**Test 2**

**The 9th form**

***Unit II: „HEALTH IS ABOVE WEALTH”***

***COMPETENCE:*** *Practicalapplication of knowledge*

***UNIT OF COMPECENCE:*** *Practicalapplication of knowledgeandskillsacquiredwhilestudyingthis unit*

***OBJECTIVES****:*

1. To write some words categories according to the generic terms;
2. To match the words to their definitions;
3. To fill the sentences with the word apropriate to the context;
4. To use the apropriate modal verb in various contexts;
5. To write a paragraph about their favourite sport, usingthe apropriate vocabulary.

**1. Write the words according to the topic: 25p.**

1. Name 4 parts of human body: \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Name 4 parts of human intern organs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Name 4 health hazards: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Name 4 sports or games: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_
5. Name 4 human virtues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Name the 5 human senses: \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_

**2. Give words corresponding for the following explanations:6p.**

1. People without homes - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. A man who cannot rest - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A day without wind - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Fruit having no seeds - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. A story having no end - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. A marriage without love - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Match the words to their definitions: 6p.**

1. A small smooth round stone
2. To say that something is wrong
3. A place where criminals are kept
4. A vivid frightening dream
5. Referring to the brain
6. To treat unjustly
7. pebble
8. nightmare
9. jail
10. wrong
11. complain
12. cerebral

**4. Choose the right pronoun from the brackets: 9p.**

1. (All/each/every) she needs is little compassion.
2. (All/each/every) classroom in our school needs some repairs.
3. The teacher will ask (all/each/every) of you.
4. The Olympic Games are held (all/each/every) four year.
5. He answered (all/each/every) five questions.
6. I don’t like this movie, but I enjoyed the (one/ones) we watched yesterday.
7. The new shoes are more fashionable than the old (one/ones).
8. These two shirts are very cheap, so I’ll buy (both/neither) of them.
9. I asked two people the way to the library, but (both/neither) of them knew.

5. Fill in the most appropriate modal verb (**may, must, can, could, should, have to, be able to**): **7p.**

1. You … follow the doctor’s prescription if you want to get well soon.
2. You … eat less if you manage to lose your weight.
3. Speak louder please, I … not hear you.
4. I don’t feel good. … I go out for a while?
5. My sister is ill, so I … go home and take care of her.
6. … you tell me the time, please?
7. I would like to … play the piano.

**6. Write an 8-10 line paragraph about your favourite sport. 12p.**

**Extra points**: 5p. - for correctness (spelling)

**Totally – 70 points**

1. 1p. - for each right word;
2. 1p. - for each right word (***homeless, restless, windless, seedless, endless, loveless***);
3. 1p. - for each correct matching (***1-a, 2-e, 3-c, 4-b, 5-f, 6-d***);
4. 1p. - for each correct chosen word (***a-all, b-each, c-each, d-every, e-all, f-one, g-ones, h-both, i-neither***);
5. 1p. - for each correct modal verb (***must, should, can, may, have to, could, be able to***);
6. 5p. –for the content (**name of the favourite sport, where/how/when it is played, reason they like it**)

1p. - for each key word used, at least 5 (***sport, team, individual, rules, equipment, etc.***);

2p. – correctness, applying grammar rules:

* + 2p. – no more than 1 grammar mistake;
  + 1p. – 2-3 grammar mistakes;
  + 0p. – more than 3 grammar mistakes.

5p. - for correctness (spelling) of the whole test:

* + 5p. – no spelling mistakes;
  + 4p. – 1-2 spelling mistakes;
  + 3p. – 3-4 spelling mistakes;
  + 2p. – 5-6 spelling mistakes;
  + 1p. – 7-8 spelling mistakes;
  + 0p. – more than 8 spelling mistakes.

67-70p. – “10” 21 – 30p. – “5”

62-66p. – “9” 15 – 20p. – “4”

54 –61p.– “8” 11 - 14p. – “3”

46 - 53p. – “7” 6 – 10p. – “2”

31– 45p. – “6” 1- 5p. – “1”

**Test 2**

**The 9th form**

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**Extra points**: 5p. - for correctness (spelling)

**Totally – 70 points**

**Test-paper analysis**

**Test 2**

The 9th level

**Institution**: T. L. ”VasileAlecsandri”, Calarashi

**Teacher**: Ursu Mariana

**The number of the pupils in the class**: 18

**The number of the pupils who wrote the test**: 16

**Number of students who have been absent**: 2

**Marks number**:

”10” – 0 pupils;

”9” – 2 pupils;

”8” – 6 pupils;

”7” – 3 pupils;

”6” – 4 pupil;

”5” – 1 pupil;

”4” – 0 pupils;

”3” – 0 pupils;

”2” – 0 pupils;

”1” – 0 pupils.

**Average mark**: 7,25

**Quality**: 50%

Items with a high degree of achievement: 1, 2, 3.

Items with an average degree of achievement: 6.

Items with a low degree of achievement: 4, 5.

***Pupils’ results:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Item number | 1 | 2 | 3 | 4 | 5 | 6 |
| Number of pupils who have achieved them fully | 13 | 12 | 12 | 0 | 0 | 1 |
| Number of pupils who have achieved them partially | 3 | 4 | 4 | 10 | 9 | 11 |
| Number of pupils who haven’t achieved them at all | 0 | 0 | 2 | 6 | 7 | 4 |  |

**Specific errors**:

* Using the correct pronoun in sentences;
* Matching the words to the definitions;
* Using the correct modal verb in sentences;
* Describing something using the appropriate vocabulary.

**Measures for improvement**:

• Solving more grammar, matching and vocabulary exercises;

• Reading various types texts, demonstrating reading comprehension;

* Describing a picture/an object using the appropriate vocabulary;
* Making up sentences using known and new vocabulary;
* Writing short texts / composition on different topics.