Liceo de Colombia Bilingüe

FINAL TEST TERM I

SUBJECT:	GRADE:	G	T	1	2	3	4	5	DATE:
		6	7	8	9	10	11		
STUDENT:		TEACHER:							

Test directions:

- At the end of this test you might find an **answer sheet** **(table)** to mark the chosen answer for each question. If that is the case, **fill the totality of the answer** box that you consider to be the correct one.
- Use only **black ink** pen to answer the exam.
- You are **not allowed** to use **liquid paper, tippex or any other correction fluid**. If so, the **answer will not be valid** .
- If there are **two answers marked** in the same question, the **answer will not be valid** .
- If you make a **mistake when writing your response** , cross out the word and continue writing.

The following test contains:

- **SABER** questions, consisting on a statement, four possibilities of answer and just a valid one. Remember, the key to answering these questions correctly is the understanding of the statement.
- **OPEN** and/or **CAMBRIDGE** questions, which consist of a statement or graph and a space provided for your answer. Read or observe according to the questions and respond clearly and concisely to what is being asked, in the space provided.

Test Rating

- This test evaluates the student's performance in _____ components/competences.

(COMPETENCE 1)	(COMPETENCE 2)	(COMPETENCE 3)
GRADE:	GRADE:	GRADE :

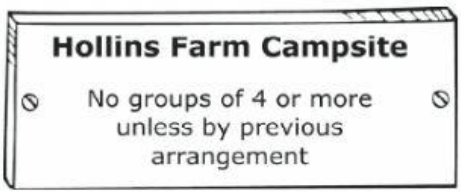
LIVEWORKSHEETS

Part 1

Questions 1 – 5

For each question, choose the correct answer.

1

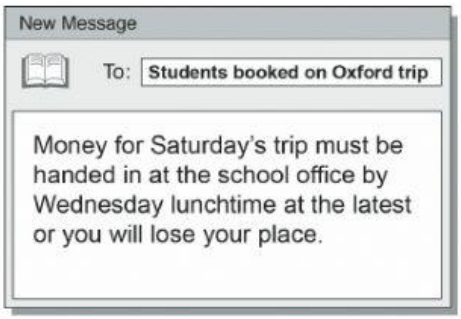


A All campers must reserve a place in advance.

B Groups bigger than four are not allowed on this site.

C Groups of more than three should contact the campsite before arriving.

2



A Those who don't pay punctually won't be able to go to Oxford.

B There are very few places left on the Oxford trip.

C This is the last chance for students to register for the Oxford trip.

3

A You must have signed permission to take part in sports day.

B You have to limit the number of sports day races you take part in.

C You need to write your name here to get more information about sports day.

LIVEWORKSHEETS

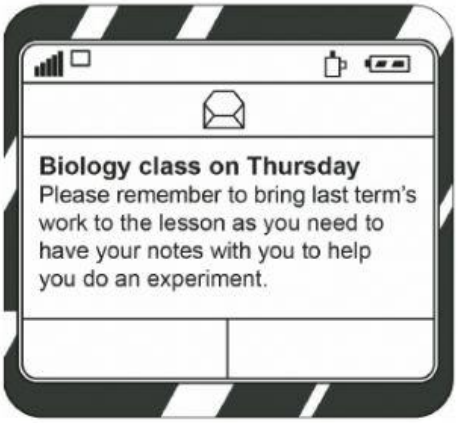
4

A It is essential to have more actors even if they haven't acted before.

B It is important for all actors to have training before being involved in the play.

C It is necessary to find a new director to train the actors.

5



A Students must write detailed notes on this week's experiment.

B Students should check that their work last term was done accurately.

C Students need to look at previous work while doing an experiment.

LIVEWORKSHEETS

Part 2

Questions 6 – 10

For each question, choose the correct answer.

The young people below all want to do a cycling course during their school holidays.
On the opposite page there are descriptions of eight cycling courses.
Decide which course would be the most suitable for the people below.

6

Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.

7

Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can't attend a morning course.

8

Ellie is nine and knows how to ride her bike, but isn't confident about starting and stopping. She'd love to meet other cyclists with a similar ability and have fun with them.

9

Leo can't cycle yet, and wants to learn on his own with the teacher. He'd prefer a course with sessions twice a week. He'd also like some practical information about cycling clothes and equipment.

10

Josh is eleven and a skilled cyclist. He's keen to learn to do exciting cycling tricks in a safe environment. He'd like to be with people of a similar age.

LIVEWORKSHEETS

Cycling Courses

A **Two Wheels Good!**

Mountains! Rivers! Forests!

Our 'off-road' course offers you the chance to get out of the city. You'll need very good cycling skills and confidence. You will be with others of the same ability. Expert advice on keeping your bike in good condition also included.
Mondays 2.00 pm–6.00 pm or Fridays 3.00 pm–7.00 pm.

B **On Your Bike!**

Can't ride a bike yet, but really want to? Don't worry. Our beginners-only group (4-10 pupils per group) is just what you're looking for. Excellent teaching in safe surroundings. Makes learning to cycle fun, exciting and easy.
Mondays 9.00 am–11.00 am and Thursdays 2.00 pm–4.00 pm.

C **Fun and Games**

Do you want some adventure? Find out how to do 'wheelies' (riding on one wheel), 'rampers' (cycling off low walls), 'spins' and much more... We offer a secure practice ground, excellent trainers and loads of fun equipment. Wear suitable clothes. Only for advanced cyclists.
(Age 11–12)
Saturdays 1.00 pm–4.00 pm.

D **Pedal Power**

A course for able cyclists. We specialise in teaching riders of all ages how to manage difficult situations in heavy traffic in towns and cities. We guarantee that by the end of the course, no roundabout or crossroads will worry you!
Saturdays 2.00 pm–4.00 pm.

E **Cycling 4 U**

Not a beginner, but need plenty of practice? This course offers practical help with the basics of balancing and using your brakes safely. You'll be in a group of pupils of the same level. Improve your cycling skills and enjoy yourself at the same time! Open to all children up to the age of ten.
Sundays 10.00 am–12.00 pm.

F **Bike Doctors**

Have you been doing too many tricks on your bike? Taken it up mountains and through rivers? Then it probably needs some tender loving care. Bike Doctors teach you to maintain and repair your bike. (Some basic equipment required.)
Ages 11-19 Tuesdays 9.00 am–12.00 pm or Wednesdays 3.00 pm–6.00 pm.

G **Safety First**

We teach cycling safety for the city centre and country lane biker. We'll teach you the skills you need to deal with all the vehicles using our busy roads. All ages welcome from 10+. Thursdays 9.00 am–11.00 am.

H **Setting Out**

A course for absolute beginners needing one-to-one instruction to get off to a perfect start. We also give advice on helmets, lights, what to wear and much more. A fantastic introduction to cycling! Mondays and Tuesdays 9.00 am–11.00 am.

LIVEWORKSHEETS

Part 3

Questions 11 – 15

For each question, choose the correct answer.

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious, I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.

LIVEWORKSHEETS

11 Harry thinks he said that he was going to be a tennis champion in order to

A please his parents.
B get some attention.
C annoy his older brother.
D persuade people that he was serious.

12 How did Harry feel after his first important competition?

A confused about his defeat.
B proud to be a member of the winning team.
C ashamed of the way he treated another player.
D amazed that he had got so far in the tournament.

13 What does Harry try to remember when he's on the court?

A Don't let the other player surprise you.
B Follow your game plan.
C Respect the other player.
D Don't keep thinking about your mistakes.

14 What does Harry say about his behaviour in tournaments?

A He broke his racket once when he was angry.
B He stays away from players who behave badly.
C He tries to keep calm during the game.
D He found it difficult to deal with one judge's decisions.

15 What might a sports journalist write about Harry now?

A Harry needs to believe in his own abilities and stop depending on good luck when he plays.

B Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.

C Harry looked exhausted when he finished his last match so maybe he should think about working out.

D Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.

LIVEWORKSHEETS

Writing Section

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

Emma looked at the clock and realised she was late.

- Write your **story** in about 100 words on your answer sheet.

LIVEWORKSHEETS