UNIDAD EDUCATIVA "MUEY"

Av. Carlos Espinoza Larrea José Luis Tamayo – Salinas – Ecuador

PERIODO LECTIVO ESCOLAR 2026 -2027

EVALUACIÓN DE INGLÉS

INSTRUMENTO DE EVALUACIÓN:	**Parcial**		**Trimestre**	**II**	**Supletorio**		**Calificación** (Sobre 10 puntos)	
ESTUDIANTE:								
CURSO:		**FIGURA PROFESIONAL:**						
PARALELO:		**FECHA:**						
DOCENTE	Lic. Melanie Garzón							
TIEMPO:	**60 minutos**	**X**	**40 minutos**					

La evaluación es un proceso que permite identificar los conocimientos, habilidades y competencias que posee el estudiantado al inicio del año escolar o de un proceso formativo en cualquier momento del periodo lectivo.

INSTRUCCIONES GENERALES:

- Lea detenidamente las instrucciones para desarrollar la evaluación sumativa del **II Trimestre**
- El tiempo destinado para desarrollar la evaluación sumativa es de 60 minutos y será calificado sobre 10 puntos.
- Para el desarrolle la evaluación sumativa, el uso del esferográfico de color negro o azul es obligatorio. No está permitido el uso de lápiz o bolígrafos borrable.
- No se admiten borrones, tachones, manchones o cualquier otro tipo de correcciones en la respuesta, tampoco el uso de corrector; en caso de haber usado ó haber cometido algo de lo que aquí se indica, la respuesta es anulada.
- No se permite consultas entre compañeros, ni sacar medios escritos, equipos tecnológicos (celulares u otros) en el transcurso y realización de la evaluación, de hacerlo se retirará la misma y se calificará el avance realizado.
- Los estudiantes que cometan actos de **deshonestidad y falta de probidad académica** enfrentarán sanciones disciplinarias establecidas en el Reglamento a la LOEI.

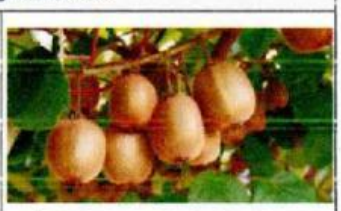
INDICADORES DE EVALUACIÓN DE LA ASIGNATURA

I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (I.2, I.3, S.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.4.11.1 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)

1. PICTURE-BASED CLASSIFICATION ITEM (0,25 each correct) (2 marks).

TOPIC: VOCABULARY

Indicator: Look at the pictures and select the correct names by marking with an " X " in the left box the right answer.

			
A) Carrot	A) Carrot	A) Carrot	A) Carrot
B) Broccoli	B) Broccoli	B) Broccoli	B) Broccoli
C) Kiwis	C) Kiwis	C) Kiwis	C) Kiwis
D) Potatoes	D) Potatoes	D) Potatoes	D) Potatoes
			
A) Onions	A) Onions	A) Onions	A) Onions
B) Pears	B) Pears	B) Pears	B) Pears
C) Beef	C) Beef	C) Beef	C) Beef
D) Rice	D) Rice	D) Rice	D) Rice

LIVEWORKSHEETS

2. CONTEXT ITEM. (1 mark) (0,25 each correct)

TOPIC: HEALTHY FOOD

Indicator: Read carefully the following passage and answer the questions below. Point with an "X" on the left box the right answer for each question.

EAT MORE AND LOSE WEIGHT



Are you sick of dieting to lose weight? Good news! Michel Montignac, in his book The French Diet, says the type of food is more important than the amount of food. He divides all foods into two groups, good and bad. It sounds easy, right? You don't even need to exercise too much! The good foods, like vegetables, cereals, and pasta, release sugar into the blood more slowly. They also stop the body from keeping fat. You should avoid potatoes, candy, and white flour. Not everyone agrees, but it is a very interesting idea, especially for food lovers.

2.1 According to Michel Montignac, what is more important when trying to lose weight?	2.2 How does Michel Montignac divide all foods in his book?
A) The amount of exercise you do	A) Into healthy and unhealthy
B) The type of food you eat	B) Into expensive and cheap
C) The amount of water you drink	C) Into good and bad
D) The speed at which you eat	D) Into cooked and raw
2.3 Why are vegetables, cereals, and pasta considered "good foods"?	**2.4 Which of the following foods should you avoid according to the text?**
A) They contain a high amount of sugar	A) Vegetables and pasta
B) They require a lot of exercise to burn off	B) Cereals and fruits
C) They release sugar into the blood more slowly	C) Potatoes, candy, and white flour
D) They replace the need to eat potatoes	D) Rice, pasta, and cereals

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3. COLUMNS RELATION ITEM. (3 Marks) (1 each correct)

Indicator: Make the relation between Column A and Column B. Read carefully and point with an "X" on the left box the right relation.

TOPIC: FOOD PYRAMID

Column A	Column B	Answers options
1. Vegetables	a) Broccoli	A) 1d, 2a, 3b, 4c
2. Dairy Products	b) Pork	B) 1a, 2c, 3b, 4d
3. Meat and Beans	c) Yogurt	C) 1a, 2b, 3c, 4d
4. Fruit	d) Pineapple	D) 1c, 2a, 3d, 4b

TOPIC: WORD DEFINITIONS

Column A	Column B	Answers options
1. Good	a) Huge	A) 1d, 2a, 3b, 4c
2. Big	b) Hurry	B) 1a, 2d, 3b, 4c
3. Faster	c) Excellent	C) 1a, 2b, 3c, 4d
4. Delicious	d) Healthy	D) 1d, 2a, 3c, 4b

TOPIC: COMPARATIVE AND SUPERLATIVE FORMS

Column A	Column B	Answers options
1. Little	a) Worse	A) 1c, 2a, 3d, 4b
2. Well	b) Better	B) 1a, 2c, 3b, 4c
3. Badly	c) Least	C) 1c, 2b, 3a, 4d
4. Much	d) More	D) 1a, 2d, 3c, 4b

LIVEWORKSHEETS

4. GRAMMAR ITEM. (4 Marks) (0,50 each correct)

Indicator: Read carefully the following sentences and point with an "X" in the left box the right answer for each one.

TOPIC: ARTICLES

4.1 I ate ____ apple for breakfast.		**4.2 She prefers to drink ____ milk in the morning.**	
	a) a		a) a
	b) an		b) an
	c) the		c) the
	d) x		d) x
4.3 ____ pizza we ordered last night was delicious.		**4.4 He wants to buy ____ banana at the market.**	
	a) a		a) a
	b) an		b) an
	c) the		c) the
	d) x		d) x

TOPIC: COUNT NOUNS VS. NON-COUNT NOUNS

4.5 Count Nouns		**4.6 Count Nouns**	
	a) salt		a) water
	b) music		b) milk
	c) time		c) two students
	d) a potato		d) cheese
4.7 Non-Count Nouns		**4.8 Non-Count Nouns**	
	a) an onion		a) two mangoes
	b) one bottle		b) one bottle
	c) news		c) an onion
	d) a potato		d) water

Firma del estudiante

Elaborado por:	Coordinador de área:	Tutor(s) de curso:		Aprobado por:
NOMBRE DE EDUCADOR	NOMBRE	NOMBRE	FIRMA	MSc. Joffre Pozo C.
Lic. Melanie Garzón	Lic. Melanie Garzón	MSc. Juan Mejillón		Vicerrectorado
FIRMA	FIRMA			
		MSc. Elena Vanegas		SELLO

LIVEWORKSHEETS