

 <b>UNIDA EDUCATIVA "AMALUZA"</b> AZUAY – SEVILLA DE ORO - AMALUZA	<b>INSTRUMENTOS DE EVALUACION SUMATIVA</b>	<b>EXAMEN TRIMESTRAL</b>
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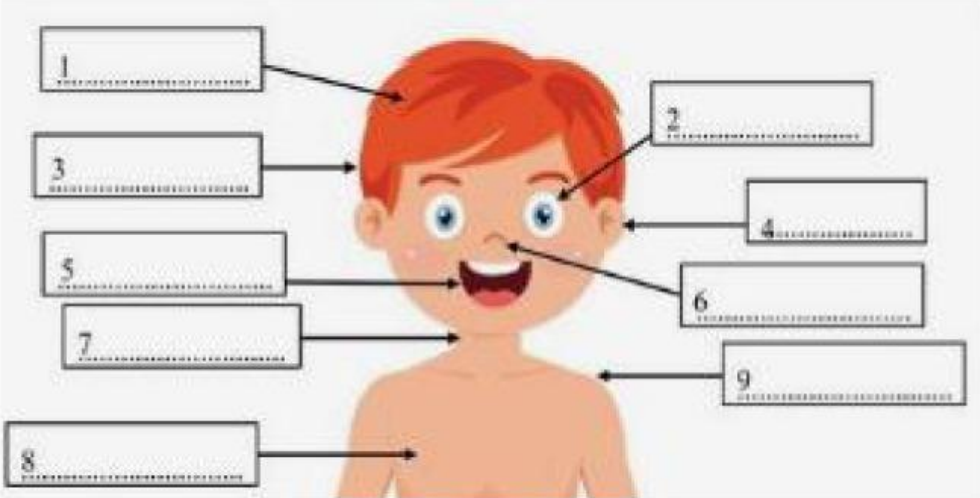
LEVEL: 6 <sup>TH</sup>	AREA: LENGUA EXTRANJERA	SUBJECT: ENGLISH	SCHOOL YEAR 2023 - 2024
TEACHER: LCDA. MARIBEL ORELLANA	THIRD QUEMESTRE		
<b>EVALUATION INDICATORS</b> Learners can record and identify key information from a spoken message of immediate need or interest. (I.2, I.3) (REF I.EFL.3.7.1.) I.EFL.3.11.1. Learners can understand most details in a short simple online or print text and can follow short instructions. (I.3, I.4) <b>EFL 3.3.5.</b> Use everyday reference material in order to select information appropriate to the purpose of an inquiry and to relate ideas from one written source to another.			
STUDENT:	No	DATE:	

PRUEBA DE FIN DE UNIDAD

EXAMEN QUIMESTRAL:

SUPLETORIO:

REMEDIAL:

SKILLS	ITEMS	DIFFICULT
Identify simple messages and announcements and understand sentences and frequently used expressions related to areas of immediate relevance. (Example: follow verbal instructions for a game, follow simple classroom instructions, describe places nearby, etc.) (Ref. <b>EFL 3.2.7</b> )	<p><b>1. CHANGE INTO NEGATIVE. USE CONTRACTIONS. (VERB TO BE)</b></p> <p>We are girls. _____</p> <p>The cat is on the table. _____</p> <p>He is tall. _____</p> <p>She is very beautiful. _____</p> <p>We are best friends. _____</p>	5
Identify the meaning of specific content-based visual support. (Ref. <b>EFL 3.3.3</b> )	<p><b>2. WRITE THE CORRECT PARTS OF THE BODY.</b></p> 	9

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<b>EFL 3.5.6.</b> Work in groups to create a brainstorm and/or draw a mind map to describe and organize ideas. (Ref. EFL 3.5.6)	<b>3. READ AND ANSWER THE QUESTIONS</b>  <div data-bbox="359 465 909 788" data-label="Text"> <p>Giraffes live in Africa. They have a very long neck and four long legs. This helps them to eat the leaves of tall trees. Giraffes don't drink water every day. They get water from the leaves they eat.</p> <p>You can see giraffes and zebras living together. But giraffes don't like lions or crocodiles!</p> </div> <p>Where do giraffes' lives? In _____</p> <p>How many legs have they got? _____</p> <p>Do giraffes have a long neck? _____</p> <p>Do giraffes drink water every day? _____</p> <p>What do they eat? _____</p>	5
<b>EFL 3.5.5.</b> Analyse literary texts (written and online, in video or print) according to established criteria. (Example: complete checklist, a character personal response etc.) (Ref. EFL 3.5.5)	<b>4. COMPLETE THE SENTENCES WITH AM – IS – ARE</b>  I ____ a very good driver. My neighbours ____ very noisy. Susan ____ my new friend. Your black cat ____ in the garden. Susan and Mike ____ my parents.	5
<b>EFL 3.5.3.</b> Produce short, creative texts using ICT and/or other resources at home or at school. (Ref. EFL 3.5.3)	<b>5. FILL IN THE BLANKS WITH (PRESENT SIMPLE) DO OR DOES</b>  _____ your father work in an office? _____ she have any coloured pencils? _____ they brush their teeth after breakfast? _____ Rachel visit the museums in the city? _____ you study at an elementary school?	5
Conecta los aprendizajes con	<b>6. FILL IN THE BLANKS WITH DON'T OR DOESN'T</b>	5



situaciones del contexto y sus necesidades, así como de su entorno familiar y comunidad.	<p>I _____ do my homework after dinner.</p> <p>Terry _____ write postcards on special days.</p> <p>We _____ want a new house in the city.</p> <p>Larry and George _____ play in the team.</p> <p>My uncle _____ go walking every Sunday.</p>	
Conecta los aprendizajes con situaciones del contexto y sus necesidades, así como de su entorno familiar y comunidad.	<p>7. REWRITE THE SENTENCES WITH THE SUBJECTS IN BRACKETS</p> <p>Kelly doesn't work on Saturdays. (Joe and Sue)</p> <p>_____ .</p> <p>They have breakfast on the balcony. (Maria)</p> <p>_____ .</p> <p>I don't prefer drinking apple juice. (My aunt)</p> <p>_____ .</p> <p>Does Sally read short stories? (Pam and Laura)</p> <p>_____ .</p>	4
	<p>8. COMPLETE EACH SENTENCE WITH IS OR ARE.</p> <p>There _____ cookies in the jar.</p> <p>There _____ a lamp in my bedroom.</p> <p>There _____ kids playing in the playground.</p> <p>There _____ a tree in our garden.</p>	4
response, etc.)	<p>9. CIRCLE THE MORE SUITABLE ADJETIVES.</p> <p>My pillow is very (soft, hard)</p> <p>The snail is (fast, slow).</p> <p>After playing football, Aly is (dirty, clean)</p> <p>The teacher is (happy, angry) with the bad boy.</p> <p>The library is ( quite, noisy).</p>	5
Conecta los aprendizajes con situaciones del contexto y sus necesidades, así como de su entorno familiar y	<p>10. READ AND COMPLETE THE SENTENCES.</p>	5



comunidad.	<p>Once upon a time, there was an intelligent monkey. He lived on a beautiful island, in an apple tree. One day, a crocodile swam to the island. "I'm hungry," he said. So, the monkey threw a red apple to the crocodile.</p> <p>The crocodile ate and ate. The next day, the crocodile came back. "Please, may I have two apples?" he asked. He ate one and gave one to his wife. The crocodile went to see the monkey every day, to listen to his stories and eat his apples. He wanted to be intelligent, just like the monkey.</p> <p>The crocodile's wife had an idea. "Why don't you make him your friend? That way you will always be able to talk to him!"</p> <ol style="list-style-type: none"> <li>Who lived in an apple tree?</li> <li>Who visited the island?</li> <li>What did he like to eat?</li> <li>How often did the crocodile go to the island?</li> <li>What idea did the cocodile's wife give him?</li> </ol>
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TOTAL		47
SCORE		10/
ADAPTACIONES CURRICULARES Y/O ACCIÓN EDUCATIVA:S.A. , G.S..(2nd -A)- ear attention-Instructions in Spanish		

DONE BY	REVISED BY	APPROVED BY
TEACHER: LCDA. MARIBEL ORELLANA	COMISIÓN PEDAGOGICA	DIRECTOR: MG. FREDDY CAMPOVERDE
SIGNATURE:	SIGNATURE:	SIGNATURE:
DATE:	DATE:	DATE:
24/05/2024	24/05/2024	

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