

Shaia - Guided Mini Booster 3

Shaia Mini Booster Overview

This analysis aligns the selected classroom activities with the Basic Standards of Competences for Foreign Languages: English established by the Colombian Ministry of Education (MEN). The performance indicators are articulated using A2-level descriptors and communicative competences: (1) Linguistic, (2) Pragmatic, and (3) Sociolinguistic.

Step 1–2: Selected Activities

1. Warm-up: Initial conversation – 'My routine'
2. Presentation: Daily Routines and Present Simple in Colombia and Abroad
3. Practice: Collocation Pelmanism: Daily Routines
4. Closure: Group reflection – 'My day today'
5. Additional activity: Group presentation about routines in other countries

Step 3–4: Activities and Standards Table

Activity Name	Standard	Performance Indicator (Competence)	Skill(s)
Initial conversation: My routine	Conversation	I can answer simple questions about my daily routine. (1)	Speaking
Daily Routines and Present Simple in Colombia and Abroad	Listening	I can understand when someone describes daily activities slowly and clearly. (2)	Listening
Collocation Pelmanism: Daily Routines	Reading	I can understand short texts or phrases related to daily routines. (1)	Reading
Group reflection: My day today	Monologue	I can describe my daily routine using simple sentences. (2)	Speaking
Group presentation (routines in other countries)	Monologue	I can present information about daily activities in a clear and simple way. (3)	Speaking

Step 5: Reflection

This lesson mainly focuses on speaking because it is one of my students' main weaknesses, so the activities are designed to help them practice and improve their oral

communication. Throughout the class, students have many opportunities to speak, interact, and express their ideas about daily routines.

Although listening and reading are also included, they are used as support for speaking. However, writing is not part of the lesson, so it could be added in a future class to create a better balance between the four skills.

To improve the lesson, I could include a short writing activity and a simple listening exercise with audio. This would help students strengthen other skills while still keeping speaking as the main focus.

Sesión de clase

Routines Around the World

Información general

Componentes de lenguaje o habilidades objetivo: Producción oral, Colaboración, Uso del lenguaje en contexto.

Objetivos de aprendizaje:

- Los estudiantes podrán comparar y contrastar las rutinas diarias en Colombia y otros países utilizando el presente simple en tercera persona.
- Los estudiantes desarrollarán la capacidad de utilizar herramientas AI para simular y presentar rutinas diarias de manera fluida.
- Los estudiantes producirán y presentarán un póster sobre un lugar turístico en Colombia, utilizando estructuras de presente simple en tercera persona de manera fluida.
- Fortalecerán la colaboración y la expresión oral mediante presentaciones grupales.

Expresiones y vocabulario objetivo: Rutinas diarias, presente simple (tercera persona de singular), nombres de lugares turísticos en Colombia, expresiones de tiempo (por ejemplo, at 7 am, every day).

Materiales necesarios:

- Tablero
- Laptops
- Recurso digital Daily routines
[Daily routines](#)
- Collocation Pelmanism: Daily Routines
[Collocation Pelmanism: Daily Routines](#)

Sesión de clase

- Ejemplos visuales digitales
- Simulador de rutina diaria en formato digital (AI)

Plan de clase

Lunes (50 minutos)

Dinámica inicial

Conversación inicial: Mi rutina

Duración: 5 minutos.

Tipo de interacción: Actividad individual y grupal.

Componentes de lenguaje o habilidades: Producción oral, vocabulario básico.

Paso a paso:

1. Inicia la clase preguntando a los estudiantes cuál es la primera cosa que hacen al despertar.
2. Pide a algunos voluntarios que compartan su rutina matutina en 1 o 2 frases.

Recomendaciones para niveles de inglés: Para A1.1, fomenta el uso de imágenes y apoyo gestual para comunicarse.

Recursos: Ninguno.

Exposición o introducción

Sesión de clase

Daily Routines and Present Simple in Colombia and Abroad

Duración: 15 minutos.

Tipo de interacción: Interacción grupal (Ss-Tt) y en grupos pequeños (Ss-Ss).

Componentes de lenguaje o habilidades: Comprensión auditiva y expresión oral.

Paso a paso:

1. Introduce el tema de las rutinas diarias en diferentes países, especialmente en Colombia.
2. Divide a los estudiantes en pequeños grupos para trabajar en ejemplos de uso del presente simple.
3. Pide a cada grupo que prepare una breve presentación sobre una rutina diaria de un país diferente.

Recomendaciones para niveles de inglés: Provee tarjetas e imágenes para A1.1, y preguntas guiadas para A1.2.

Recursos: Daily routines, Ejemplos visuales digitales, Simulador de rutina diaria (AI).

Desarrollo o práctica

Collocation Pelmanism: Daily Routines

Duración: 15 minutos.

Tipo de interacción: Trabajo grupal (4-5 estudiantes por grupo)

Componentes de lenguaje o habilidades: Producción oral, vocabulario.

Paso a paso:

Sesión de clase

1. Forma grupos y entrega tarjetas de Collocation Pelmanism.
2. Los estudiantes intentan formar combinaciones correctas y las leen en voz alta.
3. Rota los grupos para que todos practiquen con distintas tarjetas.

Recomendaciones para niveles de inglés: Apoyo visual para A1.1 y oraciones cortas guiadas para A1.2.

Recursos: Collocation Pelmanism: Daily Routines.

Cierre o metacognición

Reflexión grupal: Mi día hoy

Duración: 10 minutos.

Tipo de interacción: Grupal.

Componentes de lenguaje o habilidades: Reflexión metacognitiva.

Paso a paso:

1. Facilita una reflexión en grupo sobre cómo han usado el presente simple durante la clase.
2. Pide a los estudiantes que compartan un aprendizaje nuevo sobre las rutinas y el uso del inglés.

Recomendaciones para niveles de inglés: Facilitar preguntas guía y ejemplos de respuesta.

Recursos: Ninguno.

Información adicional

Sesión de clase

Posibles dificultades

- Algunos estudiantes pueden tener dificultad para entender las combinaciones de palabras en los juegos de Collocation Pelmanism, por lo que se recomienda usar apoyo visual adicional.
- La timidez al hablar podría ser una barrera para la expresión oral fluida. Fomenta un ambiente de apoyo donde se incentive el error como parte del aprendizaje para animar a todos a participar.

Evaluación informal

- Observa la participación de cada estudiante durante la actividad de presentación en grupo para evaluar la comprensión del presente simple en tercera persona y la fluidez en la expresión oral.
- Realiza preguntas individuales para asegurar que comprendan las diferencias culturales presentadas.

Práctica adicional

- Pide a los estudiantes que preparen una breve descripción escrita sobre su rutina diaria para discutirla en la próxima clase con un compañero.

Referencias

- Los materiales didácticos fueron tomados del archivo "DB_resources_BC.json" de la base de recursos del British Council.

Routines Around the World

Preguntas SABER 11 de inglés

SECCIÓN 4: CONOCIMIENTO GRAMATICAL. RESPONDE LAS SIGUIENTES PREGUNTAS DE ACUERDO CON EL SIGUIENTE TEXTO.

Lee el texto y selecciona la palabra correcta para cada espacio.
Marca A, B o C en tu hoja de respuestas.

Paquete 1 (Nivel: A1.1, A1.2, A2.1, A2.2)

Texto con espacios en blanco:

Urban Art in Bogotá

Bogotá, the capital of Colombia, is famous for its vibrant urban art scene. Artists from around the world0. _____to the city's walls to express themselves. Street art in Bogotá often1. _____everyday life and local culture. One well-known artist is Carlos Trilleras, who2. _____murals of traditional Colombian3. _____. He uses bright colors to4. _____attention from passersby. Many local people appreciate this art form and5. _____photos with their phones. Street art tours in Bogotá6. _____popular among tourists and locals alike.

0.	A.flock	B.storm	C.rush
1.	A.represents	B.represents	C.represent
2.	A.paint	B.paints	C.painted
3.	A.festivals	B.foods	C.art
4.	A.draw	B.drag	C.drop
5.	A.take	B.make	C.catch
6.	A.is	B.are	C.am

Respuestas correctas:

1. A. "Flock to" is an expression that means to move towards or gather in a particular place in large numbers, like birds flocking. "Rush" and "storm" do not convey the same idea in this context.

Preguntas SABER 11 de inglés

2. C. Street art, being a collective noun here, would be followed by 'represent' to match the plural sense of various instances of art or artists. 'Represents' is singular, which doesn't match the context.
3. B. Carlos Trilleras is a singular subject, so the verb should be 'paints'. 'Paint' would be for plural subjects, and 'painted' is past tense.
4. C. Murals typically depict culture, and 'art' is fitting here as it ties back to the broader theme of urban art. 'Festivals' and 'foods' do not align with 'murals'.
5. A. 'Draw attention' is a correct expression meaning to attract notice. 'Drag' and 'drop' don't fit contextually.
6. A. 'Take photos' is the correct collocation in English. 'Make' and 'catch' do not convey the intended meaning here.
7. B. 'Street art tours' is a plural noun, therefore it requires the plural form of the verb 'are'. 'Is' and 'am' are singular and do not fit.

Paquete 2 (Nivel: A1.1, A1.2)

Texto con espacios en blanco:

Colombian Coffee Culture

Colombian coffee is famous7. _____its rich flavor. In Colombia, coffee farmers8. _____their work day early in the morning. They carefully9. _____the coffee beans from the plants. Many families10. _____coffee growing traditions passed down through generations. The coffee is11. _____exported to countries12. _____as the United States and Japan.

7.	A.of	B.for	C.in

Preguntas SABER 11 de inglés

8.	A.start	B.starts	C.started
9.	A.collect	B.collects	C.collected
10.	A.have	B.has	C.having
11.	A.being	B.are	C.is
12.	A.like	B.such	C.so

Respuestas correctas:

1. B. "Famous for" is the correct phrase indicating the reason for being famous. "Of" and "in" do not fit contextually.
2. A. The farmers, being plural, require the base form 'start'. 'Starts' is singular, and 'started' implies past tense.
3. A. In present simple, we use the base form for plural subjects like 'they'. 'Collects' is singular, and 'collected' is past tense.
4. A. Many families (plural) require the use of 'have'. 'Has' is singular, and 'having' is a gerund or present participle.
5. C. 'Coffee' is a singular mass noun, so 'is' is appropriate. 'Are' and 'being' do not fit grammatically.
6. B. 'Such as' is used for giving examples. 'Like' can be used informally, but 'so' doesn't fit this context.

Paquete 3 (Nivel: A2.1, A2.2)

Texto con espacios en blanco:

Preguntas SABER 11 de inglés

Habits in Japan

In Japan, people13. _____very polite. They bow when they14. _____someone. This gesture15. _____respect. It is16. _____important to take off your shoes before entering a house. Many people17. _____enjoy karaoke and often go singing with friends. They18. _____to different places to enjoy this activity.

13.	A.are	B.is	C.am
14.	A.meet	B.meets	C.meeting
15.	A.showing	B.showed	C.shows
16.	A.often	B.also	C.always
17.	A.often	B.of	C.almost
18.	A.go	B.goes	C.gone

Respuestas correctas:

1. A. 'People' is a plural noun, thus requiring 'are'. 'Is' and 'am' are singular forms.
2. A. After 'they', the verb does not take 's', so 'meet' is correct. 'Meets' would be for singular third-person subjects, and 'meeting' is a gerund or continuous form not needed here.
3. C. Shows fits as it is the third person singular form, aligning with 'this gesture'. 'Showing' is continuous, 'showed' is past.
4. B. 'Also' is used to add information here, fitting the flow of 'it is important to...' after talking about bowing.
5. A. 'Often' is suitable to describe frequency, while 'of' and 'almost' do not fit the context of frequency.
6. A. 'They' requires the base form 'go'. 'Goes' is for third person singular, and 'gone' is the past

Preguntas SABER 11 de inglés

participle.

Paquete 4 (Nivel: A1.2, A2.1)

Texto con espacios en blanco:

Daily Routines in Italy

In Italy, breakfast typically 19. _____ a light meal. People start their day with a coffee or espresso. On weekends, families 20. _____ together for lunch. Pasta 21. _____ an important part of Italian meals. After lunch, many people 22. _____ a short 'siesta'. This 23. _____ them feel refreshed. In the evenings, Italians often 24. _____ in town squares, chatting with friends.

19.	A.is	B.are	C.am
20.	A.gather	B.gathering	C.gathers
21.	A.plays	B.playing	C.plays
22.	A.take	B.taken	C.took
23.	A.makes	B.made	C.making
24.	A.gather	B.gathers	C.gathering

Respuestas correctas:

1. A. Breakfast, being singular, uses the verb 'is'. 'Are' and 'am' do not fit here.
2. A. 'Gather' is required here for the plural subject 'families'. 'Gathering' is a participle, 'gathers' is singular.
3. C. 'Pasta' here being a singular noun means 'plays' is the third person singular form needed. 'Playing' is present participle.

Preguntas SABER 11 de inglés

4. A. 'Take' fits here, aligned with 'many people', which is plural. 'Taken' and 'took' are forms not fitting the tense.
5. A. 'Makes' is the correct form for singular 'this', while 'made' and 'making' represent past or participle forms, respectively.
6. A. 'Gather' should be used for the plural 'Italians'. 'Gathers' and 'gathering' do not fit grammatically.