"TÉCNICO FAP MANUEL POLO JIMÉNEZ" SCHOOL
SECONDARY LEVEL

VºBº _____
Area Coordinator

GRAMMAR ASSESSMENT # 2
SECOND UNIT

Full Name: _____ Date: June 19th, 2020
Grade:2nd Section: " _____" Level: Intermediate Teacher: Patricia Montaño

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.

A.- Complete the sentences with relative pronouns. Write *0* if it is possible to leave out the pronoun.

1 That's a mistake ..... people often make!
2 *The Return of the King* is a film ..... won a lot of awards.
3 Miss Franks is the teacher ..... first taught me English.
4 The film is about a couple ..... young son can speak four languages.
5 There are now houses in the fields ..... we played when we were children.
6 Can you tell me the name of your friend ..... I met last night?
7 He made a strange gesture..... meant 'go away'.

B Choose the best answer (A, B or C) to complete the text.

Can dogs (1) ..... language? (2) ..... animal lovers believe that their doggy friends can understand every word they (3) ..... to them, but is this really true? It is more probable that dogs generally understand the way we say things and not the words (4) ..... we say. So, for example, we can say 'Walkies!' and they get excited, but it's not (5) ..... word 'Walkies!' that they recognise, it's the lift in our voice – the intonation. We can say another word with the same intonation and they get excited again! However, there are (6) ..... types of dog that can understand separate words. We can train these dogs to understand (7) ..... of different words. There is one dog in Germany (8) ..... can identify over 200 different toys. The owner (9) ..... the name of a toy and the dog finds the correct one from (10) ..... big group of toys. This shows that doggy brains can give meaning to language.

1	**A** understand	**B** translate	**C** listen
2	**A** Lots	**B** Much	**C** Many
3	**A** tell	**B** say	**C** give
4	**A** that	**B** what	**C** who
5	**A** a	**B** the	**C** some
6	**A** few	**B** any	**C** some
7	**A** a lot	**B** a few	**C** some
8	**A** what	**B** which	**C** it
9	**A** tells	**B** says	**C** speaks
10	**A** one	**B** a	**C** the