



ENGLISH SUMMATIVE EVALUATION

4TH BIMESTER

SCHOOL YEAR 2025-2026

Student's name: Score:

Grade / Course: 1st BGU.

Parallel: Date:

- **Art. 223.** «Deshonestidad académica. Se considera como deshonestidad académica presentar como propios productos académicos o intelectuales que no fueron resultado del esfuerzo del estudiante o de cualquier miembro de la comunidad educativa, o incurrir en cualquier acción que otorgue una ventaja innecesaria a favor de uno o más miembros de la comunidad educativa de conformidad con lo prescrito en el presente Reglamento y el Código de Convivencia institucional»
- Como ya se menciona, el reglamento estipula que, si un/a estudiante incurre en deshonestidad académica, **recibirá calificación de cero en la tarea o el examen** en que se produjo la falta.

Assessment indicators:

II.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-.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating the information in order to find the most appropriate sources to support an idea or argument.

INSTRUCTIONS:

- ✓ First, read carefully
- ✓ **Answer clearly (don't cross out)**
- ✓ **Use pen**
- ✓ Remember, the evaluation is individual

Tiempo extra (Mayor tiempo para el desarrollo del examen)	Apoyos humanos (Lector, facilitador)	Pausas y acompañamiento (pausa para respirar, acompañamiento o direccionamiento durante el examen)	Entorno adaptado (Silencio, ubicación)	Flexibilidad de respuesta (escrita según capacidad, sin alterar en sentido o dirección de la misma)

THEME: School

1. Choose the correct options. (2p.)

1. We have to write a 500-word *grades* / *essay*.
2. Have you ever *paid* / *cheated* on a test when you didn't know the answer?
3. I can't go out. I have to *study* / *write* for tomorrow's test.
4. You need to pay more *detention* / *attention* to your teacher and less to your friends.
5. The teacher didn't find it funny when I *passed* / *handed* in my homework a day late.





6. Have you ever *failed* / *paid* an exam?
7. Why does Hugo always get good *homework* / *grades*? I work just as hard and I don't.
8. Bruno *cheated* / *passed* all of his exams. His parents were so pleased that they allowed him to have a party.
9. I'm a little nervous. I have to *get* / *take* an important exam tomorrow.
10. My teacher sent me to the school principal. She *paid* / *gave* me a talk for being silly in class.

THEME: Attitude and behavior

2. Complete the sentences with the words below . (2p.)

careful | careless | disobedient | disorganized | immature | mature |
organized | polite | rude | well-behaved

1. He's a very _____ person. Nothing of his is ever messy.
2. She's a _____ girl. Her teachers all like her very much.
3. He's lost his books again. I've never known anyone so _____!
4. It's hard to believe he's still only 14. He's so _____ for his age.
5. My bedroom is always a mess! My dad says I'm _____.
6. Don't be so _____. We can go to the movies – you don't need to cry.
7. Don't talk with food in your mouth. It's _____.
8. He isn't usually _____. He's normally one of the most sensible people in the class.
9. Please be _____ when you cross a busy street. OK?
10. Ella has great manners. She must be one of the most _____ people I know.

THEME: Can - can't/ be allowed to

3. Choose the correct options. (2p.)

1. I *'m allowed* / *can* to watch TV after dinner.
2. *Are you allowed* / *Can you* bring food to school?
3. My brother and I *aren't allowed* / *can't* to play video games during the week.
4. We *are allowed* / *can* use the gym today.
5. Students *aren't allowed* / *can't* to use a dictionary during exams.





6. *Are you allowed / Can you* to wear any types of clothes to school?
7. Music students *are allowed / can* leave class 30 minutes early.
8. Students *are allowed / can* to use the computer lab at lunchtime.
9. My sister *isn't allowed / can't* watch TV because she failed her math exam.
10. *Are you allowed / Can you* choose which sports you learn in school?

THEME: Must/ have to/ need to

4. Choose the correct options. (2p)

1. We don't wear a uniform in our school, but we _____ wear more formal clothes.
a need to
b don't have to
2. Ali _____ forget to return his library books. Otherwise, he'll have to pay a fine.
a doesn't have to
b must not
3. Pablo has an important exam in the morning, so he _____ go to bed early.
a needs to
b doesn't have to
4. I _____ wear a tie if I don't want to. But I like ties, so I wear them.
a don't have to
b must not
5. We _____ pass all of our exams if we want to go to a top university.
a need to
b don't have to
6. I _____ miss class tomorrow. A famous writer is coming to talk to us.
a don't have to
b must not
7. You _____ apologize. You didn't do anything wrong.
a must not
b don't have to
8. You _____ be rude to the teacher, or she'll send you to see the principal.
a must not
b don't have to
9. Sharon _____ study for her exam. She can't afford to fail it again.
a needs to
b doesn't have to
10. There's no school tomorrow, so we _____ get up early. I think I'll sleep in.
a need to
b don't have to





THEME : Reading

2. Read the text. Choose the correct options. (2p.)

Bans in Schools Around the World

This report looks at the practice of bans in schools. I have been researching this for my project on education around the world. Here I give some examples of bans and suggest a change to the current thinking.

Of the 77% of children in education worldwide, most have experienced one ban or another within their schools. But how effective are bans? In one UK school, students can't raise their hands to answer a question, as the same students always put their hands up, preventing other children from answering. Now, the teacher selects a student at random.

Many schools in Australia have banned the use of red ink to correct homework because they say it can demotivate or even frighten students. Despite being introduced for positive reasons, these kinds of bans are often naïve, even immature, and simply don't work. The UK students who didn't raise their hands are now more nervous – they may have to answer a question they don't know and not get the chance to answer when they do know it. Australian students have to read corrections to their homework in another color, and that color will soon enough become the new red.

Bans such as these are a waste of time. None will help students pass an exam or get good grades. Removing bans could be the answer. The fewer unnecessary bans there are, the greater the opportunity will be to focus on the organized rules and regulations within the school.

1. The writer *has* / *hasn't* researched schools outside the UK.
2. 77% of children *go* / *don't go* to school.
3. One UK school has said students can't *clap* / *raise* their hands.
4. Teachers in Australian schools aren't allowed to use *blue* / *red* ink.
5. The UK school ban has made many students feel *more* / *less* anxious.

TOTAL: 10 POINTS

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