UNIDAD EDUCATIVA PARTICULAR BILINGÜE
ANGEL POLIBIO CHAVES
INSTRUIR Y EDUCAR PARA LA FAMILIA Y LA PATRIA

Coordinación Académica Inglés 2020-2021 APROBADO UEAPCH

EVALUACIÓN DE LOS APRENDIZAJES

SCHOOL YEAR:	2020-2021	**QUIMESTRE:**	1	**SUBJECT:**	Language Arts			
TEACHER:	**María José Flores**				**GRADE-COURSE:**	4EGB	**CLASS:**	A,B,C
DATE:					**SCORE:** ……/30			

UNIT´S NAME: Our School / The Picnic / Daily Tasks / Around town	
DCD TO BE EVALUATED	**EVALUATION CRITERIA CONSIDERED IN THE EVALUATION**
EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.) EFL.2.1.9. Communicate to peers and teacher when something is not understood in class through the use of simple basic questions. EFL.2.1.10. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands. EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: What's your name? etc.) EFL.2.2.6. Enjoy extensive listening in English. Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.) EFL2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.) EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.) EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.) EFL.2.2.14. Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: Where do you live? Do you have a bicycle? Etc.) EFL 2.3.1. Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions. EFL 2.3.2. Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.	I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3) I.EFL.2.6.1. Learners can understand short and simple spoken texts well enough to be able to pick out key items of information. Ref. (I.3) I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly. I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, possibly with slow and/or hesitant delivery. I.EFL.2.10.1. (I.3) Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification. I.EFL.2.13.1. Learners can understand a short simple environmental print text type and successfully complete a simple task. (Example: a sign, notice, menu, etc.) (I.3) I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2) I.EFL.2.15.1. Learners can use simple graphic organizers to show that they can understand a short simple text. (Example: maps, diagrams, bar charts, Venn diagrams, etc.) (I.4). I.EFL.2.18.1. Learners can write short simple phrases and sentences to show that they know how to use simple grammar or vocabulary items. (I.3, I.4).

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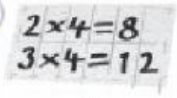
GENERAL INSTRUCTIONS:	• Read the questions carefully. • You have **60 minutes** to complete the evaluation. • If you have finished, go through the exam carefully and send it to your teacher.

1) Look and write the school subjects.

Mark……../5

1.

E n g l i s h — l h g s n i E

2. 

_ _ _ _ _ — a s M h t

3.
_ _ _ _ _ _ _ _ _ — r p e y g h o G a

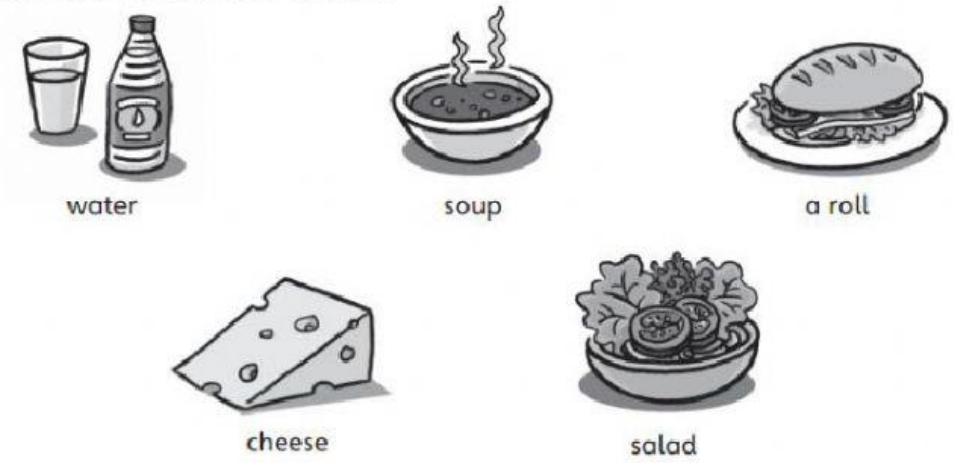
4.
_ _ _ _ _ _ _ — s y o r i t H

5.
_ _ _ _ _ — u i M c s

6.
_ _ _ _ _ _ _ — i e c n S e c

Mark……../4

2) Look, read and choose the words.



1 This is a type of bread. You can have ham in it.
a roll

2 It is usually yellow or white. You can have it in your sandwiches.
_____

3 You wash your hands with it. You can also drink it.
_____

4 You eat this with a spoon. There are vegetables in it.
_____

5 It is usually cold. It can have tomatoes in it.

Mark……../6

3) Circle the correct word.

1 No, there isn't **some** / **any** lemonade, but we have water!
2 Yes! There is **some** / **any** milk in the fridge.
3 Is there **some** / **any** chocolate in your lunch box?
4 There aren't **some** / **any** sausages for the picnic!
5 There are **some** / **any** oranges on the table – they're delicious!
6 Is there **some** / **any** tea?
7 Are there **some** / **any** tomatoes in the salad?

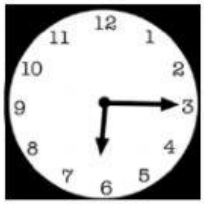
EVALUACIÓN DE LOS APRENDIZAJES

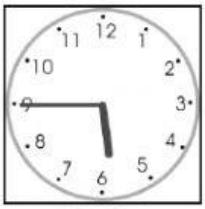
Mark……../5

4) **Listen and tick the time.**

1 a ☐

b ☑

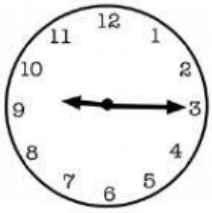
2 a  ☐

b  ☐

3 a ☐

b ☐

4 a ☐

b  ☐

5 a ☐

b ☐

6 a ☐

b ☐

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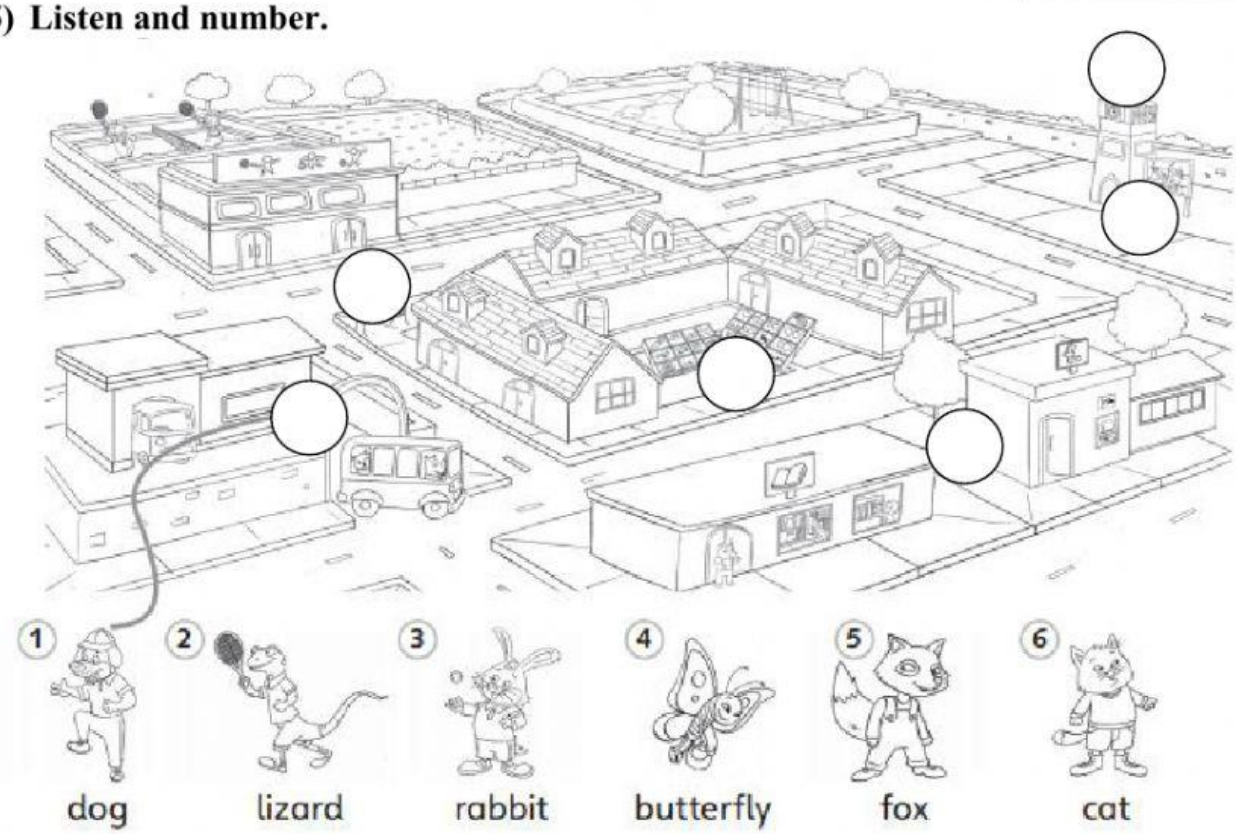
Mark……../5

5) Listen and number.



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Mark……../5

6) Speaking activity. Describe the image your teacher shows you.

Question	Marks
What place is this?	/1
What is he doing?	/1
What´s his profession?	/1
Is it nighttime in the picture?	/1
Do you think this is a normal swimming pool? Why?	/1

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ASSESSMENT: ***Each correct answer is worth 1 point.***
The total score of the exam is / = 10/10