

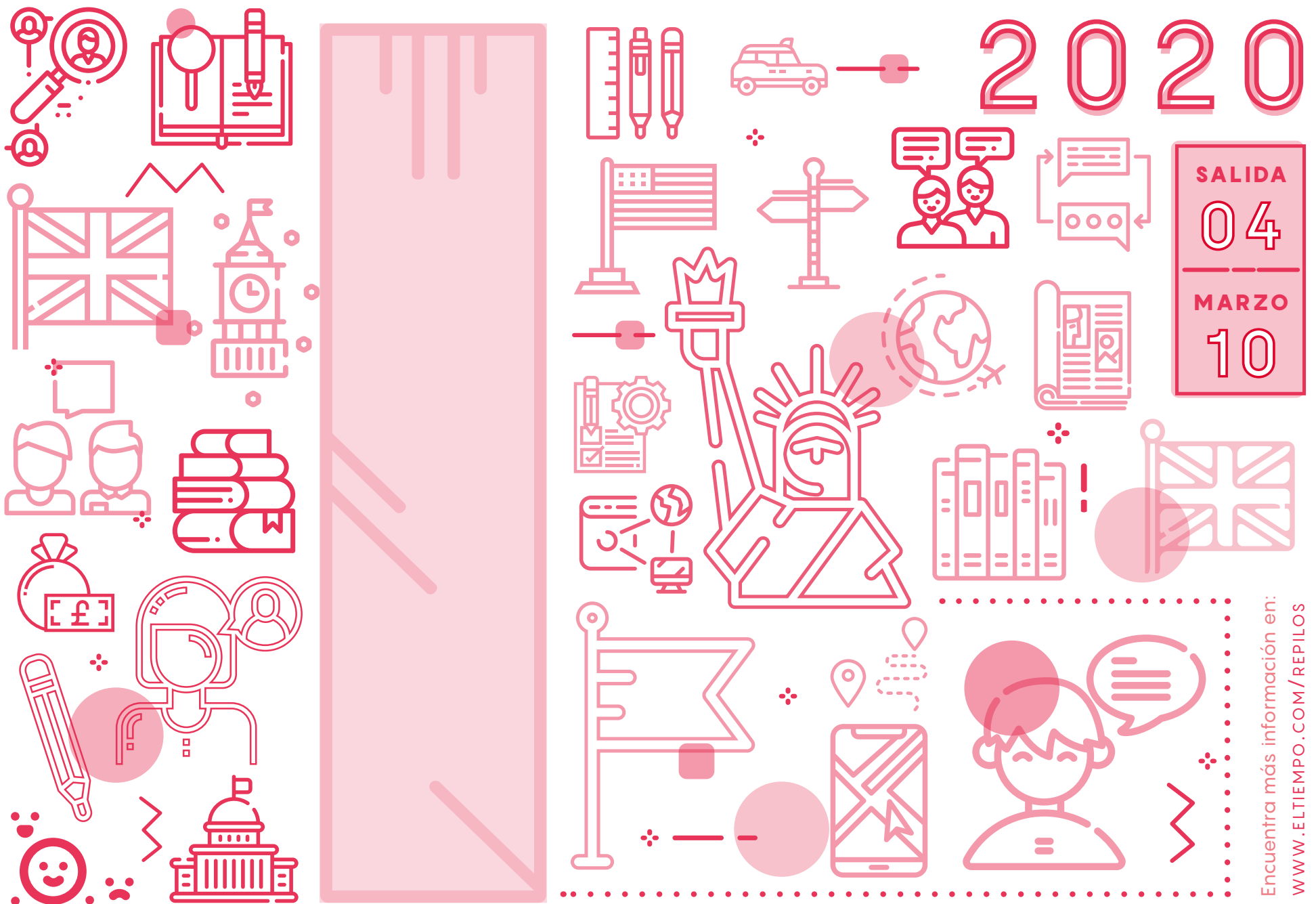
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SALIDA 06
 TEXTO CONTINUO ARGUMENTATIVO

CIENCIAS NATURALES
SALIDA 07
 FÍSICA-LEYES DE NEWTON, CINEMÁTICA

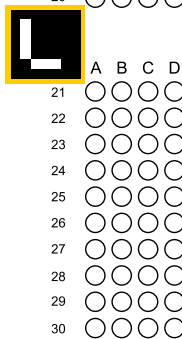
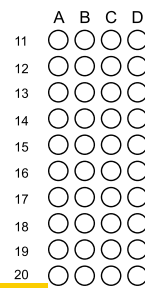
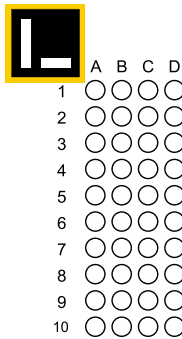
TIPS INGLÉS

Para responder las preguntas de reconocimiento visual es importante identificar en cuáles momentos se utilizan las preposiciones *at*, *in* y *on*, pues dependiendo del contexto se puede utilizar una u otra.

¿QUIERES SABER COMO TE FUE?



Escanea este código y toma una foto de tus respuestas de modo que la imagen abarque toda la página.



Where can you see this advertisement?

01 DON'T STEP ON THE GRASS!

- A In a garden. B In a school.
 C In a park.

02 NO SMOKING - NO MOBILES

- A In a chemistry lab. B In a gas station.
 C At a candy Factory.

03 PEOPLE UNDER 18 NOT ALLOWED!

- A At a pub. B At a library.
 C At laundry room.

04 ONLY PEDESTRIANS

- A In a park. B In an amusement park.
 C In a Street.

05 PLEASE FOR YOUR SECURITY DON'T USE YOUR CELL PHONE

- A In the house. B In the bank.
 C In the airport.

LEE Y RESPONDE LAS PREGUNTAS DE LA 6 A LA 13

James: *Despite what I said people seemed to be a little distracted, what do you think?*

Danny: *Well I'm not agree with you in fact I noticed that some people were discussing about your ideas, they tried to pay attention, the thing is you should speak more slowly.*

James: *Perhaps you are right, I was nervous; after all it was my first lecture.*

Danny: *Sure, but that's ok, you were awesome, I'm so proud of you, you did it great.*

James: *If you say so I believe you.*

Danny: *Trust me, it was fine.*

06 What Danny said to support his friend?

- A You were a mess.
 B I am with you my friend, don't forget it.
 C She said he was awesome.
 D She didn't support him because she was jealous.

07 Is James agree with her friend advice?

- A He is agree with her. B I don't share her opinion.
 C He is not agree at all. D It is not mentioned.



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08 What is the problem of James regarding the communication?

- A He speaks very loud. B He should speak slowly.
 C He is so nervous. D He doesn't know the language.

09 What could be the relationship between them?

- A They are not friends. B They are apparently good friends.
 C She is his mother. D He is her father.

10 What is the text about?

- A It was not about a speech.
 B It was about two people arguing.
 C Danny was talking about her speech.
 D The text was about the conversation between two people about the James speech.

11 What was James worried about?

- A He was not concerned at all.
 B Danny was worried because she thought people were not paying attention.
 C He thought people were not paying attention
 D He was nervous and that was his preoccupation.

12 Find another word to replace "discussing"

- A Arguing. B Talking.
 C Telling. D Said.

13 In the fourth line use another word instead of "perhaps"

- A Maybe. B Agree.
 C Even though. D But.

LEE Y RESPONDE LAS PREGUNTAS DE LA 14 A LA 16

In a Station of the Metro

*The apparition of these faces in the crowd;
 petals on a wet, black bough.*

Tomado de: <https://mypoeticside.com/show-classic-poem-22775>

14 What is the topic of the poem?

- A It is the image that people convey within a crowd.
 B It is about nature.
 C It is something the poet thinks about some of his friends.
 D The poem is about a relationship between the poet and another person.

15 What is the meaning of the word "crowd"?

- A It is a feeling. B A lot of gathered people
 C Somebody funny. D The word does not exist.

16 What does the phrase mean "apparition of these faces"?

- A Faces that appear suddenly. B Ugly faces.
 C Somebody cute. D It means nothing.

LEE Y RESPONDE LAS PREGUNTAS DE LA 17 A LA 21

Janet's Experience

When the opportunity to work in Japan for 3 months took place, I decided to register. I did not realize the impact it would have on my life and me. The people who know me well all thought that I would not last the three months away from home and in a very different culture. How wrong they were! On arriving in Tokyo, I immediately liked the new environment. I surprised myself with how much I enjoyed my new way of life.

Three colleagues from the UK joined me. We lived in the same house in an area of Tokyo called Komagome. We did not speak the Japanese language and this led to many interesting times in restaurants, on train journeys and generally getting around in Japan. Our first glance of menu found it impossible to read so we just pointed to a few things and sat in hope.

Tomado de Taller de mejoramiento del rendimiento académico en inglés Colegio Menorah I.E.D 2012

17 What is the writer trying to do in this article?

- A Encourage tourists to visit Japan.
 B Invite colleagues to learn Japanese.
 C Describe her job in Japan.
 D Share her curious experiences in Japan.

18 What can the reader find in the article?

- A Facts about Japanese culture.
 B Ways to take a taxi in Tokyo.
 C An amusing story about a foreigner.
 D How to order food in restaurants.

19 What is one of the main ideas of the text?

- A It is difficult to share a house with colleagues.
 B She quickly felt comfortable with the culture.
 C Japanese taxi drivers can't speak English.
 D She got to work on foot because she likes running.

20 What did Janet's friends and family though that would happen when she traveled?

- A Would be treated badly by colleagues.
 B Would enjoy the Japanese culture and way of life.
 C Would not be able to make friends.
 D Would miss them and would return before time.

21 What would be the best message from Janet to her partners?

- A I am very grateful for the amazing experience you gave me.
 B Thank you very much! I would appreciate living in a more comfortable house next time.
 C It was a pleasure to work for your company. Next time, I suggest providing a map for foreign employees.
 D I am really happy because it is time to leave Japan. I hope you are satisfied with my work.

LEE Y RESPONDE LAS PREGUNTAS DE LA 22 A LA 26

My love of traveling by Sam Harris

I grew up in Australia and was introduced to traveling at an early age. We moved around a lot because of my father's work. My main hobby was radios- I repaired old sets and listened to various programs from around the world. I had a map of the world on my bedroom wall with pins on it and I wrote postcards to foreign radio stations. We didn't

have a television, so what I learned came from the radio and from encyclopedias. By the age of 13, I could draw maps of countries from memory and name all the capital cities.

I didn't actually leave Australia until I was twenty-five, when I went on a long trip through Asia. I arrived in Thailand thinking I was well prepared, but in fact, I knew little about its rich culture. Then I went to India, where my taste for adventure and different experiences grew. Every city there was different.

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22 What is the writer trying to do in the text?

- A Talk about the towns where he used to live.
 B Describe the people he met while traveling abroad.
 C Compare the different countries he has been to.
 D Explain how his interest in travel has developed.

23 What can you learn about the writer from this text?

- A He had always wanted to work on the radio.
 B Very little surprised him on his first visit to Asia.
 C His early knowledge of the world came from the radio.
 D He liked sharing his interest in geography with other people.

24 What do we learn about the writer's life as a child?

- A He spent time fixing radios that were broken.
 B His father was unemployed for long periods.
 C His friends thought he was rather strange.
 D He watched programs about people in other countries.

25 What does the writer say about traveling abroad?

- A There are many countries he would still like to visit.
 B Information about other countries has become easier to find.
 C The things he enjoys while traveling have not changed.
 D Knowing something about maps is useful when traveling.

26 Which of the following statements would the writer make?

- A I find it hard to talk to people I meet on my travels because I hardly knew anyone when I was a child.
 B Areas with only a few people are the best places to visit since they are quiet and relaxing.
 C Learning about the world from books and the radio was nothing like the real experience.
 D The world's a smaller place now because of the internet, and so travel has become less exciting.



RECUERDA

- Determina la intención del autor en cada texto que leas, pues en la lectura inferencial las preguntas que se tienen pueden ser respondidas a partir de estas determinaciones.

27 Where can you find this sign?



- A In a veterinary clinic.
 B In a farm.
 C In a national natural park.

28 Where can you find this sign?

RESTRICTED AREA CREW ONLY

- A In a hotel. B In a ship.
 C In an airplane.

29 Where can you find this sign?



- A In a bank.
 B In a concert.
 C In a bar.

30 Where can you find this sign?

£80 PENALTY FARE OR PROSECUTION if you fail to show on demand a ticket, validated smartcard or other travel authority valid for the whole of your journey

- A In the cinema.
 B At the subway station.
 C In a theater.

RECUERDA

- Crea mapas mentales sobre la información que se te presenta en cada párrafo de un texto. Esto te ayudará al momento de determinar la intención del autor.

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Después de estudiar un área como inglés puedes crear una lista con los temas que más te generaron dificultad, esto con la idea de manejarlos no como debilidades sino posibles puntos de refuerzo o fortalezas a explotar.

TIPS

Prueba



MATEMÁTICAS

05. B 06. B
11. B

SALIDA 03 | 04. C
03. B 09. D
10. B

RESPUESTAS CORRECTAS
01. A 02. B 08. D
07. D

REPASO

COMPRENSIÓN DE LECTURA INFERENCIAL Y RECONOCIMIENTO VISUAL

RECONOCIMIENTO VISUAL

Las habilidades perceptuales visuales son las encargadas de la organización y el procesamiento de la información a nivel visual formando parte de la percepción visual y colaborando en el desarrollo cognitivo. En idiomas de ortografía profunda, como el inglés, numerosos estudios demuestran efectos de algunas variables léxicas y semánticas sobre el reconocimiento visual de palabras y poderlas asociar a nuevas palabras (*Jiménez y O'Shanahan, 2009*).

Por otra parte, la habilidad visual permite al ser humano recibir más de dos tercios de información sensorial que le llega al cerebro. Por medio de los ojos el cerebro puede procesar información, que conlleva un significado (Olaya, 2012). El análisis visual permite reconocer y explorar su entorno situando las imágenes que dan significación a su búsqueda e interactuar socialmente. Gracias al reconocimiento visual se realiza una adecuada discriminación de imagen, reconocimiento de significados y una interpretación visual-espacial.

Un ejemplo sobre el reconocimiento visual de esta competencia se observa en este esquema:

1. ¿Dónde puede ver este aviso?

PLEASE, CHOOSE THE ONE YOU WANT TO READ

- A. On the board.
- B. On the computer.
- C. On a bookcase.

Clave C:

En esta pregunta, el aviso dice: "Por favor escoja el que quiere leer". El propósito del aviso es dar una instrucción que tiene lugar en un sitio específico". En las opciones aparecen sitios o espacios como 'un tablero',

'un computador' y 'una repisa de libros'.

Estos tres espacios se pueden encontrar en una biblioteca, una escuela o universidad, y solo en la de libros (opción C) se puede encontrar una instrucción como la que vemos en el aviso de la pregunta.

COMPRENSIÓN INFERENCIAL.

En el proceso lector existe una actividad constructiva compleja conocida como comprensión lectora, implica la interacción entre las características del lector (sus intereses, actitudes, conocimientos previos, etcétera) y del texto (las intenciones presentadas explícita o implícitamente por el autor), dentro de un contexto determinado. En ella, el proceso lector se basa en la información del texto y se enriquece por las interpretaciones, inferencias e interrogaciones que el lector realiza con el fin de representar de la forma más fiel y profunda lo que el autor quería comunicar en el texto (*Ugarriza, 2006*).

NIVEL DE COMPRENSIÓN INFERENCIAL.

La comprensión inferencial es un nivel superior de comprensión lectora que se apoya en la comprensión literal, pero la desborda. Este tipo de comprensión se refiere a la elaboración de ideas o elementos que no están expresados explícitamente en el texto. La información implícita en la comprensión inferencial, se refiere a causas y consecuencias, semejanzas y diferencias, opiniones, hechos, conclusiones, mensajes inferidos sobre los personajes y el ambiente, y diferencias entre fantasía y realidad. Al inferir, el lector hace uso de estrategias cognitivas y metacognitivas para construir proposiciones nuevas a partir de unas ya establecidas; esas construcciones son fundamentales para dotar de sentidos al

texto, el lector reorganiza la información leída dentro de una representación estructurada que, de una manera ideal, se integra dentro de una estructura global.

Por ejemplo:

Jonathan's Trip to Colombia

I went to Colombia last summer. My journey began on the Caribbean coast and ended on the border with Ecuador. Colombia is a splendid country, extremely diverse and full of wonderful people. I will tell you why.

In South Colombia there is a city called Pereira; just outside you can find track where where you will see farm Villa Maria – a hidden Paradise that takes a long time to get to. It is a working coffee located in the middle of valley. Coffee and plantain grow as far as the eye can see. The farm is made up of the house the processing plant. The family business has guests at the house for just \$45,000 a night. This includes 3 home cooked meals a day, a swimming pool, and as much coffee as you can drink. The scene is quite unbelievable. Bamboo chairs rest on the corner of the Villa, mangos hang from the trees, parrots and birds fly wild.

A wonderful man named Hector who runs the farm is happy to show guests around the coffee processing plant. By day, the only sounds are of the horses coming down the valley side carrying food. By night, the wildlife comes alive, and depending on the time of the year – thunderstorms offer a spectacular light show. For those who wish to escape, Villa Maria is the answer.

This is just one attraction of many in Colombia. I could write pages on the country and not get bored. I graduate next year and I can't wait to return to this beautiful. Some of those Reading may be stimulated to do the same.

101. What is the writer trying to do in this article?
- A. Describe a tourism-leading Colombian coffee farm.
 - B. Tell readers to run a coffee business in Colombia.
 - C. Invite tourists to write about places they visit in Colombia.
 - D. Encourage tourists to visit Colombia.

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