



Nivel:	Área/Asignatura:	Año Lectivo:					
Curso: 10th	Paralelo:	Quimestre: Primer Quimestre					
Docente: Lic. Andrea Astudillo							
ESTUDIANTE:	Fecha:						
GENERAL INSTRUCTIONS:							
<ul style="list-style-type: none">- Before answering the question, listen carefully the instructions.- The evaluation must be answered just one time so that, it will be taken into account the first hand in.- If you have any question, you ask your teacher.- Good luck!							
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 ²don't know / know why he is there, but they ³all / don't think he cut school again. Gabrielle's mom and Jade have both seen him ⁴at the dentist / downtown on a school day. Ryder and Gabrielle think that Luis was planning to go ⁵shoplifting / to the dentist. Jade and Antonio are ⁶gossiping / 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 (✗) past progressive from of the verbs in parentheses.

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

1. They _____ (✓ gossip) about Ana again this morning. They don't like her at all.
2. I _____ (✗ listen) to music yesterday because my MP3 player is broken.
3. Mom was angry with us because we _____ (✗ 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 _____	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. put some cream on it
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?