



Colegio Providencia del Sagrado Corazón de Temuco

Departamento de Inglés

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English test 2 unit 3: Arts

Name:

Grade : 1° medio A - B

Date : 28/ 08/ 2025

Total points: 52 Real points:

Mark :

OA 1 Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales

OA 3 Identificar en los textos escuchados: > Propósito o finalidad del texto, tema e ideas relevantes. > Ideas generales en textos sobre temas menos conocidos. > Información específica y detalles clave asociados a personas, sus acciones y opiniones, lugares, tiempo, hablantes y situaciones. > Relaciones de contraste y problema-solución entre ideas.

OA 15 Escribir para explicar, expresar opiniones y narrar, usando: > Variedad de palabras, oraciones y estructuras aprendidas y de otros contextos. > Conectores variados. > Correcta ortografía de palabras de uso frecuente en forma consistente. > Puntuación apropiada

INSTRUCCIONES GENERALES: Trabaja de FORMA INDIVIDUAL. No pidas materiales de trabajo durante el desarrollo de la prueba; no puedes usar tu celular. Selecciona solo una de las alternativas y no la dejes con lápiz grafito. NO USES CORRECTOR NI HAGAS DOBLE MARCACIÓN, ya que anulará la respuesta. Pasa tus respuestas a lápiz de pasta (que no sea rojo)

Listening comprehension

1.- Listen to the dialogue and answers Right (R) or Wrong (W). (5) points (53)

a. The Mona Lisa was painted by Leonardo da Vinci in the early 16th century in France. _____

b. Student 1 mentions hearing many different things about the painting "The Last Supper." _____

c. The Last Supper is currently located in the Convent of Santa Maria delle Grazie in Milan, Italy. _____

d. The teacher suggests searching for different artists and their masterpieces. _____

e. Student 2 expresses interest in choosing a favorite musician for the project. _____

Reading Comprehension

2.- Read the following text and circle the correct alternative. (5)

Abstract art is a form of artistic expression that prioritizes the use of shape, color, and form over depicting recognizable objects or scenes. In abstract art, artists often aim to convey emotions, ideas, or concepts through non-representational imagery. This can involve employing bold brushstrokes, intricate patterns, or geometric shapes to create compositions that evoke a sense of movement, energy, or depth. Abstract art encourages viewers to interpret and engage with the artwork on a personal level, inviting them to explore their own thoughts and feelings in response to the visual stimuli presented.

- | | | | |
|--|------|-------|-------------|
| a. In abstract art just color is important. | True | False | Doesn't say |
| b. Abstract artists want to convey emotions and ideas. | True | False | Doesn't say |
| c. The compositions evoke a sense of movement. | True | False | Doesn't say |
| d. Abstract art was born in the sixth century. | True | False | Doesn't say |
| e. Viewers can engage with Abstract art on a personal level. | True | False | Doesn't say |

3.- Read the following text and answer the questions. 8 points

Artistic expressions play a significant role in the development of teenagers in several ways, here there are two:

Creativity. Engaging in artistic activities such as painting, music, or writing allows teenagers to express themselves in unique and personal ways. This fosters creativity and helps them explore their thoughts, emotions, and identities.

Self-confidence. Successfully creating something artistic, whether it's a painting, a poem, or a dance routine, can boost teenagers' self-esteem and self-confidence. Seeing their ideas come to life and receiving positive feedback from others can empower them to take pride in their abilities and believe in themselves.

- a. What does engaging in artistic activities allow teenagers to do?

- b. Apart from fostering creativity, what other benefits do artistic activities give to teenagers? _____
- c. How can artistic activities help self-confidence?

- d. What other benefits do artistic activities bring to people?

4.- Complete the following sentences with the use of frequency adverbs and the verbs. 8 points

a.- Our teacher, Mrs Jones, _____ (never / be) late for lessons.

b.- I _____ (often / clean) my bedroom at the weekend.

c.- My brother _____ (hardly ever / help) me with my homework.

d.- I _____ (sometimes / be) bored in the maths lessons.

e.- We _____ (rarely / watch) football on TV.

f.- You and Tony _____ (never / play) computer games with me.

g.- You _____ (usually / be) at the sports centre on Sunday.

h.- The school bus _____ (always / arrive) at half past eight.

Vocabulary

5.- Complete the following chart with the right words. Verbs, person, object. 6 points

What artists do (verb)	occupation (person)	products (object)
Artists''	Artists	
draw	a sketch artist	A _____
_____	A _____	a sculpture
A. _____	A painter	a painting
A _____	An _____	an illustration

6.- Write the meaning of the following words. 8 POINTS

a frame:
a sketchbook:
Pastels :
a paint box :
a paintbrush :
a canvas:
Paint:
Ink :

Sound recognition /ɪ/ and /i:/

7.-Listen to the words and circle the right ONES. 8 Points

1. did / deed
2. fill / feel
3. fit / feet
4. grin / green
5. hit / heat
6. is / ease
7. Mitt/ meet
8. slip / sleep

Writing part

8.- Using the following images and with the vocabulary provided describe the next images. 4 POINTS

Abstract / Glossy/ Realistic/ Vibrant/ Edgy /Monochromatic/ Depressing/ Detailed

EXAMPLE: There is a vibrant boy using a realistic shirt, walking down the for a depressing Street.




