



UNIDAD EDUCATIVA  
"LA PROVIDENCIA"

## INSTRUMENTO DE EVALUACIÓN SUMATIVA

<b>Nivel:</b>		<b>Área/Asignatura:</b>		<b>Año Lectivo:</b>
<b>Curso:</b> 10th	<b>Paralelo:</b>	<b>Quimestre:</b> Primer Quimestre		2021-2022
<b>Docente:</b> Lic. Andrea Astudillo				
<b>ESTUDIANTE:</b>			<b>Fecha:</b>	
<b>GENERAL INSTRUCTIONS:</b> <ul style="list-style-type: none"><li>- Before answering the question, listen carefully the instructions.</li><li>- The evaluation must be answered just one time so that, it will be taken into account the first hand in.</li><li>- If you have any question, you ask your teacher.</li><li>- Good luck!</li></ul>				
Prueba de fin de Parcial <input type="checkbox"/> Exámen quimestral <input type="checkbox"/> Supletorio <input type="checkbox"/> Remedial <input type="checkbox"/>				

- ✚ EFL 2.3.7. Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)

### 1. Choose the correct options

Ryder, Gabrielle, Jade, and Antonio are all talking about Luis / the principal because they have seen him standing outside 'the principal's office / the school. They <sup>2</sup> don't know / know why he is there, but they <sup>3</sup> all / don't think he cut school again. Gabrielle's mom and Jade have both seen him <sup>4</sup> at the dentist / downtown on a school day. Ryder and Gabrielle think that Luis was planning to go <sup>5</sup> shoplifting / to the dentist. Jade and Antonio are <sup>6</sup> gossiping / worried about Luis. If he gets in trouble again, the principal might expel him.

- ✚ EFL 2.3.2. Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content

### 2. Match the sentences halves to make sentences from the article.

1. He was standing e
2. My mom saw him downtown \_\_\_\_
3. I saw him downtown while \_\_\_\_
4. What was \_\_\_\_
5. He was \_\_\_\_

- a. walking along the street with some guys.
- b. I was walking to the dentist.
- c. he doing?
- d. when she was buying lunch
- e. outside the principal's office

- ✚ EFL.2.4.3. Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.

**3. Complete the sentences with the affirmative (✓) or negative (x) past progressive form of the verbs in parentheses.**

Example: Last night, Will wasn't playing (x play) soccer. He was listening to music.

1. They \_\_\_\_\_ (✓ gossip ) about Ana again this morning. They don't like her at all.
2. I \_\_\_\_\_ (x listen) to music yesterday because my MP3 player is broken.
3. Mom was angry with us because we \_\_\_\_\_ (x help) her in the kitchen.
4. The store assistant thought we \_\_\_\_\_ (✓ shoplift), but we were only looking at the clothes.

- ✚ Identify the meaning of specific content-based words and phrases, with the aid of visual support.

**4. Look at the pictures. Write sentences with should or shouldn't.**



Example: You should/ shouldn't do exercise

1. you/drink/lots of water

\_\_\_\_\_

2. he/eat/too much candy

\_\_\_\_\_

3. they/go/to the doctor

\_\_\_\_\_

4. she/go/to bed

\_\_\_\_\_

- ✚ EFL 3.4.6. Write a simple narrative with linking words on familiar subjects in order to express everyday activities.

### 5. Match the sentences halves.

1. When I have a rash, I usually e	a. take a throat lozenge
2. When I feel sick, I usually ____	b. go to the doctor.
3. When I have a headache ____	c. go to bed
4. When I have a cough, I sometimes ____	d. take an aspirin
5. When I have a sore throat, I usually ____	e. <del>put some cream on it</del>
6. When I have a fever, I ____	f. take some cough syrup

- ✚ EFL 3.3.2. Show understanding of some basic details in short simple cross curricular texts by matching, labeling and answering simple questions.

### 6. Look at the picture and write the meaning of each one.



I have the \_\_\_\_\_



I have a \_\_\_\_\_



I have a \_\_\_\_\_



I have a \_\_\_\_\_

- ✚ EFL.2.4.3. Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.

### 7. Complete the sentences so they are true for you

Example : If I were a shark, I' d swim a lot

1. If I were an animal, \_\_\_\_\_
2. I would be very happy if \_\_\_\_\_
3. If I had a headache, \_\_\_\_\_
4. I would make a lot of money \_\_\_\_\_

- ✚ EFL 3.3.2. Show understanding of some basic details in short simple cross curricular texts by matching, labeling and answering simple questions.

**8. Match the symptoms with the correct advice from the pharmacist**

**1. Problem**  
A very bad headache

You have to drink a hot lemonade and keep in bed

**2. Problem**  
A cold

You have to take some cough syrup and go to the doctor

**3. Problem**  
A cough

Take an aspirin and try to rest for some hours

- ✚ EFL 3.3.8. Make and support inferences from evidence in a text with reference to features of written English. (Example: vocabulary, facts, format, sequence, relevance of ideas, etc.)

**9. Identify while and when and choose the correct option.**

Example: When my uncle arrived/was arriving, we watched/were watching TV

1. While we **listened/ were listening** to the teacher, I **heard/ was hearing** a strange noise.
2. I **slept/ was sleeping** when they **got/were getting** home

# METACOGNITIVE EVALUATION

EFL. Metacognition aims is deeping knowledge of what we know and how we have learned it in order to maintain strategies that work and detect which ones should work.

What I have learned?	What steps have I followed?	What has it helped me for?	In what other situations have you use it?