

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: Pre A1, A1.1)

Texto con espacios en blanco:

Simple Present Tense

The sun0. _____ every morning, and it sets every evening. The Earth rotates, and we1. _____ this as day and night. In many parts of the world, it2. _____, making the environment warm. Birds3. _____ beautiful songs at sunrise. During the day, people often4. _____ work outside, while others5. _____ plants to grow food. Dogs6. _____ happily when their owners return home. Living things depend on these cycles of day and night to adapt and7. _____.

0.	A.rises	B.sets	C.shining
1.	A.know	B.knew	C.knowing
2.	A.burns	B.burn	C.burning
3.	A.sing	B.sings	C.singing
4.	A.do	B.does	C.doing
5.	A.help	B.helps	C.helping
6.	A.run	B.runs	C.running

Respuestas correctas:

1. A. The verb 'rises' is the correct form for 'the sun' which is a third person singular subject, requiring the 's' at the end of the verb.

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2. A. 'Know' is the correct verb form in the present simple tense without 's' because 'we' is the subject, which is plural.
3. A. 'Burns' is the correct form as it matches the third-person singular subject 'it'.
4. A. The verb 'sing' remains in base form as it follows the plural noun 'birds'.
5. A. 'Do' is used here because 'people', being plural, does not take an 's' after the verb.
6. A. The correct verb is 'help' with no 's' because 'others' is plural.
7. B. The verb 'runs' is correct due to the singular subject 'dogs,' despite being technically plural this category expression gets the 's' due to habitual actions.

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

Texto con espacios en blanco:

Life in a Park

In the park, a gardener7. _____every morning. Parents and children8. _____there to play. Sometimes, the children9. _____their toys. Families often10. _____picnics and enjoy the weather. The park11. _____with flowers. Birds and squirrels12. _____the area. It's a happy place where everyone13. _____safe and close to nature.

7.	A.works	B.works	C.working
8.	A.come	B.coming	C.comes
9.	A.play	B.plays	C.playing
10.	A.have	B.having	C.has

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11.	A.blooms	B.bloom	C.blooming
12.	A.visit	B.visits	C.visiting

Respuestas correctas:

1. A. The verb 'works' is used correctly here with the singular subject 'a gardener'.
2. A. 'Come' is correct due to the plural subject 'parents and children'.
3. A. 'Play' is accurate here because the subject 'children' is plural.
4. A. 'Have' aligns with 'families,' a plural subject that does not require an 's' at the end.
5. A. 'Blooms' fits the singular noun 'the park,' necessitating an 's' for third person singular.
6. A. 'Visit' is used here because the subject 'birds and squirrels' is plural.

Paquete 3 (Nivel: Pre A1, A1.1)

Texto con espacios en blanco:

Daily Routine

Anna13. _____early every morning. She14. _____breakfast with her brother. Before school, Anna15. _____her homework to make sure everything is correct. Her brother16. _____soccer in the yard. After breakfast, they17. _____to school together. At school, Anna18. _____very well in her classes and her teachers are happy with her.

13.	A.wakes	B.wake	C.waking

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14.	A.eats	B.eating	C.eat
15.	A.checks	B.check	C.checking
16.	A.plays	B.play	C.playing
17.	A.walk	B.walks	C.walking
18.	A.performs	B.perform	C.performing

Respuestas correctas:

1. A. 'Wakes' is correct with 'Anna,' a singular subject that requires the 's' in present simple tense.
2. A. The verb 'eats' matches with 'she,' indicating third person singular noun.
3. A. 'Checks' suits the singular subject 'Anna,' aligning with third person singular grammar rules.
4. A. Here, 'plays' is correct as it adheres to the singular subject 'her brother,' requiring the 's' form.
5. A. 'Walk' is used correctly as the subject is plural, 'they,' which does not involve an 's' for simple present.
6. A. 'Performs' is the correct verb form relating to 'Anna,' a singular subject taking an 's' in simple present.

Sesión de clase

PlantillaPlaneacionClase

Understanding Daily Routines

General Information

Target language components or skills: Simple present tense, pronouns, basic sentence structure (affirmative and negative), vocabulary development, and speaking practice.

Learning objectives:

- To help students express personal information about their daily routines using the simple present tense.
- To enable students to identify and use basic pronouns and verbs in sentences.
- To encourage students to complete simple sentences and forms with personal data.

Target expressions and vocabulary:

- Vocabulary related to daily routines: "wake up," "have breakfast," "go to school," "watch TV," "do homework."
- Pronouns: "I," "you," "he," "she," "they."
- Common verbs in present tense: "eat," "play," "study," "sleep."
- Basic nouns: family members, animals, colors.

Required materials:

- Flashcards or images depicting daily routine activities.

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- Whiteboard and markers for illustrating examples.
- Notebook for each student.

Lesson Plan

Monday (120 minutes)

Warm-up

Quick Questions

Duration: 5 minutes.

Type of interaction: Whole group interaction.

Language components or skills: Listening and basic speaking.

Step-by-step:

- Begin the class by asking students quick, simple questions related to their day, such as "Did you have breakfast today?" or "What color is your bag?"
- Allow a volunteer to answer each question, encouraging a supportive atmosphere.

Recommendations for English levels:

- For Pre A1 students, keep questions very simple and allow answers in either English or Spanish.
- For A1.1 students, push for full sentence answers in English.

Resources: None

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Input or Introduction

Daily Routines Introduction

Duration: 25 minutes.

Type of interaction: Full group interaction and individual practice.

Language components or skills: Vocabulary and simple present tense.

Step-by-step:

Step 1: Begin by introducing the simple present tense with example sentences about daily routines, such as "I go to school" or "She eats breakfast at 7 AM." Focus on personal experiences and avoid third person.

Step 2: Show visual aids or use flashcards displaying images that represent different daily activities (e.g., waking up, having breakfast, going to school).

Step 3: Provide a reading model with fill-in-the-blank exercises to practice forming sentences about personal routines.

Step 4: Allow students to practice the sentences by reading aloud individually to help them get used to the rhythm and structure of language.

Recommendations for English levels:

- For Pre A1 students, use additional visual aids and slow down the pace to ensure comprehension. Repeat each phrase and encourage mechanical repetition with visual support. Use Spanish for clarification as necessary.
- For A1.1 students, introduce a few extra vocabulary items related to routines (e.g., "watch TV", "walk the dog") and encourage them to form more complex sentences when describing routines.

Resources:

- Flashcards or images depicting daily routine activities
- Whiteboard and markers for illustrating examples

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Development or Practice

Daily Routines Analysis

Duration: 40 minutes

Type of interaction: Individual and Pair Work

Language components or skills: Reading and personal sentence formation.

Step-by-step:

- Step 1
: Provide students with printed reading models that include simple paragraphs about daily routines. Ask them to fill in the blanks with appropriate verbs and expressions in the simple present tense, focusing on their own routines.
- Step 2
: Allow students to read through their completed models, analyzing how they describe their routines using first-person forms.
- Step 3
: Encourage pair work where students share what they have read and filled in, promoting confidence in speaking about themselves.
- Step 4
: Guide students through self-assessment of their filled models, helping them correct mistakes if necessary.

Recommendations for English levels:

- For Pre A1 students, provide extra support with vocabulary explanations in Spanish and allow more time for reading comprehension.
- For A1.1 students, challenge them with minor expansions, like adding new vocabulary learnt during the class.

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Resources:

1. Reading models with fill-in-the-blank exercises created by the teacher
2. Whiteboard and markers for illustrating examples

Closure or Metacognition

Reflect and Share

Duration: 10 minutes

Type of interaction: Group discussion.

Language components or skills: Speaking, listening, and reflecting.

Step-by-step:

- Ask students to reflect on what they learned during the lesson. Guide the discussion by asking questions like “What did you write about your day?” or “How did it feel to describe your routine?”
- Encourage students to share strategies they used for remembering vocabulary and constructing sentences.
- Conclude the discussion with positive reinforcement, highlighting areas of strong performance and setting goals for improvement.

Recommendations for English levels:

- For Pre A1 students, allow them to express in brief phrases, accepting Spanish where needed and encouraging incrementally more English.
- For A1.1 students, encourage sharing using full sentences and offer gentle correction to support language improvement.

Sesión de clase

Resources: None

Additional Information

Possible difficulties:

1. Students might find it challenging to construct sentences correctly. Encourage them to use simple structures and provide sentence starters. Offer extra practice opportunities with common phrases.
2. Limited participation in speaking activities due to shyness. Pair students strategically to boost confidence and encourage supportive interactions. Provide positive feedback and celebrate small achievements.

Informal assessment:

- Monitor student participation during the reading and sentence formation activities, listening for appropriate use of vocabulary and simple present tense.
- Use peer feedback after partner sharing, focusing on fluency and coherence.

Additional practice:

- Ask students to write a simple diary entry over the course of two days about their daily routine. Encourage them to use vocabulary and sentences learned in class. They can illustrate their entries for visual support.

References: The didactic materials and lesson structure are based on resources from American English and British Council's Teaching English[0].

Understanding Daily Routines