UNIDAD EDUCATIVA PARTICULAR BILINGÜE
ANGEL POLIBIO CHAVES
INSTRUIR Y EDUCAR PARA LA FAMILIA Y LA PATRIA

LEARNING ASSESSMENT

SCHOOL YEAR:	2020-2021	**TERM Nº:**	1	**SUBJECT:**	Language Arts		
TEACHER/S:	**Vicente Suárez**	**DATE:**		**GRADE:**	8th	**CLASS:**	" A/B"

UNITS' NAMES:	**This is me, Friends and fun, My hometown, Celebrate, A perfect day, Welcome to the jungle**

DESTREZAS CON CRITERIO DE DESEMPEÑO A SER EVALUADAS	**INDICADORES ESENCIALES DE EVALUACIÓN CONSIDERADOS EN LA EVALUACIÓN**
EFL 4.1.1. Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. EFL 4.1.2. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. EFL 4.1.9. Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering ethical standards, safety concerns, social norms and mutual respect. EFL 4.1.5. Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.). EFL 4.1.6. Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.	Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions REF (I.EFL.4.5.1.). (J.3, S.1, S.4) Learners can follow and understand short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. REF (I.EFL.4.7.1.) (I.2, I.3, 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) I.EFL.4.15.1. 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)

GENERAL INSTRUCTIONS:	You have 60 minutes to complete the exam. Read the instructions for each section carefully before answering the questions. Once you have answered all the questions, make a revision and send it.

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A **Read the article about the platypus.**

The Amazing Platypus

Australia is an interesting country to visit. It has many unusual animals, which include the kangaroo, the koala and the emu (a bird that is similar to an ostrich but smaller, with black feathers). But what is more unusual than a platypus? When scientists first studied this animal two hundred years ago, they thought it wasn't real!

The platypus is like a combination of many animals. It has a beak (or bill) and front feet like a duck, a tail like a beaver and a body covered in fur like an otter. Its back feet have claws and it can use these feet to poison other animals!

Although the platypus is a mammal, it can lay eggs in the same way as a reptile or bird. Only one other mammal – the echidna – can lay eggs. The echidna is also from Australia! Baby platypuses are born after ten days. The mother platypus looks after her babies for three to four months until they can swim.

The platypus is a carnivore and eats insects, shellfish and worms at the bottom of rivers. It closes its eyes, ears and nose when it swims, and hunts with its bill. Its bill is very sensitive and can feel the movement of its prey in the water. The platypus doesn't have teeth so it needs small stones to help it eat its food.

It's difficult to see a platypus in the wild or take photos because it is very shy. However, it is a little easier in winter and spring because the platypus works harder to find food. Sunrise or sunset is also the best time of day to observe it because it is usually more active then.

The platypus is not an endangered species at the moment. It has no real predators but every year humans build roads, new buildings and cut down trees and this means its habitat is disappearing. Fortunately, there are many wildlife parks that protect this curious and funny animal. Try to visit one!

B **Complete the *Exam Task*.**

Read the article about the platypus again. Choose the best answer (**A**, **B** or **C**) for each question.

1 Why is Australia interesting to visit?
- **A** It's a big country.
- **B** It has many unusual animals.
- **C** Scientists love to study there.

2 When did scientists first study the platypus?
- **A** They never studied it.
- **B** Two years ago.
- **C** Two hundred years ago.

3 What animals does a platypus look like?
- **A** A kangaroo, a koala and an emu.
- **B** A duck, a beaver and an otter.
- **C** A reptile and a bird.

4 Are the platypus's back feet the same as its front feet?
- **A** No, they're not.
- **B** Yes, they are.
- **C** It doesn't have back feet

5 What other mammal can lay eggs?
- **A** A reptile.
- **B** A bird.
- **C** An echidna.

6 Where does the platypus find its food?
- **A** In rivers.
- **B** In wildlife parks.
- **C** In cities.

7 Why is it difficult to see a platypus?
- **A** It closes its eyes.
- **B** It's shy.
- **C** It's endangered.

8 When is a good time of year to see the platypus?
- **A** At sunrise.
- **B** In summer.
- **C** In winter and spring.

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LEARNING ASSESSMENT

Vocabulary and Use your English

A **Complete the words in the sentences about places.**

1 Excuse me, I want to buy some fruit. Is there a **g** _ _ _ _ _ _ _ _ _ _ _ near here?
2 My uncle is a firefighter and often sleeps at the **f** _ _ _ _ _ _ _ _ _ _.
3 Many **c** _ _ _ _ _ like New York, Singapore and London have big New Year celebrations.
4 Look! The fishermen are arriving on their boats in the **h** _ _ _ _ _ _.
5 We always have supper in a **r** _ _ _ _ _ _ _ _ _ on my birthday.
6 Josie's dad is an actor and works in a **t** _ _ _ _ _ _ every night.
7 There is a bus **s** _ _ _ outside the library. You can catch the bus there.
8 The doctor told me to buy this medicine at the **c** _ _ _ _ _ _ _.

B **Complete the sentences with these verbs. You can use the verbs more than once.**

do	go	have	take	play

1 The children want to _____ on the rollercoaster at the amusement park.
2 I live next to the park. I _____ lots of photos there.
3 Our grandparents _____ lunch with us every Sunday.
4 Let's _____ skiing in the winter.
5 Do you _____ karate after school?
6 My mum and dad _____ tennis at the weekends.
7 Can we _____ turns on your snowboard?
8 Julia and Lucas always _____ fun when they come to visit us.

C **Choose the correct option**

Read the sentences about Oliver and Suzanne. Choose the best word (**A**, **B** or **C**) for each answer.

1 Oliver is my brother. We are both ____ now. I'm 15 and he's 13 years old.
A children **B** teenagers **C** adult

2 We have one older sister but she is married and lives with her ____.
A husband **B** wife **C** bride

3 My brother is very _____. He likes origami, chess and photography.
A energetic **B** patient **C** sociable

4 I am very ____. I love playing football and going running.
A shy **B** creative **C** sporty

5 I love animals but we don't have any ____.
A pets **B** wildlife **C** farms

6 Last year we went to a(n) ___ park and saw lions and leopards. It was amazing.
A stadium **B** amusement **C** wildlife

7 My brother loved the crocodiles but I think they are ____.
A noisy **B** scary **C** heavy

8 We do lots of things together and it's great that we get ____ with each other.
A at **B** about **C** on

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LEARNING ASSESSMENT

Listening

A **Listen and complete the *Exam Task*.**

Listen to Sally talking to her mum about her friends' pets. What pet does each of them have? For questions **1–6**, write a letter **A–H** next to each person. You will hear the conversation twice.

1 Nina ☐
2 Jake ☐
3 Amanda ☐
4 Marc ☐
5 Fiona's grandmother ☐
6 Robert ☐

A cat
B dog
C goldfish
D hamster
E rabbit
F snake
G parrot
H tortoise

B **Listen and complete the *Exam Task*.**

You will hear a boy talking to his dad about how to celebrate his birthday. Listen and complete each question. You will hear the conversation twice.

Birthday celebration

Place: (**1**) a _____

Time of year: (**2**) _____

Day: (**3**) _____ the 22nd

Opens: (**4**) at _____ a.m.

Closes: (**5**) at _____

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The exam will be graded over 10 marks