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

Texto con espacios en blanco:

Open-air Music in Bogotá

Open-air concerts in Bogotá are a popular activity for both locals and tourists. Every year, people gather in public parks to enjoy live music performances. The events usually take place during0. _____weekends in the warmer months. With a variety of music genres1. _____rock, jazz, and classical, these concerts appeal to everyone. Local bands, as well as famous2. _____, participate in these events. Vendors sell food and drinks, so visitors can enjoy a full day out. It is recommended to bring a blanket to sit on the grass and3. _____relax while listening to music. Many people like to dance and4. _____fun with their friends and families. These concerts are free to attend, which5. _____them accessible to all. Overall, open-air concerts in Bogotá offer a wonderful way to experience the city's vibrant music culture.

Ejemplo:

0.	A.on	B.in	C.at

1.	A.include	B.includes	C.including
2.	A.musicians	B.music	C.musical
3.	A.whole	B.just	C.simply
4.	A.have	B.show	C.take
5.	A.make	B.makes	C.made

Paquete 2

Texto con espacios en blanco:

Exploring Music Genres at the Park

Every year, Bogotá hosts many outdoor music festivals that attract thousands of visitors. These festivals are a great opportunity to7. _____different music styles. Attendees can find pop, rock, salsa, and more. People spread blankets on the grass8. _____enjoy picnics while listening to their favorite bands. In addition to music, vendors sell souvenirs and local crafts. These events often take place9. _____the daytime, allowing families to attend with children. Some festivals focus10. _____on independent artists, providing them with a platform to11. _____their talent. Overall, festivals in Bogotá offer a memorable experience for12. _____who attend.

Ejemplo:

7.	A.explore	B.explored	C.exploring

8.	A.but	B.and	C.also
9.	A.at	B.within	C.during
10.	A.mainly	B.main	C.mainly
11.	A.showcase	B.showing	C.showed
12.	A.all	B.many	C.everyone

Paquete 3

Texto con espacios en blanco:

Weekend Music Events

Imagine spending an entire weekend enjoying live music in open spaces. Bogotá frequently organizes music events that offer diverse experiences. Visitors can13. _____an array of food stalls with delicious snacks from Colombia. Usually, the events start14. _____in the morning and continue until the evening. Music lovers from all over gather in parks to listen15. _____local and international artists. Families and friends often bring chairs to16. _____comfortably. With music ranging from folk to contemporary, each performance promises an17. _____atmosphere. The events are open to the public,

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making them a perfect choice for18. _____kinds of visitors.

Ejemplo:

13.	A.enjoy	B.enjoys	C.enjoying

14.	A.early	B.earliest	C.earlier
15.	A.both	B.and	C.to
16.	A.sit	B.sits	C.sitting
17.	A.enjoyable	B.enjoy	C.enjoyed
18.	A.both	B.several	C.all

GUIDED MINI BOOSTER # 3

ACTIVITY NAME	STANDARD	PERFORMANCE INDICATOR	SKILLS
W-UP	**Oral Production: "Participo en conversaciones sobre temas de interés general."**	**Interaction: Students describe an app using simple sentences.**	**Speaking and listening**
INTRODUCTION	**Linguistic Competence: "Comprendo información general y específica en textos orales sencillos."**	**Listening: Students identify key vocabulary from a video.**	**Listening**
DEVELOPMENT	**Writing production: "Escribo textos cortos y sencillos sobre temas conocidos."**	**Students write short descriptions of an app (name, purpose, features).**	**Writing**
METACOGNITION	**Oral Production: "Uso el inglés para interactuar en actividades de clase."**	**Students express opinions about apps and their usefulness. Students present ideas to an audience.**	**Speaking**

Are all four skills (listening, speaking, reading, writing) represented in your plan?
Most of all are presented in the plan. Maybe not so specifically we see the reading skill, but students need to read about the vocabulary and their written texts.

Which standards appear most frequently in this plan?
Those related to production. Standards which are about active participation.

Are there any important standards for this level that are NOT addressed?
No, the standards are related and enough to the level of the tenth grade.

How could you adjust the plan to better balance standards coverage?
I adjusted to standards and to more student-centered learning.

Module Sustainability Week 8 - Communication and Prototypes

Componentes de lenguaje o habilidades

- Speaking
- Listening
- Vocabulary Acquisition
- Writing
- Collaboration
- Reflection

Objetivos de aprendizaje

- Foster civic values through informational text activities.
- Develop basic research skills.
- Initiate academic writing and peer correction processes.
- Build vocabulary to respond to interviews about their context.
- Express opinions and justify facts briefly.

Vocabulario
Vocabulary for Apps and Mobiles

- Push notifications
- Disable
- Enable
- Fitness trackers
- Streaming content
- Financial services
- Voice activation

Recursos o materiales para la semana

- 8+ Specific Vocabulary for Apps and Mobiles
- Low-fidelity Prototype Model Structure
- Design an App - Eco Teens
- Video tutorial UI Design with Canva

Posibles dificultades
Dificultad:
Limited understanding of technical vocabulary about apps.
Recomendaciones para acompañar a los estudiantes:
Use visual resources and examples to contextualize terms.
Dificultad:
Hesitance to speak English during group presentations.
Recomendaciones para acompañar a los estudiantes:
Encourage a trusting and psychologically safe environment to promote active participation.
Evaluación informal
Recomendaciones para evaluar:

- Observe students' ability to use new vocabulary in context.
- Evaluate the clarity and logic of justifications given by students while describing their prototype.

Aspectos a observar:

- Correct use of conditional expressions in group discussions.
- Active participation and collaboration during prototype design.

Referencias
Resources align with practices proposed by the British Council and Digital Technologies for Education.
Tuesday

DINÁMICA INICIAL
Turn and Talk: Our Favorite Apps
Descripción:
Students sit in pairs and discuss their favorite apps for 5 minutes, focusing on explaining why they use them and what their favorite feature is.
Duración aproximada:
5 minutes
Tipo de interacción:
Pairs
Componentes de lenguaje o habilidades:

- Speaking
- Listening

Fuente:
Created Class
Paso a paso:

- Organize students into pairs and assign roles to start the dialogue in English.
- Encourage the use of guide questions like 'What app do you use the most and why?'
- Monitor discussions ensuring the dialogue is in English, supporting with necessary expressions.

- Facilitate role change halfway for both participants to share their opinions.
- Conclude by asking some students to share highlighted ideas with the group.

Recomendaciones de ajuste por nivel de inglés:
- For A1.1 levels, provide a glossary of guide questions and answers.
- For A1.2 levels, encourage the use of basic connectors to diversify their responses.

Exposición o introducción
Video Introduction: Vocabulary for Apps
Descripción:
Teacher presents '8+ Specific Vocabulary for Apps and Mobiles' video. Students take notes on key words and their meanings.
Duración aproximada:
20 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:
- Listening
- Vocabulary Acquisition

Recursos o materiales para la actividad:
- Vocabulary Class

resources:
- Vocabulary Class (Audio MP3)

Fuente:
Teaching English
Paso a paso:
- Introduce the topic by explaining the importance of vocabulary related to apps.
- Show the video using the TV and pause when needed to take notes.
- Ask students to identify and write down key words from the video.
- Prompt students to share if they have used any of these apps, fostering personal connections.
- Wrap up with a brief group discussion on the apps they use daily.

Recomendaciones de ajuste por nivel de inglés:
- For A1.1, offer visual examples of mentioned apps.
- For A1.2, encourage explanations of an app using the new vocabulary.

Práctica o desarrollo
Designing a Low-Fidelity Prototype
Descripción:
Students, in groups of four, design a low-fidelity app prototype that discourages disposable fashion using learned vocabulary.
Duración aproximada:
50 minutes
Tipo de interacción:
Group work
Componentes de lenguaje o habilidades:
- Speaking
- Writing
- Collaboration

Fuente:
Design an App - Eco Teens
Paso a paso:
- Form groups of four and assign roles to aid the design process.
- Provide paper and pencils for groups to sketch initial ideas.

- Guide students to discuss and note main features they would include.
- Facilitate the use of conditional expressions to describe app functionality.
- Encourage continuous revisions and discussions within groups to refine ideas.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, offer examples of common app features.
- For A1.2, encourage arguments about the ecological benefits of the initiative.

Cierre o metacognición
Reflection Circle on Prototype Design
Descripción:
Each group briefly presents their prototype. A group discussion follows where students reflect on what they learned and utilized in vocabulary and grammar.
Duración aproximada:
20 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Reflection
- Speaking

Fuente:
Group Construction
Paso a paso:

- Request each group present their prototype in an assigned space.
- Ask each group to highlight a main challenge faced during design.
- Facilitate discussion where students reflect on new vocabulary usage.
- Monitor exchange of opinions regarding the sustainability of proposed solutions.
- Close with guiding questions on skills improved in the process.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, suggest starting phrases to facilitate reflection.
- For A1.2, encourage students to identify mistakes and learning points.

Tarea o práctica adicional
Descripción:
Duración aproximada:
Tipo de interacción: