

## ICFES TRAINING. APPLYING OUR KNOWLEDGE



### INDICADORES DE LOGRO

- Extrae información explícita e implícita en de un texto en Inglés
- Ejercita tipos de pregunta ICFES
- Incrementa su vocabulario a través de la lectura de textos
- Revisa aspectos gramaticales mediante los ejercicios de aplicación
- Aplica algunas recomendaciones para la resolución de preguntas en Inglés, tipo ICFES
- Practica información adquirida en el software English Discoveries



Let's read the following paragraph.

En la actualidad el mundo de los negocios y de la economía está creciendo a grandes velocidades, lo que nos obliga a tener visiones más amplias, más globales y más organizadas de toda las estructuras que nos rodean.

Como podemos ver, cada ser humano es una empresa propia en la cual tiene que poner a su servicio todas las competencias para ser competitivo y para mejorar continuamente. Saber administrar los recursos con los que contamos son índice de un futuro organizado y con metas alcanzables. Entonces, no sólo se necesita el saber desempeñarse en una actividad específica, se necesita de organización, de coordinación, de gestión y de planeación entre otras competencias para ser productivo.

Para el año 2005, el Instituto Colombiano para el fomento de la Educación Superior (ICFES), redujo el número de preguntas, hecho que significa la utilización de un día para la presentación de dichas pruebas. De ahí que el número de preguntas de todas las áreas es de menor extensión. En el Área de Inglés se harán 24 preguntas, hecho que implica utilizar el tiempo muy bien ya que para cada pregunta se dispone de dos minutos (2').

Así, un hombre o una mujer que no sepan administrar su tiempo, no sabrán administrar el tiempo en su trabajo y serán personas que no estarán en posibilidades de asumir las responsabilidades que les sean asignadas. Si un padre de familia no sabe gestionar los recursos para conseguir por ejemplo la casa para sus hijos o no sabe administrar el salario para el sostenimiento de su familia; ésta sufrirá las consecuencias del mal manejo de los recursos, entonces este padre no sabrá administrar los recursos que le sean asignados en su empleo.



ICFES text is going to be presented approximately in one month. You have to review English in order to get a good score.

In general terms, in English for example I have to review: VOCABULARY, GRAMMAR STRUCTURES, READING COMPREHENSION STRATEGIES, SYNONYMS, ANTONYMS.



So, now I am going to make a real plan, in real time to distribute my time in an appropriated way to obtain good results in the ICFES EXAM. I am going to add this schedule to MIS COMPROMISOS, after I present this test, I will review if I can manage my time and the appropriated resources. Finally, I make a copy of this schedule and I stick it in a visible place, for remembering it all the time.

Monday	
English vocabulary	30 minutes
Grammar structures	30 minutes

Los planes de desempeño, ayudan a enfocar y a ejecutar las acciones lo mejor posible, además nos sirven como referencia para evaluar los progresos y las realizaciones de las metas. Estas alternativas nos ayudan a fortalecer nuestro desarrollo académico y a enriquecer nuestro desarrollo personal.

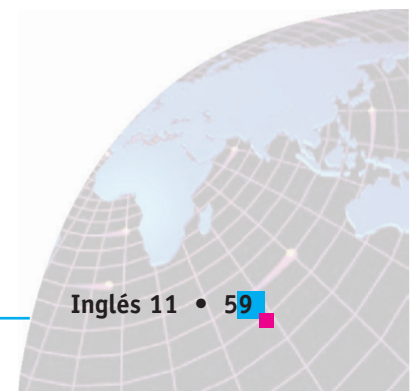
Actualmente la mayoría de empresas evalúan a sus empleados a través del cumplimiento de los planes de desempeño.



### ICFES TRAINING ENGLISH

Don't forget that this kind of evaluation has a two fold objective:

1. Use the different tools for reading comprehension.
2. Use English as a foreign language.



## General recommendations for improving my English

1. Make a list of vocabulary by categories. For example:

FOOD: Tomatoes, onions, carrots, lettuce  
Milk, cheese, yogurt, butter  
Meat, chicken, fish, pork

ADJECTIVES: Big\_\_small  
Beautiful\_\_ ugly  
Tall\_\_short  
Interesting\_\_boring



Your turn

I organize the following vocabulary in the appropriated category. I use the dictionary.

And, sweet, job, salty, dry, iron, but, in, the, she, excited, anxious, milk, feed, before, farm, after, eggs, they, took, reason, also, subway, snake, always, pet, live, fast, slow, speak, usually, hard, expensive, play, poetry, sometimes, make, look, feeling, people, him, girl, behaviour, her, sour, cheap.

### Categories

- Nouns:
- Adjectives:
- Verbs:
- Prepositions:
- Pronoun:
- Adverbs:
- Possessive pronouns:
- Conjunctions:

2. When you are reading a text, it's recommended to read the questions before answering them, because in that way you are going to have a previous idea about the text. Read the following example, try to solve it according to the recommendation. Measuring your time.

Canada is a land of diversity; for example, it has two national languages. In Quebec, **a very old city**, French is the main language; however, many people there also speak English. Canada has large deposits of many valuable minerals such as gold, silver



and copper. In addition, it is very rich in farmland, fish and lumber. It also has some of the world's largest lakes. Moreover, one third of the world's fresh water is in Canada.

1. The word diversity can be replaced by
  - a. Unity
  - b. Similarity
  - c. Variety
  - d. Uniformity
  
2. The main idea of the text is:
  - a. Canada is only important because of its water
  - b. Many French people live in Canada
  - c. Canada is a country with many natural resources
  - d. Only French is spoken in Canada
  
3. The expression, "a very old city" means
  - a. Quebec was built many years ago
  - b. Quebec people are very old
  - c. Quebec is a new city
  - d. Only old people live in Canada

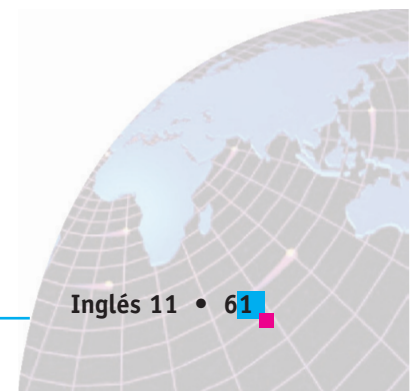


### OTHER RECOMMENDATIONS

- When you don't understand some words you can deduce the meaning according to the context.
- Try to remember the position of the key words (palabras claves) in order to have a general idea about all the text.

### Activity one

1. I Answer the following ICFES test, measuring the time. Remember I have to manage the time in an appropriated way, because I have for answering each question two minutes (2').
  
2. I write the answers on my notebook.





91. Juan and Esther have a date, but she is late.

Esther: Hi!..

Juan: What took you so long?

Esther: I'm sorry for the delay. There was a terrible traffic jam, and the taxi driver didn't know another route...

Juan: \_\_\_\_\_

Esther: It was so crowded that I couldn't even get into it.

Juan: Oh, well. Let's forget it.

- A. That's not a good reason.
- B. I'm sorry to hear it. How is it now?
- C. Why didn't you call me?
- D. You should have used the subway.

### COMPRESIÓN DE SITUACIONES

En el enunciado de estas preguntas se plantea una situación a partir de la cual se formula la pregunta. Usted debe leer cuidadosamente la situación planteada y escoger la opción que responda en forma lógica y coherente la pregunta.

92. Patrick is looking for a place to live.

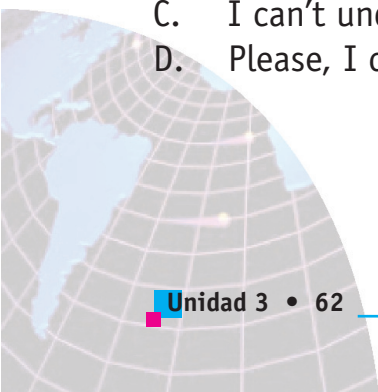


According to the situation, Patrick is asking:

- A. How many rooms are there for rent?
- B. Would you mind having a snack?
- C. Do I have to pay more for the snake?
- D. Are pets allowed here?

93. Martha is a Colombian woman who has just gotten to Canada. She is talking to her friend, but she has some problems understanding him. So, she says.

- A. Speak faster, please. So, I can't understand.
- B. Please, don't speak so fast. I can't understand.
- C. I can't understand so fast. Don't speak, please.
- D. Please, I can't understand fast. So, don't speak.





## COMPRENSIÓN DE TEXTOS

En esta parte de la prueba se formulan varias preguntas a partir de un texto. Usted debe leer cuidadosamente el texto y elegir la opción que corresponda a la pregunta formulada.

### 94-96 Folk Music

The drum music of Western África played an important role in communicating over long distances. Drummers used tone and rhythm to send messages from village to village. Therefore, it was easy for people to get in contact with each other. In Japan, a special type of music called Koto music had a different use. Musicians played the Koto to accompany classical plays.

One kind of music that was typical in Arabian countries was the Huda. It had a special rhythm, which imitated the rhythm of a camel's walk. Experts believe that Arabs thought this music would keep them safe from spirits in the desert.

94. The underlined word Therefore can be replaced by.
- A. In the same way.
  - B. On the other hand.
  - C. As a result.
  - D. That is.
95. The underlined expression, a different use establishes a relationship of contrast with.
- A. The use of rhythm in Arabian music.
  - B. Koto music to accompany plays.
  - C. Folk music for telling stories and poetry.
  - D. The role of drum music for Africans.
96. The conclusion of this text could be:
- A. Music had more purposes than just entertainment in the past.
  - B. Folk music was very important in Africa and India.
  - C. Folk music started with drums as its main instrument during the last decade.
  - D. Music has evolved differently in different cultures.



97-99

Meteorologists are scientists who study the weather and make weather predictions. In order to make a successful reading, meteorologists must take a lot of things into consideration. In fact, the data required are collected several times a day from different sources all over the world. To gather this information, special types of instruments are used.

These data are of course valuable to everybody since the reports and warnings that meteorologists give are usually reliable. Failing to take their advice could, in some cases, be a matter of life or death.

97. The underlined word valuable can be replaced with

- A. Expensive
- B. Useless
- C. Necessary
- D. Useful

98. The underlined expression usually reliable supports one of the following ideas:

- A. Weather information is generally accurate
- B. Meteorologists read very successfully
- C. Meteorologists work really hard
- D. Weather information is rarely precise

99. The underlined sentence failing to take their advice could, in some cases, be a matter of life or death. communicates the idea that

- A. Meteorologists' observations are sometimes right
- B. It is necessary to ignore scientists' recommendations
- C. It is prudent to pay attention to meteorologists' suggestions
- D. Scientists' directions are usually inefficient

## Zoos

100-102

Zoos are basically designed for human entertainment. People can learn little or nothing from seeing poor undignified animals forced to go round and round in cages. Tests have shown that penned-up animals suffer high levels of stress and boredom not to mention physical harm. Those who claim that zoos prevent the





extinction of endangered species should ask themselves whether it is really preferable for them to live in such a demeaning and artificial environment than not to live at all.

100.

From the underlined sentence people can learn little or nothing from seeing poor undignified animals forced to go round and round in cages, we can conclude that

- A. Animals cannot teach us anything about themselves
- B. People are wasting their time, if they visit zoos in order to learn about animals
- C. Visiting zoos can be a really enriching experience
- D. People who do not know anything about animals can visit zoos to learn about them

101. Based on the text, the author uses the underlined word demeaning to communicate that animals

- A. Live in comfortable conditions
- B. Deserve respect
- C. Have a life of pleasure
- D. Prefer to live in zoos

102. The intention of the author in this article is to

- A. Describe the life of animals in zoos
- B. Advise animals about their poor conditions
- C. Invite people to visit as many zoos as possible
- D. Make people reflect on the life of animals in a zoos

103 - 105

A few years ago, scientists videotaped mothers' reactions to young babies. They needed a baby for their research. Although it was a boy, they dressed it in pink. They then gave it to several mothers to hold. Because the baby was dressed in pink, everyone praised its appearance and said things like, "There's a pretty girl". When the baby made a noise, or moved, they tried to calm it down by saying, "Stop crying, darling".

The scientists then dressed the same baby in blue. In spite of the fact that it was the same baby, the mothers' reactions were completely different. This time they said things like, "What a big strong boy!".



When the baby moved or made a loud noise, they laughed and encouraged it, saying, “Listen to that shout! What strong lungs!” Although the baby’s size hadn’t changed and the cries were identical, mothers reacted differently to the baby in blue.

103. The underlined sentence, everyone praised its appearance. means the same as

- A. People criticized the boy’s looks
- B. People expressed positive feelings about the baby’s physical aspect
- C. People censured the boy’s clothes
- D. People demonstrated negative attitudes towards the baby’s actions

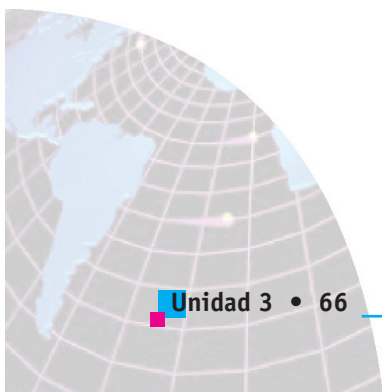
104. According to the two types of reactions that the mothers showed, we can state that

- A. If the mothers thought the baby was a boy, they talked to him softly
- B. If the baby boy cried, the mothers were very rude
- C. If the mothers thought the baby was a girl, they talked to her energetically
- D. If the baby girl cried, the mothers were very gentle

105. Based on the context, we can say that

- A. People’s behavior towards babies is influenced by colors
- B. There is a strong natural relationship between color and a child’s sex
- C. Babies’ behavior depends on the color they are wearing
- D. There’s a poor association between a baby’s actions and the mother’s reactions

(Taken from: [www.icfesinteractivo.com](http://www.icfesinteractivo.com))





Estas recomendaciones son parte de los recursos necesarios para diligenciar de manera óptima las pruebas ICFES. Después de haber leído las recomendaciones y de saber que si se aplican en forma correcta son de gran utilidad, de esta manera somos conscientes que si organizamos los recursos disponibles para alcanzar los objetivos previamente determinados, ésto se convertirá en una estrategia eficiente para obtener buenos resultados en una prueba determinada.

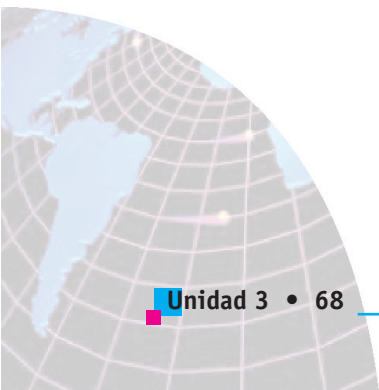
### Activity one

1. I compare my answers with my classmates. After that, we compare our answers with the annexes of the answers.
2. We write the new vocabulary and looking for their meaning at the dictionary.
3. We correct the errors that we had in the test.
4. We go to the virtual room, in the program English discoveries, we locate the level Basic 3 in the reading section, we select 5 readings and we solve the exercises referring to: explore, practice and test. Taking into consideration that the only exercises that should be written on the notebook are those referring to explore (main idea, connectives, reference words and key words).

***I HAVE FINISHED  
MY WORK  
IN THIS HANDOUT***



# ESTUDIO Y ADAPTACIÓN DE LA GUÍA





## ANNEXES

- 91. D
- 92. C
- 93. B
- 94. C
- 95. B
- 96. D
- 97. D
- 98. A
- 99. A
- 100. A
- 101. B
- 102. D
- 103. B
- 104. D
- 105. D

