

MOCK TEST - ICFES

GRADO: ONCE

GUIA: 63P

Recuerde que al momento de enviar su actividad

Introduce tu nombre completo:

Curso/grupo:

Asignatura:

Introducir su nombre completo (MAYUSCULAS)

EJ: MIGUEL ANGEL BACCA NAVARRO

Introducir su curso como aparece en ejemplo:

EJ: 11-4 **Sin espacios**

Al introducir asignatura introduzca numero de la **guía** (Se localiza a mano derecha superior)

EJ: **23P**

AVISOS PARTE 1

En esta parte de la prueba se indaga por el conocimiento pragmático del estudiante. En particular, el estudiante debe reconocer el propósito comunicativo de un aviso y el lugar donde este puede aparecer, según el propósito. Para ello, el estudiante debe decidir en qué sitio puede encontrar los avisos que aparecen inicialmente. En cada pregunta hay 3 opciones de respuesta, A, B o C, de las cuales deberá marcar solo una en su hoja de respuestas.

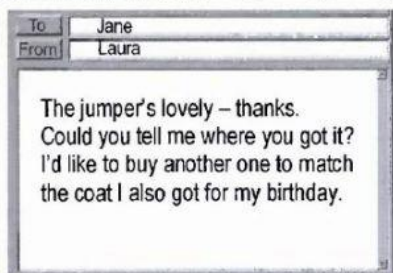
1



The library will

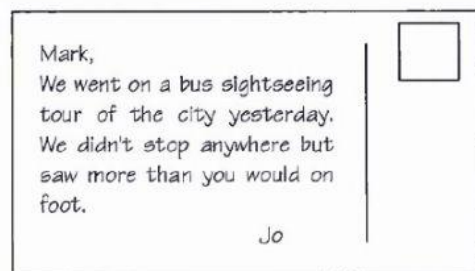
- a) have shorter opening hours until next Friday.
- b) change its opening hours next Friday.
- c) open again to students next Friday.

2



- a) Laura liked the jumper Jane bought, but needs it in a different size.
- b) Laura wants to try to get the same jumper in a different colour.
- c) Laura received two jumpers which were the same, so wants to exchange one.

3



- a) Jo is pleased with the number of things she saw from the bus.
- b) Jo regrets not having walked around the city to look at the sights.
- c) Jo thinks there are better sightseeing tours than the one she took.

4



- a) Customers may park outside the market for up to three hours.
- b) You may unload your vehicle here at any time.
- c) Customers may park here at times when vehicles are not unloading.

DESCRIPCIONES PARTE 2

Esta parte evalúa el conocimiento lexical del estudiante. Para ello, el estudiante debe comprender una serie de descripciones con el fin de relacionarlas con una lista de palabras. Por tanto, el estudiante debe buscar la relación entre una lista de siete palabras disponibles clasificadas de la letra A a la letra G y las preguntas de esta parte, las cuales describen una de las siete palabras disponibles de la lista. Cabe indicar que hay más palabras (A a G) de las que el estudiante necesita.

1. If you play tennis, you book one.
2. You play football here.
3. If you do athletics, you run here.
4. This is where you go to collect shells.
5. You do exercises to get fit here.

- a) track
- b) ice rink
- c) beach
- d) pitch
- e) camp
- f) gym
- g) court
- h) race
- i) course



CONVERSACIONES PARTE 3

La parte 3 evalúa al estudiante en su conocimiento comunicativo. En concreto, el estudiante debe elegir la intervención más adecuada que un interlocutor 1 haría frente a lo dicho por un interlocutor 2. Lo anterior se relaciona con la pertinencia del lenguaje usado en situaciones particulares recreadas en pequeñas conversaciones. En consonancia con lo anterior, en esta parte el estudiante debe completar conversaciones cortas, seleccionando la respuesta correcta de las tres opciones de la hoja respuesta.

- | | |
|---|-------------------------------|
| 1. What was the dinosaur film like? | a) It was boring. |
| | b) A long tail and big teeth. |
| | c) Yes, I did! |
| 2. I don't know your email address. | a) They're in Castle Street. |
| | b) How do you do? |
| | c) I'll give it to you. |
| 3. Why don't we go windsurfing today? | a) What a great idea! |
| | b) Yes, we do, don't we? |
| | c) Thank you very much. |
| 4. Shall we buy these earrings for Mum? | a) So do !! |
| | b) How much are they? |
| | c) She's really pretty! |
| 5. Sorry! I can't play volleyball with you. | a) What a pity! |
| | b) I'm sorry, I'm late. |
| | c) I suppose so. |

GRAMATICA PARTE 4

Con base en un texto, en esta parte se evalúa el conocimiento gramatical del estudiante. Puntualmente, se trata de elegir las palabras más adecuadas para completar un texto. Para ello, el estudiante debe leer y prestar atención a una serie de espacios, puesto que, para cada uno de ellos, debe seleccionar la palabra correcta entre las tres opciones, A, B o C, en su hoja de respuestas.

Classical Indian dancing

Classical Indian dancing is very beautiful to watch. (0) are eight different kinds of classical Indian dancing and each one came from a different part (1) the country. The dances are (2) in a book on dancing, music and acting which is called the Natyashastra. This book was written more than 1,500 years (3) and classical dancers in modern India still have to always follow its instructions.

A classical Indian dancer uses (4) whole of her body. The neck, arms, feet (5) even the eyes move with the music. Very often, the dancers 'tell' old Hindu stories by moving (6) hands in different ways. There are more (7) 25 different ways in which a dancer's hands should move and each way (8) a different meaning!

- 1 a) Of
b) From
c) for

- 2 a) describe
b) described
c) describing

- 3 a) yet
b) since
c) ago

- 4 a) a
b) the
c) her

- 5 a) but
b) and
c) or

- 6 a) their
b) our
c) some

- 7 a) than
b) as
c) then

- 8 a) have
b) having
c) has

LECTURA LITERAL PARTE 5

En esta parte de la prueba, el estudiante debe realizar un ejercicio de comprensión de lectura literal de un texto. Este ejercicio consiste en seleccionar la paráfrasis que permite responder correctamente a cada pregunta planteada sobre un texto. El estudiante debe seleccionar la respuesta correcta, para cada pregunta, entre tres opciones, A, B o C, en su hoja de respuestas.

Ashley Trent

Ashley Trent, one of our most popular young actors, is now filming College Rap. He began having acting lessons six years ago and was in his first play at ten years old.

At fourteen, he immediately became well known, not for acting in the theatre, but on TV. "That was fun!" he says. "I was in a fast-food advert with a cartoon clown, but filming College Rap is much harder work. I have to play baseball and sing in the film, which is fine, but I need to have dancing lessons too. When we finish filming each day, I don't go out with friends. I usually sit in the bath for an hour because my legs and arms hurt! But I'm enjoying myself because the three adult actors who are the teachers in College Rap are really good. They've filmed all over the world. They've taught me to remember my lines more quickly too. I needed half a day to learn five pages before, but now I only need a quarter of an hour."



Being well known is great but Ashley isn't interested in buying lots of expensive things or going out. 'But I'm asked to do really interesting work now and that's wonderful,' he says. 'I don't get excited when I watch myself in films. I know I'm getting better, but I still need to improve!' Well, Ashley, we think you're brilliant!

1. How old was Ashley when he first acted in a play?
a) six
b) eight
c) ten

2. When Ashley was 14, he acted in a
a) TV advertisement.
b) theatre play.
c) cartoon film.

3. In his latest film, Ashley has to learn to
a) sing.
b) dance.
c) play baseball.

4. What does Ashley often do after filming?
a) He exercises.
b) He meets his friends.
c) He has a long bath.

5. Ashley's having fun at the moment because he
a) is not at school.
b) is travelling a lot.
c) is working with great actors.

6. To remember five pages of lines, Ashley now needs
a) 15 minutes.
b) one hour.
c) half a day.

7. What does Ashley like about being famous?
- a) spending money
 - b) getting interesting work
 - c) being invited to wonderful parties
8. What does Ashley think when he sees himself in a film?
- a) He's not good enough yet!
 - b) This is exciting!
 - c) He looks ill!

GOOD LUCK!