Crea recursos pedagógicos de calidad en minutos y mantén tus cursos al día con Shaia.

Saber 11 English Practice Test

PreSaber v2
Bogotá D.C.

English Proficiency
2026 **B1**

PRUEBA SABER PRACTICE TEST

PARTE 4
PART 4 INSTRUCTIONS

Read the text below.
Choose the correct word (A, B, or C) for each space.
Mark your answers on the answer sheet.

Ejemplo:

- A. is
- B. are
- C. be

Respuesta: A

Bogotá: A Canvas of Colors

Bogotá (0) _____ famous for its vibrant street art. Many years ago, graffiti was seen (1) _____ a problem by the police. However, things changed (2) _____ the local government started to support urban artists. Now, talented people from (3) _____ the world travel to Colombia to paint large murals on buildings and bridges. Walking through the city, you can find images of indigenous people, native animals, and social messages. These paintings represent the identity of the community and tell stories about the history of the country.

Local artists like Crisp and DjLu use their art to express their opinions about society. They often work together in groups to create huge projects (4) _____ everyone can enjoy for free. This transformation has made the city more colorful and interesting for tourists. If you visit Bogotá, you (5) _____ take a street art tour to see how art and culture live in the streets. It is an amazing experience that helps people understand the beauty of urban expression and the creativity of the youth.

1. A. as B. like C. with
2. A. when B. because C. during
3. A. around B. between C. into
4. A. that B. who C. where
5. A. should B. will C. does

The Walls That Speak

Urban art in Bogotá (0) _____ more (6) _____ just decoration; it is a powerful form of communication. Artists use spray paint to transform grey walls into beautiful galleries. In recent years, certain neighborhoods (7)

_____ become very popular because of their street art. For example, La Candelaria is a place (8) _____ history meets modern creativity. Visitors often feel surprised when they see the detailed portraits and abstract designs on the old houses. This area attracts many students who are interested in photography and design.

Being a street artist requires a lot of practice and dedication. Many of these creators spend many hours planning their work (9) _____ they start painting. They need to choose the right colors and think about the message they want to share with the public. Sometimes, they even ask for permission from the owners of the houses. This collaboration creates a positive relationship between the neighbors and the artists. Urban art helps people to appreciate their environment and feel proud of their neighborhood. It shows that creativity (10) _____ change the world in simple ways.

6. A. than B. that C. then
7. A. have B. has C. having
8. A. where B. which C. when
9. A. before B. after C. during
10. A. can B. does C. is

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Saber 11 English Practice Test - Answer Sheet

Nombre:_____

Curso:_____ **Fecha:**_____

- Darken the circle for the correct answer.
- Use a pencil No. 2.

Part 4

1. (A) (B) (C)
2. (A) (B) (C)
3. (A) (B) (C)
4. (A) (B) (C)
5. (A) (B) (C)

Part 4

6. (A) (B) (C)
7. (A) (B) (C)
8. (A) (B) (C)
9. (A) (B) (C)
10. (A) (B) (C)

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Class Session

PlantillaPlaneacionClase

Tech Talk Adventure: Solving the Technology Challenge

General Information

Target language components or skills: Listening, Speaking, Collaboration, Using Language in Context

Learning objectives:

1. Students will collaboratively design an oral presentation about a technological device, focusing on its pros and cons.
2. Utilize storytelling to relate past experiences and future impacts of technology.
3. Express and request information on current technological phenomena.

Target expressions and vocabulary:

- Technology vocabulary: device, innovation, social media, network, AI, digital tools.
- Expressions: "in comparison to," "how it affects...," "knowing the advantages and disadvantages..."

Required materials:

- Whiteboard
- Paper
- Laptops
- Markers

Class Session

- Main resource: Love and Hate: Technology – Activities
  Love and Hate: Technology – Activities

Lesson Plan

Tuesday (50 minutes)

Warm-up

Character Creation and Problem Introduction

Duration: 5 minutes

Type of interaction: Whole group

Language components or skills: Speaking, Creativity

Step-by-step:

1. Introduce a character named "Techy Tim" who lives in a highly automated city.
2. Pose a problem where Tim's main technology companion, his smart assistant, is malfunctioning and impacting city life.
3. Use phrases like "Tim's main issue is... because...".

Recommendations for English levels:

- A1.1: Use simple descriptions and visuals.
- A2.1: Encourage questions and further details about Tim's life and the issue.

Resources: None

Class Session

Input or Introduction

Designing a Tech Presentation

Duration: 15 minutes

Type of interaction: Group work

Language components or skills: Speaking, Vocabulary

Step-by-step: Use the instructions as given in the text

Recommendations for English levels: Adjust as provided for varied English levels.

Resources: Whiteboard and markers, Laptops

Development or Practice

Team Problem-Solving and Story Development

Duration: 20 minutes

Type of interaction: Group work

Language components or skills: Speaking, Writing

Step-by-step:

1. Review with a brief recap of the vocabulary using the resource Love and Hate: Technology – Activities
   .
2. Groups develop a narrative about how Techy Tim resolves the dysfunction of his technological aid.

3. Encourage use of past simple, comparatives, and superlatives.

4. Guide groups in drafting their story and practicing narrating to the class, using structured prompts if necessary.

Recommendations for English levels:

- A1.1
  : Provide sentence starters and vocabulary aids.

- A2.1
  : Encourage more expressive language while using support texts.

Resources: Whiteboard, markers, Laptops

Closure or Metacognition

Presenting Solutions and Reflections

Duration: 10 minutes

Type of interaction: Group presentation

Language components or skills: Speaking, Listening

Step-by-step:

1. Each group presents their narrative and solution to Techy Tim's problem.

2. Use peer feedback to refine story-telling and presentation skills.

3. Reflect on how technology can be both an aid and a challenge in everyday life.

Recommendations for English levels:

- A1.1: Offer feedback templates.
- A2.1: Provide prompts for in-depth reflections.

Resources: None

Additional Information

Possible difficulties

1. Challenge with using past tense consistently:
   Offer a reference sheet with common past tense verbs and example sentences.
2. Group collaboration issues:
   Assign roles in groups to ensure shared responsibility and engagement.

Informal assessment

- Observe group interactions for language use and collaboration.
- Review group presentations for clarity in the use of past tenses and technology vocabulary.

Additional practice

- Homework Task:
  Write a journal entry imagining a day in Techy Tim's life, detailing any new technology mishaps and their resolutions.

References

- The didactic materials are based on resources from the British Council Teaching English series.

Tech Talk Adventure: Solving the Technology Challenge

Matching activities to standards

From the lesson plan: Tech Talk Adventure: Solving the Technology Challenge

9th level

Activity Name	Standard	Performance Indicator	Skill(s)
Warm up: Character Creation and Problem Introduction	Me arriesgo a participar en una conversación con mis compañeros y mi profesor.	The use of phrases like "Tim's main issue is... because...".	Speaking & Listening
Input or Introduction: Designing a Tech Presentation	Comprendo la información implícita en textos relacionados con temas de mi interés. Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés.	The selection of information to be included in their oral presentations.	Reading, writing, Speaking & Listening
Development or Practice: Team Problem-Solving and Story Development	Infiero información específica a partir de un texto oral. Produzco textos sencillos.	Drafts and practice of a narrative about how Techy Tim resolves the dysfunction of his technological aid.	Speaking & writing
Closure or Metacognition: Presenting Solutions and Reflections	Narro historias cortas enlazando mis ideas de manera apropiada. Muestro una actitud respetuosa y tolerante al escuchar a otros.	Sharing a narrative about how Techy Tim resolves the dysfunction of his technological aid. Peer feedback	Speaking & Listening

Reflect and document: Answer these questions:

• **Are all four skills (listening, speaking, reading, writing) represented in your plan?** Yes

• **Which standards appear most frequently in this plan?** The ones regarding the development or improving of Speaking and listening.

• **Are there any important standards for this level that are NOT addressed?** I'd say that not.

• **How could you adjust the plan to better balance standards coverage?** First of all, I consider that the lesson plan generated by ShaIA was not complete at all, mainly in the part of "Designing a Tech Presentation", I adjusted that part by providing students with the opportunity of selecting a new and not so known technological device to be presented to the whole class, they were engaged with the idea and took their time to

explore and discover, according to their interests, the correct device. Once, the technological device was selected, they read, summarized and wrote the specific ideas according to the guidance given. After checking the information to be presented, students prepared themselves for their oral presentation, practicing pronunciation and preparing the visual aids. Thus, reading and writing were covered a bit more.