



INSTITUTO UNIVERSITARIO DE CALDAS

"Dignificando la escuela transformamos el mundo"

GUÍA DE TRABAJO VIRTUAL

ASIGNATURA: PRODUCTION 11B

SEMANA DE TRABAJO: JULIO 12-16

Guía elaborada por: LINA CLEMENCIA ROMERO RAMÍREZ.

METAS DE APRENDIZAJE / COMPETENCIAS A DESARROLLAR

- ❖ Identifica vocabulario e información específica en los textos y los relaciona para comprender las ideas generales y específicas de los mismos.
- ❖ Evidencia compromiso y dedicación durante la preparación de las actividades programadas para el periodo.

ENGAGE - WARM UP

VOCABULARY IN CONTEXT

PREPARATION FOR SABER 11 TEST

Click on PLAY (▶) and watch the following video in which you will have a short explanation on SABER 11 Test - English section (link given in RESOURCE 1).

RESOURCE 1

STUDY 1 - PRESENTATION

PARTS OF SABER 11 TEST - ENGLISH SECTION

PART 1

PARTE I

Esta parte evalúa el conocimiento lexical de los estudiantes. Para ello, se deben comprender una serie de descripciones con el fin de relacionarlas con una lista de palabras.

Por tanto, los estudiantes deben 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 los estudiantes necesitan.



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PART 2

2 PARTE 2

En esta parte de la prueba se indaga por el conocimiento pragmático de los estudiantes. En particular, deben reconocer el propósito comunicativo de un aviso y el lugar donde este puede aparecer, según el propósito. Para ello, los estudiantes deben decidir en qué sitio se pueden 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 la hoja de respuestas.

PART 3

2 PARTE 3

Esta parte 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.

PART 4

2 PARTE 4

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

PART 5

2 PARTE 5

En esta parte de la prueba, los estudiantes deben 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. Los estudiantes deben seleccionar la respuesta correcta, para cada pregunta, entre tres opciones, A, B o C, en la hoja de respuestas.

PART 6

2 PARTE 6

Con base en un texto, el estudiante debe llevar a cabo un proceso de lectura inferencial. En esta parte se plantean distintas preguntas sobre la intención del autor y los aspectos generales y particulares destacables del texto. El estudiante debe seleccionar la respuesta correcta, para cada pregunta, entre cuatro opciones, A, B, C o D, en su hoja de respuestas.



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PART 7

PARTE 7

A partir del texto que se presenta, en esta parte de la prueba se evalúa el conocimiento gramatical y lexical de los estudiantes. El ejercicio consiste en elegir las palabras más adecuadas para completar el texto. Para ello, se debe seleccionar la palabra correcta entre las cuatro opciones, A, B, C o D, en la hoja de respuestas, que completa cada uno de los espacios del texto presentado.

DISTRIBUTION

Parte	Porcentaje de preguntas
1	11 %
2	11 %
3	11 %
4	18 %
5	16 %
6	11 %
7	22 %

Adapted from: <https://www.icfes.gov.co/>

RESOURCES

RESOURCE 1

"QUE EVALUA EL ICFES EN LAS PRUEBAS SABER 11 DE INGLES" video:

https://www.youtube.com/watch?v=CKc_ip3esbw

RESOURCE 2

Information provided in: <https://www.icfes.gov.co/acerca-examen-saber-11>

ACTIVATE - PRODUCTION

ACTIVITY 1

VIRTUAL SYNCHRONIC SESSION: In this session, the different parts of the Test and strategies to apply moment of solving the exercises will be explained.



1. Download and open the app in your computer or cellphone <https://zoom.us/download>
2. You **MUST** enter the session on time with your real name and camera on. Otherwise, you **WILL NOT** be allowed to enter

NOTE: This session is **MANDATORY!** Your attendance and participation in it will be taken into consideration for your final grade this term.

Wednesday, July 14th, 2021 at 3:15 PM

Instituto Universitario de Caldas

Sitio web: iuc.edu.co



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ACTIVITY 2

Solve the following simulation of the real SABER 11 Test. Search for the unknown vocabulary and solve each exercise carefully, according to the explanation and strategies given by your teacher in the synchronic session.

PARTE 1

RESPONDA LA PREGUNTA 1 A 3 DE ACUERDO CON EL EJEMPLO

¿Dónde puede ver estos avisos?

En la preguntas 1 - 3, marque A, B o C en su hoja de respuestas.

Ejemplo:

0.

Lunch for teachers
from 12:00 to 1:00 p.m.

- A. at a school
- B. on a street
- C. in a flat

Respuesta:

0. A B C

1.

How do I drive?
Phone: 0152067

- A. on a plane
- B. on a bus
- C. on a boat

2.

New Toys: Green
monsters, angry dolls,
and black helicopters

- A. in a house
- B. in a shop
- C. in a zoo

3.

Please, take the one
you want to read

- A. on a board
- B. on a computer
- C. on a bookcase

PARTE 2

RESPONDA LAS PREGUNTAS 4 A 6 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (4 - 6). ¿Cuál palabra de la columna de la derecha (A - H) concuerda con cada descripción?

Una opción (A - H) se usa para el ejemplo. Sobran dos opciones más.

En las preguntas 4 - 6, marque la letra correcta A - H en su hoja de respuestas.

Transportation

Ejemplo:

0. You often learn to ride it when you are a child.

Respuesta:

0. A B C D E F G H



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4. People drive it on a road and it carries big things.
5. People pay to take this public transport by road.
6. Many people fly on it to go to a place.

- A. ambulance
- B. bike
- C. boat
- D. bus
- E. motorbike
- F. plane
- G. truck
- H. train

PARTE 3

RESPONDA LAS PREGUNTAS 7 A 9 DE ACUERDO CON EL EJEMPLO

Complete las cinco conversaciones.

En las preguntas 7 - 9, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:



I think I am getting sick.



A. I am sorry.

B. I can too.

C. I need it.

Respuesta:

0.

A

B

C

7. I can't eat a cold sandwich. It is horrible!

A. I hope so.

B. I agree.

C. I am not.

8. I am going on vacation to Vancouver!

A. That's great!

B. I like swimming!

C. You are first!

9. It rained a lot last night!

A. Did you accept?

B. Did you understand?

C. Did you sleep?



RESPONDA LAS PREGUNTAS 10 A 14 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y seleccione la palabra correcta para cada espacio.

En las preguntas 10 - 14, marque **A**, **B** o **C** en su hoja de respuestas.

The Ethiopian Wolf



It is an African animal, (0)_____ is called the Simien Jackal. Some scientists have (10)_____ it is not a real wolf. But studies show that (11)_____ close relationship to grey wolves and coyotes is evident. (12)_____ Ethiopian wolves are more similar to grey wolves and coyotes than any other African canines. Scientists also believe there are about 450 of them living in wild conditions. The (13)_____ group of Ethiopian wolves exists (14)_____ the Bale Mountains National Park.

The Ethiopian wolf has a special red coat with a white part in the front of the body. It is in size from 1,1 to 1,4 meters. By nature, the Ethiopian wolf looks for food by day, but it is sometimes nocturnal in areas where other animals follow it.



Ejemplo:

0. A. which B. where C. who

Respuesta:

0. A B C

- | | | | |
|-----|--------------|---------------|-------------|
| 10. | A. saying | B. said | C. say |
| 11. | A. its | B. his | C. your |
| 12. | A. This | B. That | C. These |
| 13. | A. larger | B. largest | C. large |
| 14. | A. in | B. along | C. on |



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PARTE 5

RESPONDA LAS PREGUNTAS 15 A 19 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 15 - 19, marque **A**, **B** o **C** en su hoja de respuestas.

My Artistic Adventure

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

Ejemplo:

0. When she was seven, she slept

- A. for some hours.
- B. very well.
- C. a lot.

Respuesta: 0. A B C

15. Where was the painter from?

- A. Ireland
- B. Spain
- C. France

16. She was mostly excited by the

- A. painter's ability.
- B. painter's voice.
- C. painter's show.

17. How often did she watch the show?

- A. three times a week
- B. once a week
- C. twice a week

18. She could not get oil paints because she

- A. didn't speak Spanish.
- B. was too young.
- C. always watched TV.

19. Stopping painting was

- A. the painter's idea.
- B. her mother's order.
- C. her own decision.



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GUÍA DE TRABAJO VIRTUAL PARTE 6

RESPONDA LAS PREGUNTAS 20 Y 21 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 20 - 21, marque **A**, **B**, **C** o **D** en su hoja de respuestas.

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 an area where you will see the farm Villa Maria - a hidden paradise that takes a long time to get to-. It is a working coffee farm located in the middle of a valley. Coffee and plantain grow as far as the eye can see. The farm is made up of the house and the processing plant. The family business has guests at the house for just \$45.000 a night. This includes three 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 corners of the Villa, mangos hang from the trees and 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 country. Some of those reading may be stimulated to do the same.

20. What is the writer trying to do in this article?
- A. convince people to buy a 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
21. What can a reader find out from this text?
- A. which activities tourists prefer to do at the farm
 - B. when the best time is to visit the farm
 - C. what the accommodation price includes
 - D. how to grow coffee on the farm



RESPONDA LAS PREGUNTAS 22 A 25 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y seleccione la palabra correcta para cada espacio.

En las preguntas 22 - 25, marque **A**, **B**, **C** o **D** en su hoja de respuestas.

VALENTINE'S DAY

Do you know what **(0)**_____ on February 14th every year? Many people exchange gifts, chocolates, cards, and flowers. This is done to celebrate Valentine's Day. It's always a lot of fun to get a card or some chocolates, but **(22)**_____ do we do this? There is a lot of mystery about this day.

One of the **(23)** _____ says that the original Valentine was a priest. It is said that the king, Claudius II, had forbidden marriage because he thought that only unmarried men made the best soldiers. However, Valentine continued to hold weddings for a lot of young couples in secret. When the King found **(24)**_____, he ordered soldiers to kill Valentine!

Valentine's Day is now the second biggest holiday for cards and gifts. Women buy **(25)**_____ 90% of the cards, but gentlemen still buy the most chocolates and flowers to give as a Valentine's Day present.

Ejemplo:

0. **A.** happens **B.** appears **C.** shows **D.** passes

Respuesta: **0.** **(A)** **(B)** **(C)**

22. **A.** where **B.** why **C.** when **D.** what

23. **A.** essays **B.** stories **C.** reports **D.** letters

24. **A.** off **B.** in **C.** at **D.** out

25. **A.** almost **B.** only **C.** hardly **D.** just



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ASSESSMENT

ASSESSMENT 1

Active participation in our virtual session (ACTIVITY 1).

ASSESSMENT 2

Solve this worksheet in <https://www.liveworksheets.com>

CRITERIOS DE EVALUACIÓN Y PLAZOS DE ENTREGA

1. Active participation in the synchronic sessions (ZOOM), following the instructions given in ACTIVITY 1
2. ACTIVITY 2 (workshop) fully and correctly done before Friday, July 16th at 6:00 pm.
3. Use of English to communicate with the teacher and classmates in chats and in class, while avoiding the use of translators as much as possible.

INFORMACIÓN DE CONTACTO

TEACHER 1

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