><u>Sample:</u></b> Pull your weight. Office politics Call the shots Move up the ranks down my neck</p>	10



	<p><b><u>Vocabulary:</u></b>  <b><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, type of letters)</p> <p><b><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, type of letters, etc.)          Having a part-time job.</p> <p><b><u>Surviving or thriving?</u></b>          College dressing,          College Problems,          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,          Initiative.          Letters, Applications, Curriculums, Recruitment</p> <p><b><u>Go! The Future is Now</u></b>          Getting a job (looking for and getting a job, interviews,          resumes, filling out forms, financial aid, type 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, type of letters, etc.)          Moving out of the home, time to live alone.</p>	<p><b><u>Discourse Markers:</u></b>  <b><u>Linkers: Sequential</u></b>          Past time (later)</p> <p>He finished filling out          the university          applications; then, he          checked them.</p> <p>Later, he looked at          them again, to see if          he had missed          anything important.</p> <p>After that, he decided          to mail them.</p> <p>Finally, he waited for          University's answer.</p> <p><b><u>Connecting words          expressing cause          and effect, contrast,          etc.:</u></b>          On the other hand,          we take a course to          sharpen our soft          skills.          However, the          university offers new          majors.</p>	<p><b><u>Proverbs/Quotes</u></b>          Communication          –the human connection          is the key to personal          and career success.          -Paul J. Meyer</p> <p>What is the recipe for          successful 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>	
<b>Total</b>				<b>60</b>