



UNIDAD EDUCATIVA  
"LA PROVIDENCIA"

INSTRUMENTO DE EVALUACIÓN SUMATIVA

<b>Nivel:</b>		<b>Área/Asignatura:</b>		<b>Año Lectivo:</b>
<b>Curso:</b> 5th	<b>Paralelo:</b>	<b>Quimestre:</b> Primer Quimestre		2021-2022
<b>Docente:</b> Lic. Andrea Astudillo				
<b>ESTUDIANTE:</b>			<b>Fecha:</b>	
<b>GENERAL INSTRUCTIONS:</b> <ul style="list-style-type: none"><li>- Before answering the question, listen carefully the instructions.</li><li>- The evaluation must be answered just one time so that, it will be taken into account the first hand in.</li><li>- If you have any question, you ask your teacher.</li><li>- Good luck!</li></ul>				
Prueba de fin de Parcial <input type="checkbox"/> Exámen quimestral <input type="checkbox"/> Supletorio <input type="checkbox"/> Remedial <input type="checkbox"/>				

- ✚ EFL 3.3.2. Show understanding of some basic details in short simple cross curricular texts by matching, labeling and answering simple questions.

**1. Match the words with the correct picture.**

1. eat



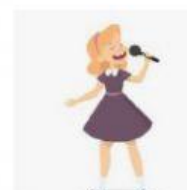
2. read



3. dance



4. sing



- ✚ EFL 3.3.3. Identify the meaning of specific content-based words and phrases, with the aid of visual support.

**2. Choose the correct option for each verb. Apply the ing Rules**

**1. drink**

- a. drinks
- b. drinking
- c. drinkking
- d. drank

**2. watch**

- a. watches
- b. watcheng
- c. watching
- d. watched

**3. swim**

- a. swimming
- b. swiming
- c. swims
- d. swams

**4. play**

- a. plays
- b. playes
- c. played
- d. playing

- ✚ EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery

**3. Match the pronouns with their contractions.**

- |           |         |
|-----------|---------|
| 1. he is  | - she's |
| 2. she is | - isn't |
| 3. is not | - I'm   |
| 4. I am   | - he's  |

- EFL 3.3.2. Show understanding of some basic details in short simple cross curricular texts by matching, labeling and answering simple questions.

**4. Look at the pictures and complete the sentences with the verb to be.**

are - is - am



He \_\_\_\_\_ happy.



They \_\_\_\_\_ hungry.

- EFL.2.4.1 Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships.

**5. Write the following numbers.**

8: \_\_\_\_\_ 13: \_\_\_\_\_

50: \_\_\_\_\_ 100: \_\_\_\_\_

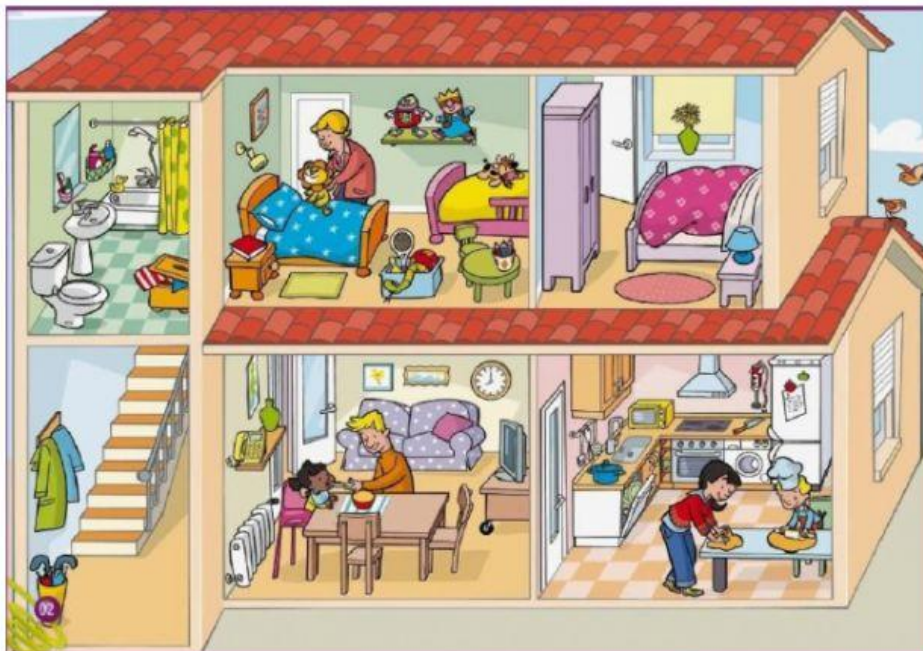
- EFL 3.4.3. Write a variety of short simple text-types, commonly used in print and online

**6. Look at the picture count and write**

	8	Eight

- EFL 2.4.6 Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)

7. Write 4 sentences using **There is/ There are** in order to describe the picture.



Example: There is a window in the bedroom

There are coats next to the stairs.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- EFL 3.5.1. Use audio, video and pictures to respond to a variety of literary texts through online or in-class ICT activities.

8. Look at the picture again from question 7, become them in questions and answer

There is a window in the bedroom.

Is there a window in the bedroom?: Yes, there is

- 1.
- 2
- 3.
- 4

- ✚ EFL.2.2.14. Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions

### 9. Complete the questions and answers with your own words

Example:



What is **she** drinking?

She is drinking water.



What are they \_\_\_\_\_?

They are



What is he \_\_\_\_\_?

He is

## METACOGNITIVE EVALUATION

EFL. Metacognition aims is deeping knowledge of what we know and how we have learned it in order to maintain strategies that work and detect which ones should work.

Qué he  
aprendido?

Qué pasos he  
seguido?

Para qué me ha  
servido?

En qué otras  
situaciones lo has  
utilizado?