



THIRD TERM EVALUATION	
STUDENT'S FULL NAME:	GRADE/COURSE:
SUBJECT:	DATE OF APPLICATION:
EVALUATOR'S FULL NAME: Mónica Guzmán Apolo	

The answers must be clear and written with a non-erasable pen; if there are any cross-outs or if correction fluid is used, the answers will be voided.

Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) (ref.IEFL.4.14.1.)

1. Match the beginnings with the endings to make sentences.	2 point (5 items 0,40 each)
1. __ When you go jogging, a. you become worried and nervous.	
2. __ When you get better, b. you run slowly to exercise.	
3. __ When you work out, c. you recover from an illness.	
4. __ When you get stressed, d. you practice a sport regularly.	
5. __ When you train, e. you exercise in order to get fit.	
2. Choose the correct options.	1 point (5 items 0,20 each)
1. Dairy products / Vitamins are milk and foods made from milk, like butter and cheese.	
2. Vitamins / Calories (A, B, C, etc.) are substances in our food that keep us healthy.	
3. Fat / Nutrition is the process of getting and using food to grow and stay healthy.	
4. The number of nutrition / calories tells us how much energy is in the food.	
5. Dairy products / A balanced diet is a healthy range of different types of food.	
3. Choose the correct options to make collocations.	1 point (5 items 0,20 each)
1. produce / destroy energy	
2. destroy / produce marine life	
3. protect / reduce climate change	
4. protect / reduce the planet	
5. destroy / produce carbon dioxide	
IEFL.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)	
4. Choose the correct options.	1 point (5 items 0,20 each)
1. A few / A little dark chocolate every day is good for you.	
2. I have a few / a little questions that I want to ask the teacher.	
3. Even a few / a little exercise is better than no exercise at all.	
4. I'm hungry. I only had a few / a little bread for breakfast.	
5. I'm training for a marathon in a few / a little weeks.	
5. Complete the sentences with <i>too</i> or <i>enough</i>.	1 point (5 items 0,20 each)
1. This jacket is size 8. I'm a size 10. It's _____ small for me.	
2. Henry scored 30 points, but he needed 50 points to win. He didn't score _____ points.	
3. I want to go jogging, but it's -10 °C. It's _____ cold to go jogging today.	

4. You bought ten apples and I bought ten apples. We bought _____ many apples.
 5. It's really hot and sunny outside. Make sure you use _____ sunscreen.

Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) (ref.I.EFL.4.15.1.)

6. Write advice for the problems. Use *should*, *shouldn't*, or *ought* and the phrases below.

go to bed so late | have a hot bath before bed | look for a job | not worry so much | to have swimming lessons

1 point (4 items
0,25each)

1. I feel really stressed.

You shouldn't worry so much. Example

2. My mom can't swim.

3. I'm tired all the time.

4. I don't have enough money.

5. I can't sleep.

7. Complete the first conditional sentences with the correct form of the verbs in parentheses. Use the simple present or *will/won't* + verb.

1 point (5 items
0,20 each)

1. If you don't wear sunscreen, you _____ (get) sunburned.

2. If I _____ (have) time, I'll go to the park.

3. Unless I finish my homework, I _____ (not go) out tonight.

4. If my mom _____ (finish) work on time, she'll pick me up from school.

5. We could go on vacation this summer if we _____ (save) enough money.

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) (ref.I.EFL.4.6.1.)

8. Listen to a class discussion about animal conservation. Answer *True* or *False*.

1 point (5 items
0,20 each)

1. The first group thinks we should encourage people to spend time at the zoo. _____

2. Connor's group's idea was to get people to join or start a wildlife group. _____

3. Emma's group wants people to get interested in animals in their own country. _____

4. Emma's group thinks young people would like to volunteer to work abroad if it wasn't expensive. _____

5. The last group thinks people should design environmentally-friendly products. _____

.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)

9. Read the text. Are the sentences TRUE OR FALSE?

Your Body Clock: Frequently Asked Questions

Q: What is the body clock?

The body clock is a natural 24-hour cycle that controls everything in the body, including your energy, your sleep, and your health.

Q: How does the body clock work?

The body clock is sensitive to light. When your eyes see light, they send signals to your brain and you feel awake. This is why we have energy during the day and start to feel tired when it's dark. So you shouldn't look at electronic devices before bed because the light can stop you from going to sleep.

Q: How is a teenager's body clock different?

The brain changes a lot between the ages of 12 and 20, and this affects your body clock. Some scientists say that most teenagers don't get enough morning light. They suggest that teenagers should use the morning break at school to go outside or look out of the window.

Q: How much sleep do teenagers need?

Sleep is very important. Without it, we can get stressed, tired, and sick. Teenagers need about nine hours a night, but most don't get enough sleep. Because of changes in the brain, it is natural for teenagers to go to bed later and sleep in the morning. This is why teenagers find it difficult to get up early.

Q: What is the best time of day for exercise?

Our heart and muscles work better at different times of the day. Scientists found that the best time to work out is in the morning or at 5 p.m. in the afternoon. You shouldn't exercise just before bed, because this is when it's important to relax and prepare for sleep. But experts say that the most important thing is everyone ought to have a balanced diet and exercise regularly.

1. The light in electronic devices makes us feel tired._____
2. It's important for teenagers to get light in the morning._____
3. Teenagers should have a break in the morning._____
4. Teenagers' body clocks make them want to stay up late._____
5. You shouldn't exercise before bed because you will be too tired._____

TOTAL

ELABORADO:	REVISADO Y VALIDADO	VALIDADO Y APRBADO
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