ENGLISH PRACTICE BOOKLET

ICFES-STYLE PRACTICE • GRADE 10

Practice Booklet 2

50 original questions • 2 complete practice exams

Topics include urban heat, multilingual education, plastic pollution, coral reefs, music training, dark skies, food waste, digital life, science, travel, and everyday communication.

IMPORTANT	This booklet is teacher-created practice inspired by the task structure of the official Saber 11 English sample booklet. It is **not official ICFES material**.

Extended reading passages are adapted from trustworthy public sources and are clearly identified below each text.

LIVEWORKSHEETS

How to use this booklet

The activities reproduce the main task types found in the reference Saber 11 English booklet while using completely new content and vocabulary.

Part	Task type	Main skill
1	Match descriptions with words	Vocabulary recognition
2	Identify where a notice could appear	Functional reading
3	Complete short conversations	Pragmatic language
4	Complete a text with the correct word	Grammar in context
5	Read and answer comprehension questions	Reading comprehension
6	Read and answer higher-level questions	Inference / purpose
7	Four-option cloze (Exam 2)	Grammar and discourse

Recommendation: Complete each exam without looking at the answer key. Then review not only the correct letter but also the task type and estimated CEFR difficulty.

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EXAM 1

Part 1 - Vocabulary

Read descriptions 1-5. Which word (A-G) matches each description? Two words are extra.

A. battery	B. keyboard	C. password	D. podcast	E. satellite	F. telescope	G. charger

1. You use this secret group of letters or numbers to enter an account.

2. This object stores electrical energy so a device can work.

3. Scientists use this instrument to observe objects that are very far away in space.

4. This machine has keys that you press to write on a computer.

5. This is an audio program that people can download or stream.

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Part 2 - Notices

Where could you see each notice? Choose A, B or C.

PLEASE RETURN YOUR TRAY AND CUP HERE

6. Where could you see this notice?

A. in a cafeteria

B. in a library

C. at a bus stop

QUIET ZONE - RECORDING IN PROGRESS

7. Where could you see this notice?

A. in a studio

B. at a swimming pool

C. in a supermarket

SCAN YOUR TICKET BEFORE ENTERING PLATFORM 4

8. Where could you see this notice?

A. at a train station

B. in a pharmacy

C. in a classroom

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Part 3 - Conversations

Choose the best response to complete each conversation.

9. I forgot to bring my headphones.

A. You can borrow mine.

B. It sounds very loud.

C. Turn right at the corner.

10. Would you like to join our science club?

A. I haven't seen it.

B. Yes, that sounds interesting.

C. It is on the second floor.

11. The presentation starts in five minutes!

A. Then we should hurry.

B. I prefer the blue one.

C. It was very expensive.

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Part 4 - Grammar in Context

Read the text and choose the correct option A, B or C for questions 12-17.

COOLER CITIES

Cities are often warmer than nearby rural areas because roads, roofs, and other dark surfaces absorb heat from the Sun. Green areas can help reduce this effect. Trees and other plants cool their surroundings when they provide shade and release water into the air. NASA researchers have used satellite information to compare cities around the world and study how much cooling vegetation can provide.

In many places, neighborhoods with more trees are (12) _____ than areas with little vegetation. However, not every city has the same access to green space. Researchers have found that some cities in the Global South have (13) _____ green space than cities in the Global North. This means that people living in hotter neighborhoods may have fewer natural ways to stay cool.

Planting trees is not the only solution, (14) _____ it can be an important part of city planning. Trees must be selected carefully because different species need different amounts of water and space. If cities (15) _____ green areas well, they can provide shade, improve comfort, and help communities adapt to extreme heat. Scientists continue (16) _____ satellite data to understand where green space can make the greatest difference. The goal is to design cities (17) _____ are safer and more comfortable during hot weather.

Source: NASA Science, "NASA Data Reveals Role of Green Spaces in Cooling Cities" (2024). Adapted and simplified for classroom practice. https://science.nasa.gov/earth/climate-change/nasa-data-reveals-role-of-green-spaces-in-cooling-cities/

12.

A. cool

B. cooler

C. coolest

13.

A. less

B. few

C. little

14.

A. but

B. because

C. so

15.

A. manage

B. managed

C. will manage

16.

A. use

B. using

C. used

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17.

A. who

B. where

C. that

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Part 5 - Reading Comprehension

Read the article and answer questions 18-22. Choose A, B or C.

LEARNING IN MORE THAN ONE LANGUAGE

The world is highly multilingual. UNESCO reports that thousands of spoken and signed languages are used today, yet many learners do not receive education in the language they understand best. This can make learning more difficult, especially when students are still developing basic literacy skills.

Multilingual education tries to use students' home languages as a resource rather than treating them as a problem. When children begin learning in a language they understand, they can participate more confidently and build strong reading skills. These skills can later support the learning of additional languages.

UNESCO also explains that multilingual education can support inclusion. Students may feel that their identities and cultures are respected when their languages are present in school. However, successful programs require planning. Teachers need training, schools need appropriate learning materials, and education systems need policies that recognize linguistic diversity.

Technology may help by making materials available in more languages, but it cannot replace good teaching or thoughtful policy. The central idea is simple: language is not only a subject to study; it is also the tool through which students understand the rest of the curriculum.

Source: UNESCO, "Languages matter: Global guidance on multilingual education" (2025) and related UNESCO guidance. Adapted and simplified for classroom practice. https://www.unesco.org/en/articles/languages-matter-global-guidance-multilingual-education

18. Why can learning be harder for some multilingual students?

A. They may study in a language they do not understand well.

B. They are required to learn every language at school.

C. They usually have fewer subjects than other students.

19. According to the text, home languages can help students

A. avoid learning additional languages.

B. build skills that support later learning.

C. replace teachers in multilingual classrooms.

20. What is one possible social benefit of multilingual education?

A. It can make students feel their identities are respected.

B. It guarantees that all students get perfect grades.

C. It reduces the number of languages used in society.

21. What does the text say successful multilingual programs need?

A. Only new technology.

B. Training, materials, and supportive policies.

C. Fewer teachers and shorter lessons.

22. What is the main message of the article?

A. Language choice can influence how successfully students learn.

B. Schools should teach only the most widely spoken language.

C. Technology is the best way to solve language problems.

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Part 6 - Higher-Level Reading

Read the text and answer questions 23-25. Choose A, B, C or D.

PLASTIC: USEFUL MATERIAL, SERIOUS PROBLEM

Plastic is used in medicine, food safety, transportation, and many everyday products. Because it is light, strong, and inexpensive, replacing every plastic item with another material could create new environmental problems. However, the way plastic is currently produced, used, and discarded has created a global pollution crisis.

WWF notes that very little of all the plastic ever produced has been recycled. Large amounts enter rivers and oceans, where they can harm wildlife and remain in the environment for a long time. For this reason, experts argue that recycling alone is not enough.

A broader solution would include reducing unnecessary plastic, designing products for reuse, choosing alternative materials where appropriate, improving collection systems, and recycling more effectively. The challenge is therefore not simply to decide whether plastic is “good” or “bad.” It is to change the systems that allow useful materials to become persistent pollution.

Source: World Wildlife Fund (WWF), “The Truth About Plastic Pollution and Solutions” (2025). Adapted and simplified for classroom practice. https://www.worldwildlife.org/news/magazine/summer-2025/the-truth-about-plastic/

23. Why does the writer mention useful applications of plastic in the first paragraph?

A. To argue that plastic pollution is not real.

B. To show that solving the problem requires more than simply banning every plastic product.

C. To prove that plastic is always better than other materials.

D. To explain why recycling should be stopped.

24. What can be inferred from the statement that recycling alone is not enough?

A. Pollution must be addressed at several stages, from design to disposal.

B. Recycling has no environmental value at all.

C. Only consumers are responsible for plastic pollution.

D. Plastic should be used only in hospitals.

25. Which statement best reflects the writer's position?

A. Plastic is entirely harmful and has no useful purpose.

B. Plastic pollution is serious, but solutions must consider how the material is used and managed.

C. The best solution is to replace plastic with paper in every situation.

D. Ocean pollution will disappear if people recycle at home.

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