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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>ESCUELA DE EDUCACION GENERAL BÁSICA PARTICULAR<br/>MANUEL TOBAR ANGULO</b><br><b>"COMUNIDAD QUE EDUCA CON EL CORAZÓN"</b> |                        |                                | COD: EVA-01                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                              |                        |                                | Versión 1                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>ÁREA:</b> LENGUA<br>EXTRANJERA                                                                                            | <b>MATERIA:</b> INGLÉS | <b>EVALUACIÓN:</b><br>SUMATIVA | Año lectivo: 2021 – 2022<br>Total, de páginas: |  |
| <b>"Continúa a pesar que todos esperen que abandones, no dejes que se pierda la fuerza que hay en ti"</b><br><b>Madre Teresa de Calcuta</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                              |                        |                                |                                                |  |
| <b>Nombre y apellido</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                              |                        |                                |                                                |  |
| <b>AEGB/ GRADO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>SEGUNDO</b>                                                                                                               | <b>Paralelo</b>        | <b>A</b>                       | <b>Fecha</b>                                   |  |
| <b>Objetivo</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Determinar los conocimientos adquiridos durante el desarrollo de la cuarta unidad en el año lectivo 2021-2022.               |                        |                                |                                                |  |
| <b>Instrucciones:</b><br>-Lea con atención cada pregunta.<br>-La prueba tiene una duración de 40 min.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                              |                        |                                |                                                |  |
| <b>Destrezas a desarrollar:</b><br>1. 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, numbers, animals, colors, things, days of the week. etc.)<br>2. 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. (Hello, greetings.)<br>3. 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, colors, things, days of the week. etc.)<br>4. 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, numbers, animals, colors, things, days of the week. etc.)<br>5. EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: shapes, please, sorry, thank you, up, down, etc.)<br>6. 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, numbers, animals, colors, things, days of the week. etc.)<br>7. 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, numbers, animals, colors, things, days of the week. etc.)<br>8. 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, numbers, animals, colors, things, days of the week. etc.)<br>9. EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: shapes, please, sorry, thank you, up, down, etc.)<br>10. 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, numbers, animals, colors, things, days of the week. etc.) |                                                                                                                              |                        |                                |                                                |  |

### Cuestionario

1.- Relaciona con una línea las emociones que tenemos a continuación. EFL.2.2.11. (1 punto).



**SCARED**

**HAPPY**

**SAD**

**ANGRY**

**DISGUSTED**

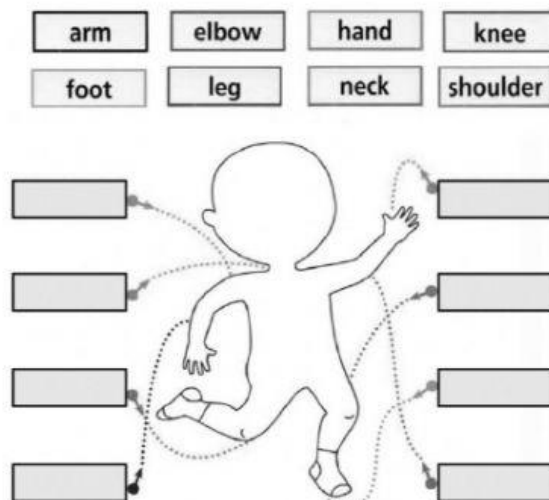
2.- Ordena las letras para que puedas descubrir la emoción oculta. **EFL 2.1.10 (1 punto)**



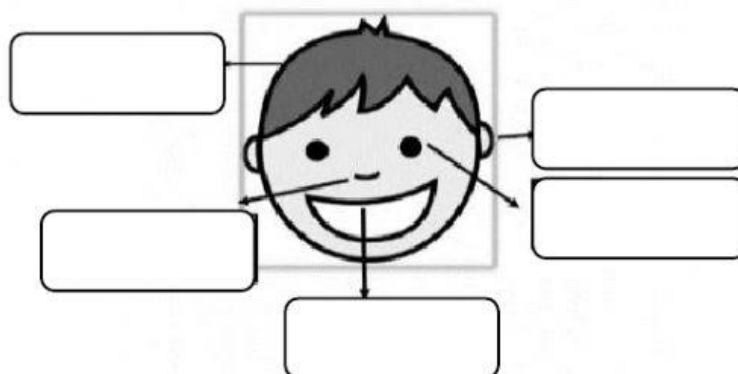
3.-Dibuja la emoción que está escrita en cada nube. **EFL.2.2.11. (1 punto).**



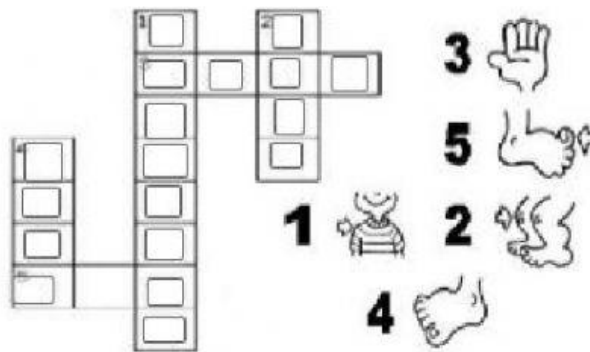
4.-Escribe las partes del cuerpo según muestran las líneas. **EFL.2.2.11. (1 punto)**



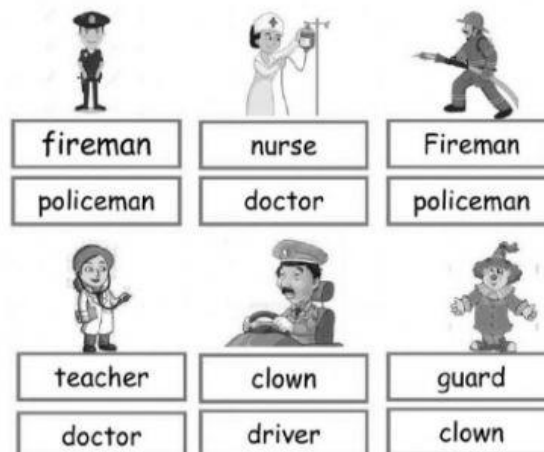
5.- Coloca el nombre de los objetos de clase según correspondan. **EFL 2.1.6. (1 punto)**



6.- Completa el crucigrama con las partes del cuerpo. EFL.2.2.11. (1 punto).



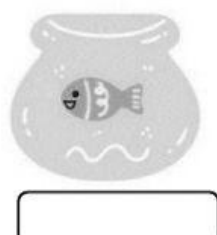
7.- Elije la palabra correcta que describa la profesión en cada caso. EFL.2.2.11. (1 punto).



8.-Escribe el nombre de cada lugar. EFL.2.2.11. (1 punto)



9.-Ubica la preposición de lugar en cada caso. EFL 2.1.6. (1 punto)



10.-Elije la respuesta correcta en cada situación. **EFL.2.2.11. (1 punto).**



under  
behind  
next to



in front of  
in  
on



on  
behind  
next to



in front of  
in  
under

| Proceso     | Preparado por:    | Revisado por:     | Aprobado por:        | Resuelto por: | Representante: |
|-------------|-------------------|-------------------|----------------------|---------------|----------------|
| Responsable | Lic. Diego Jácome | Lic. Diego Jácome | Lic. Jorge Cahuasqui |               |                |
| Fecha       | 12-06-2022        | 12-06-2022        | 12 – 06 – 2022       |               |                |
| Firma       |                   |                   |                      |               |                |