

Summative Section assessment Term 2-1. Variant #2 for Grade 10

Student's name _____ **Class** _____

Vocabulary

(O'BTD.EFL.10.Ling.2.1., 2.2., 2.3., 2.4.)

1. Match the sentence halves. 0,5 points for each correct answer

- | | |
|--|---------------------------------|
| 1. ___ You're driving too fast. The speed together. | a. stop and we can travel |
| 2. ___ We're lost. Let's look at that road | b. spaces in cities. |
| 3. ___ Put all those letters in the post | c. hour. |
| 4. ___ There's a taxi | d. rank near here. |
| 5. ___ It's nice to have lots of green | e. box, please. |
| 6. ___ The buses are very busy during the rush | f. bin. |
| 7. ___ You should put those bottles in the recycling | g. sign over there. |
| 8. ___ I'll wait for you at the bus | h. limit here is 40km per hour. |

_____ / 4

2. Complete the sentences with *be, do, have* or *make*.

1. Could you _____ me a favour? Could I use your mobile phone?
2. When I went to summer camp, it was easy to _____ friends.
3. I always _____ fun when I'm with my cousins. We play cards or watch a film.
4. My best friend and I _____ lots in common, we both love cycling.
5. Don't speak! Put up your hand if you _____ a problem.
6. I wasn't there. It can't _____ my fault that the window is broken.
7. My sister and I often have arguments about who should _____ the washing up.
8. Most people like to _____ on their own sometimes.

_____/4

Grammar

(O'BTD.EFL.10.Ling.1.1., 1.2., 1.3., 1.4.)

3. Circle the correct words to complete the sentences.

1. Is there *many* / *much* / *a lot* graffiti in your town?
2. We can't make a pizza. We've only got a *little* / *a few* / *a lot* cheese.
3. How *many* / *much* / *lots* of parks are there in the city centre?
4. Where can we put this rubbish? I can't see some / *any* / *much* bins.
5. I haven't got many / much / a lot of time right now. Can I help you later?
6. Luckily I've only got *much* / *a few* / *a little* homework tonight.
7. There are a lot of / much / a little good things about living in the country, like it's quieter.

_____ / 7

Writing

(O'BTD.EFL.10.W.2.1.)

4. Read the email from Juliette. Then plan your ideas and make some notes.

Write your email to Juliette.

The image shows a screenshot of an email interface. The email is from Juliette. The text of the email is as follows:

To: [redacted] Reply Forward [envelope icon]
From: Juliette

Hi,
Next week I'll be with you in London! I can't wait. It's going to be so cool! We can do lots of exciting things together. I need to pack for my trip. What should I bring with me?
I know some French things are difficult to find in the UK. So do you want me to bring anything from France?
I'd like to get you a souvenir from where I live. What would you like me to get you?
I'm so excited about the trip!
See you soon,
Juliette

Handwritten notes on the left side of the email:

- Things for playing sport (pointing to 'What should I bring with me?')
- Tell Juliette what type of souvenir (pointing to 'I'd like to get you a souvenir from where I live. What would you like me to get you?')

Handwritten notes on the right side of the email:

- Suggest ... (pointing to 'So do you want me to bring anything from France?')
- Me too. I can't wait! (pointing to 'I'm so excited about the trip!')

- Use all the notes on Juliette's email.
- Remember to answer all of the questions in the email.
- Write about 100 words.
- Remember to check your spelling and grammar.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the page.

_____ / 10 points

Total: _____ / 25 points