



UNIDAD EDUCATIVA FISCOMISIONAL "LA DOLOROSA"

Chaguarpamba- Loja- Ecuador

Año Lectivo: 2025-2026



EVALUACIÓN DE DIAGNÓSTICO

ASIGNATURA: INGLÉS

NOMBRE DEL ESTUDIANTE: _____ No llenar esta parte

CURSO: Tercero de Bachillerato

DOCENTE: Mg. Wilson Tene Fernández

FECHA DE APLICACIÓN: 27 - 05 - 2025

RESULTADOS

10 - 9 = Domina los aprendizajes

7 - 8,99 = Alcanza los aprendizajes

4,01 - 6,99 = Próximo alcanzar

<4 = No alcanza los aprendizajes

INSTRUCCIONES GENERALES: La presente prueba de tipo estructurada tiene como finalidad verificar el nivel de logro adquirido de las destrezas desarrolladas durante el año lectivo 2024 - 2025; por lo tanto, proceda a responder con absoluta sinceridad, pudiendo iniciar por aquel que le sea más oportuno.

Con la información obtenida, se podrá realizar acciones pedagógicas que le ayuden a afianzar las destrezas débiles o deficientes que muestren los resultados de la prueba. El resultado de esta no tiene ningún valor para asignar calificaciones o calcular promedios en la asignatura; sin embargo, debe hacer su mejor esfuerzo para responderla, ya que los resultados obtenidos servirán para preparar estrategias de ayuda en las áreas que presente más dificultad.

DESTREZA CON CRITERIO DE DESEMPEÑO:

I.EFL.5.5.1 Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)

I.EFL.5.10.1 Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2)

I.EFL.5.17.1 Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

CUESTIONARIO

1. Fill in the blanks with "should" or "shouldn't".

a. We _____ pollute environment.	e. Babies _____ be left lonely at home.
b. You _____ smoke so much.	f. Maria _____ eat less to become fit.
c. We _____ protect our environment.	g. I think you _____ use your computer carefully.
d. Julia _____ be late for the classes.	h. You _____ watch too much TV.

2. Choose the correct modal of deduction.

- a. Come in and sit down. You be tired after the journey.
a. can't b. must c. might
- b. The exam results will be out soon. Itbe this week or possibly next week.
a. might b. can't c. must
- c. She always gets such good grades at school. Shework very hard.
a. must b. could c. can't
- d. Whose is this coat? Itbe Paul's. it's way too small for him.
a. must b. could c. can't
- e. Do you remember my birthday party last year? You.....remember! It was the same day as your graduation.
a. can't b. must c. could



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3. Circle the correct tag to complete the questions.

- a. I'm right, **aren't I / am I?**
- b. He was born in 1970, **didn't he / wasn't he?**
- c. You've met my brother before, **don't you / haven't you?**
- d. You're coming tomorrow, **aren't you / do you?**
- e. Bela can help, **can't she / doesn't she?**
- f. You can drive down your road, **can't you / can you?**
- g. It's next to the supermarket, **don't it / isn't it?**
- h. They won't be late, **will they / are they?**

4. Fill in the spaces the correct form of the verbs to complete the 1st conditionals.

- a. If it rains tomorrow, I _____ (not/go) to the park.
- b. If she has time, she _____ (watch) the movie.
- c. I won't come to class tomorrow if I _____ (feel) sick.
- d. They will play hockey if it _____ (be) cold.
- e. If he comes to the party, I _____ (not/come).
- f. I _____ (not/leave) home, unless you _____ (call) me.
- g. If you _____ (go) to class tomorrow, you _____ (can) understand the conditionals.
- h. She _____ (get) the job as soon as she goes for the interview.

5. Complete the Facebook entry with the correct form of the verbs given. Use gerunds and infinitives.

I have to admit _____ (a. **be**) exhausted after my last tour, but it was worth it. We had a blast! As soon as I started _____ (b. **sing**) and _____ (c. **dance**), I felt the passion of my fans from all over the world. Thanks for _____ (d. **join**) me and _____ (e. **enjoy**) my show. I will keep _____ (f. **work**) on my new album. I've decided _____ (g. **work**) with three collaborating singers. I'm interested in _____ (h. **produce**) new sounds and remixes. I intend _____ (i. **have**) it ready by the end of the year. I do hope _____ (j. **hear**) comments from all my fans.



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6. Classify the nouns into *countable* or *uncountable*,

onions chicken juice orange yoghurt cars sandwich chocolate
cheese potato computer house

Countable nouns	Uncountable nouns

7. Complete the sentences with *How much* or *How many*.

- a. _____ students are there at school today?
- b. This salad is disgusting. _____ salt did you put in it?
- c. _____ money did you spend for this watch?
- d. Wow, your rucksack is heavy. _____ books are there inside?
- e. I don't know _____ time it takes to arrive. We'd better hurry up.
- f. We have been married for 10 years. Oh, and _____ children have you got?
- g. I'd like to buy that bag. It's wonderful, mum. _____ money have we got?
- h. Coffee is ready. _____ sugar do you want?
- i. _____ people were there at the concert?
- j. _____ students are taking part to this project?

8. Read the text and choose **TRUE** or **FALSE** for each statement.

ALWAYS TOGETHER, BEST FRIENDS FOREVER!

Sammy-Jo and Chelsea are best friends. They spend a lot of time together. They are in the same class at school and they live in the same street. At school, they sit beside each other but sometimes they talk. Their teacher, Miss Smithson, does not like this. She always tells them to stop talking, but they never listen! Happily, they love school and they work hard. They help each other. Sometimes, they do their homework together. Usually, Sammy-Jo goes to Chelsea's house because Chelsea has no brothers and sisters. Sammy-Jo has two sisters and a brother and they have to share computers.

When they are not together, they talk on their phones or they message each other. On Saturdays, they usually go into town. They meet up at the end of their street and walk to town. If it rains, they take the bus. In the morning,



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they look at the shops and do a bit of shopping. In the afternoon, sometimes they go to the cinema or sometimes they just chill in the park beside the church.

They see each other on Sundays and they maybe watch a film together in Chelsea's bedroom or play their computer games. They dress the same: they both like jeans and T-shirts or jumpers. Sometimes they swap clothes. They like the same food. Pizza is their favorite dish. They have one difference: Chelsea loves dogs but Sammy-Jo loves cats. They are very good besties and they never argue!

a. Sammy-Jo and Chelsea are best friends.	TRUE	FLASE
b. They never spend time together.	TRUE	FLASE
c. They live in the same street.	TRUE	FLASE
d. At school, they are in different classes.	TRUE	FLASE
e. They never chat in class.	TRUE	FLASE
f. Their teacher is called Miss Smithson.	TRUE	FLASE
g. Their teacher never tells them to stop talking.	TRUE	FLASE
h. They always do their homework together.	TRUE	FLASE
i. Chelsea is an only child.	TRUE	FLASE
j. On Saturday mornings, they usually do a bit of shopping.	TRUE	FLASE