



GRAMMAR ASSESSMENT
FIRST TERM

Full Name: _____ Date: May 11th, 2020
Grade: 2nd Section: " _____ " Level: Intermediate Teacher: Patricia Montaña

Competencia: Escribe diversos tipos de texto en inglés como lengua extranjera
Capacidad: Utiliza convenciones del lenguaje escrito de forma pertinente.
Desempeño precisado: Emplea convenciones del lenguaje escrito utilizando recursos ortográficos y gramaticales complejos que le dan claridad y sentido al texto.

Nivel de logro



Complete the passage with the verbs in brackets in the Past Simple or the Past Continuous.

One shiny morning, Inspector Clueless ¹¹ _____ (have) breakfast when suddenly his phone ²¹ _____ (ring). He ³¹ _____ (answer) the phone very annoyed because he always ⁴¹ _____ (enjoy) reading the newspaper while he ⁵¹ _____ (drink) his first cup of tea. It ⁶¹ _____ (be) Lady Vain. She ⁷¹ _____ (cry) so loud that Inspector Clueless ⁸¹ _____ (not can) understand her. Finally, Lady Vain ⁹¹ _____ (stop) crying and she ¹⁰¹ _____ (tell) Clueless about her misfortune.

"In the middle of the night, someone ¹¹¹ _____ (empty) my jewel box: Oh!, my blue diamond ring, my gold bracelets, my pearl necklaces, my diamond earrings... and... one of my dear pictures, too: My Van Gogh!", Lady Vain ¹²¹ _____ (report) Clueless. "Nobody ¹³¹ _____ (hear) the evil thieves because the family and the servants ¹⁴¹ _____ (sleep). Please, Inspector, help me!", she ¹⁵¹ _____ (beg).

Inspector Clueless and his smart assistant Paws ¹⁶¹ _____ (start) their investigation. First of all, they ¹⁷¹ _____ (check) the alarm and the safe, they ¹⁸¹ _____ (ask) some questions to the people in the house and they also ¹⁹¹ _____ (search) for fingerprints and footprints with the help of their magnifying glasses. Unfortunately, Inspector Clueless ²⁰¹ _____ (not have) any clues. He was clueless! Suddenly, when Clueless ²¹¹ _____ (look) for some evidence, Paws ²²¹ _____ (get) some clues: a torch, a red hair and a chewing gum... Elementary, Paws!, ²³¹ _____ (shout) Clueless.



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