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|----------------------------------------|-------------------------------|--------------------------------------|---------------------|
| <b>Level:</b> BGU/ INTENSIVO           | <b>Area:</b> Foreign Language | <b>Subject:</b> ENGLISH              | <b>School Year:</b> |
| <b>Course:</b> SEGUNDO DE BACHILLERATO | <b>Paralelos:</b> A           | <b>Quimester:</b> 2                  | 2021-2022           |
| <b>Teacher:</b> Lcdo. Diego Patiño     |                               | <b>CURRICULAR BLOCKS No:</b> 1,2,3,4 |                     |

EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)

EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4).

I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)

I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4).

|                 |              |
|-----------------|--------------|
| <b>STUDENT:</b> | <b>Date:</b> |
|-----------------|--------------|

BLOCK ENDING: ( ) QUIMESTER EXAM:(X) SUPPLEMENTARY: ( ) REMEDIAL: ( )

| SKILLS WITH PERFORMANCE CRITERION                                                                                                                    | ITEMS                                                                                                                                                                                                                                                                | Value                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>COMMUNICATION AND CULTURAL AWARENESS:</b><br>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in | <p>1. <b>Write So/Neither + auxiliary to complete the answers.</b><br/><b>(Escriba So/Neither mas el auxiliar para completar las respuestas)</b></p> <p>— Alice always follows her parents' advice.<br/>_____ I.</p> <p>—She doesn't like comedies.<br/>_____ we</p> | <b>1 point</b><br><b>(4 diffic.)</b> |



appropriate contexts.  
(Example: use of stress, intonation, place, etc.) (Ref. EFL 5.1.7.)

— Tom never feels lonely.

\_\_\_\_\_ I

— Mike swims fast.

\_\_\_\_\_ Pete

**2. Choose the correct option to respond the following statements:**

(Escoja la opción correcta para responder las siguientes afirmaciones)

I was short when child

- **So was I**
- **Neither was I**

I go jogging every Saturday morning

- **So don't I**
- **So do I**

I can't dance Salsa music

- **Really? I can**
- **I am can**

I like to listen to rock music

- **So do I**
- **Neither don't I**

**3. Complete the sentences with -ING or -ED adjectives. Use the verbs in parentheses**

(Complete las oraciones con adjetivos terminados en -ING o -ED. Use los verbos que están en paréntesis)

The film was so \_\_\_\_\_ that we left in the middle (bore)

It was a cold, wet day and the children were \_\_\_\_\_ (bore)

It was so \_\_\_\_\_ to hear that the project was a great success (satisfy)

He was \_\_\_\_\_ when he heard that there had been an accident (worry)

**4. Write the past and participle of the following regular verbs**

(Escriba el pasado y participio de los siguientes verbos regulares)

1 point

(4  
diffic.)

1 point

(4  
diffic.)

1 point



|                  |                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |                   |        |       |        |       |          |       |      |       |                           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------|--------|-------|--------|-------|----------|-------|------|-------|---------------------------|
|                  | <table><tr><td><b>Base form</b></td><td><b>Past</b></td></tr><tr><td>Belong</td><td>_____</td></tr><tr><td>Follow</td><td>_____</td></tr><tr><td>Remember</td><td>_____</td></tr><tr><td>Ask</td><td>_____</td></tr></table>                                                                                                                                                                                          | <b>Base form</b>          | <b>Past</b>       | Belong | _____ | Follow | _____ | Remember | _____ | Ask  | _____ | (4 diffi<br>c.)           |
| <b>Base form</b> | <b>Past</b>                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                   |        |       |        |       |          |       |      |       |                           |
| Belong           | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
| Follow           | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
| Remember         | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
| Ask              | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
|                  | <p><b>5. Write the past and participle of the following irregular verbs</b><br/>(Escriba el pasado y participio de los siguientes verbos irregulares)</p> <table><tr><td><b>Base form</b></td><td><b>Participle</b></td></tr><tr><td>Be</td><td>_____</td></tr><tr><td>Drive</td><td>_____</td></tr><tr><td>Give</td><td>_____</td></tr><tr><td>Know</td><td>_____</td></tr></table>                                  | <b>Base form</b>          | <b>Participle</b> | Be     | _____ | Drive  | _____ | Give     | _____ | Know | _____ | 1 point<br>(4<br>diffic.) |
| <b>Base form</b> | <b>Participle</b>                                                                                                                                                                                                                                                                                                                                                                                                     |                           |                   |        |       |        |       |          |       |      |       |                           |
| Be               | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
| Drive            | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
| Give             | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
| Know             | _____                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |        |       |        |       |          |       |      |       |                           |
|                  | <p><b>6. Complete with the comparative of the adjectives in parentheses</b><br/>(Complete con el comparativo de los adjetivos en parentesis)</p> <p>The green car is _____ than the red car (small)</p> <p>My sister Carla is _____ than yours (attractive)</p> <p>The new neighbors aren't _____ than the old ones. (interesting)</p> <p>Last year, she was _____ than me. Now, it's very different. (dedicated)</p> | 1 point<br>(4<br>diffic.) |                   |        |       |        |       |          |       |      |       |                           |
|                  | <p><b>7. Complete with the superlative of the adjectives in parentheses</b><br/>(Complete con el superlativo de los adjetivos en parentesis)</p> <p>Vilma is _____ person in the gang. (short)</p> <p>In the cartoon, Brutus is _____ person in the group. (nasty)</p>                                                                                                                                                | 1 point<br>(4<br>diffic.) |                   |        |       |        |       |          |       |      |       |                           |



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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|                                                                                                                                                                                | <p>For years, Maggie has been _____ in the family. (young)</p> <p>Granny is _____ member of our family. (old)</p> <p><b>8. Complete the sentences with the correct form of positive Present Perfect and the participle of the verbs in parentheses</b><br/>(Complete las oraciones con la forma correcta del Presente Perfecto positivo y el verbo en parentesis)</p> <ul style="list-style-type: none"><li>• I _____ with French (talk)</li><li>• She _____ octopus. (eat)</li><li>• They _____ to Scotland. (be)</li><li>• We _____ that book. (read)</li></ul> <p><b>9. Complete the sentences with the correct form of negative Present Perfect and the participle of the verbs in parentheses</b><br/>(Complete las oraciones con la forma correcta del Presente Perfecto negativo y el verbo en paréntesis)</p> <ul style="list-style-type: none"><li>• They _____ in London for six months. (be)</li><li>• He _____ about Present Perfect. (understand)</li><li>• She _____ her phone in a taxi. (forget)</li><li>• We _____ well these days. (sleep)</li></ul> | <p>1 point<br/>(4<br/>diffic.)</p> <p>1 point<br/>(4<br/>diffic.)</p> |
| <p><b>LANGUAGE THROUGH THE ARTS:</b><br/>Make predictions and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form.</p> | <p><b>10. Look at the pictures and complete with the comparatives of the adjectives in parentheses</b><br/>(Mire los gráficos y complete con los comparativos de los adjetivos en paréntesis)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>1 point<br/>(4<br/>diffic<br/>.)</p>                               |



(Example:  
summarizing  
and identifying,  
word choice,  
and points of  
view) Ref. EFL  
5.5.2.



Daphne is \_\_\_\_\_ than Velma (fashionable)



Olive is \_\_\_\_\_ than Wimpy (thin)



Lisa is \_\_\_\_\_ than Bart. (smart)



Gomez Addams is \_\_\_\_\_ than his brother (handsome)

TOTAL

/10

**TEACHER:**

**Lcdo. Diego Patiño**

**Coordinator:**

**Lcdo. Diego Patiño.**

**VICEPRINCIPAL:**

**Lcdo. Felix Buñay**

**Signature:**

  
**FIRMA**

**Signature:**

  
**FIRMA**

**Signature:**

**Date:**



COLEGIO DE BACHILLERATO  
"ATLÁNTICO" PCEI

Evaluación Sumativa

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Date: : 8/6/2022

Date: 8/6/2022