

Larra-Belagua
Source: Navarre Tourist Board
Author: Iñaki Tejerina

Marking-Guidelines

Name / Surname(s):

School:

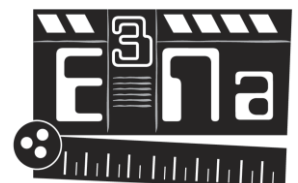
Group:

City / Town:

Date:

English Literacy

Year 2 of Secondary
Education



Instructions

This test consists of three parts: Listening, Reading and Writing.

Listening

We will begin with a listening test. You will hear someone speaking about a situation.

- First, read the questions (2 minutes).
- Listen carefully to the recording. You will hear the recording twice.
- After each part, you will have time to answer the questions.

For each question, you have to circle the right answer. *For example:*

Example 1. How many months are there in a year?

- A. 2 months.
- B. 17 months.
- C. 12 months.
- D. 10 months.

If you decide to change your answer, cross out (X) your first option and circle your new answer. *For example:*

Example 1. How many months are there in a year?

- ~~A.~~ 2 months.
- B. 17 months.
- C. 12 months.
- Ⓓ. 10 months.

Reading

You will read three texts and answer several questions.

Writing

Lastly, you will write a short composition, following some instructions.



The whole test lasts 60 minutes.

Listening

Listen to Jackie and Richard talk about different life styles. Choose the best option (a, b, c or d) or complete the sentences as in the example (0).

0. Example: They are talking about ... *where*...we have our meals.

1. Jackie and Richard have their meals at the _____ table.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	<i>Kitchen.</i>

Análisis de la pregunta 1	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Abierta

2. Sometimes in _____ Jackie and Richard have their meals outside in the garden, even in the evening.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	<i>Summer.</i>

Análisis de la pregunta 2	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Abierta

3. _____ of British families eat their meals at the table.

- A. 8%.
- B. 18%.
- C. 80%.
- D. 19%.

Análisis de la pregunta 3	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

4. _____ % of British families eat their meals on the sofa.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	34.

Análisis de la pregunta 4	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Abierta

5. Richard and Jackie _____ eat their meals on the sofa.

- A. never.
- B. not very often.
- C. quite often.
- D. very often.

Análisis de la pregunta 5	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

6. Having meals on the floor is common in...

- A. Asia and Western countries.
- B. Asia and the Middle East.
- C. Asia and the Far East.
- D. Eastern Asian countries.

Análisis de la pregunta 6	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Cerrada

7. For Richard, eating on the floor is...

- A. normal.
- B. uncomfortable.
- C. comfortable.
- D. very common.

Análisis de la pregunta 7	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

8. Sitting on the grass is good because it's...

- A. an invitation to eat less.
- B. comfortable.
- C. easy and nice.
- D. healthy.

Análisis de la pregunta 8	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

9. In Britain it is NOT getting increasingly popular to have _____ a bar.

- A. a big meal at
- B. a coffee and a quick breakfast at
- C. a light meal at
- D. something to eat standing up in

Análisis de la pregunta 9	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

10. In this conversation:

- A. They talk about places where British people usually eat.
- B. They talk about their personal habits at lunchtime.
- C. They talk about different food traditions.
- D. They talk about different places where we can have our meals.

Análisis de la pregunta 10	
Proceso evaluado	<i>Integrar información: comprensión global.</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

Reading 1 – Notices

PART 1. For the next 5 questions, choose the most suitable answer (A - G). Use each letter once only.

Which notice (A - G) means this?

It says...	Notice
Example: <i>Drinking and eating are not allowed!</i>	A B C D E F G H
11. If you're not happy with something you bought, you can exchange it but you won't get your money back.	A B C D E F G
12. They will help you if you need to exchange money.	A B C D E F G
13. Wait here to pay for your purchases.	A B C D E F G
14. Working hours have changed.	A B C D E F G
15. You won't be able to take out any money here.	A B C D E F G

A



B



C



D



E



F



G



H



Análisis de la pregunta 11	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 12	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 13	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 14	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 15	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Cerrada</i>

PART 2. For the next 5 questions, choose the most suitable answer (A - G). Use each letter once only.

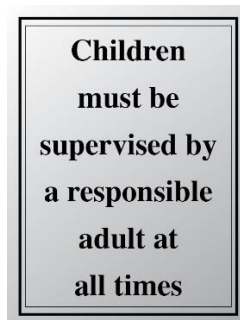
Which notice (A - G) means this?

It says...	Notice
Example: <i>We'll be back very soon.</i>	A B C D E F G H
16. Kids cannot be on their own here.	A B C D E F G
17. No more than one person can stay inside at a time.	A B C D E F G
18. You're not allowed to use it if you don't live here.	A B C D E F G
19. You don't need to switch off your mobile.	A B C D E F G
20. You will be served at your table.	A B C D E F G

A



B



C

ONE
CUSTOMER
LIMIT

D



E



F

No standing
at the bar

G



H



Análisis de la pregunta 16	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 17	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 18	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 19	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Análisis de la pregunta 20	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	<i>1</i>
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Reading 2

WHITE SHARKS OR THE GREAT WHITES

This is an extract from a science report about WHITE SHARKS. Read and answer the questions.



For thousands of years, sharks have fascinated humans; with their strength, their reputation and, of course, their mystery. The most fascinating and mysterious of all sharks is the white shark. But how much do we know about their lives? Not very much. Their behaviour is hard to predict, as we never know where they move. Their moves

differ between males, females and juveniles: some move to the coastline, some choose to stay in the wider ocean. Scientists haven't even seen them mating or giving birth. As a result, scientists aren't sure how many white sharks exist, but they agree they're a vulnerable species with their numbers decreasing.

Great white sharks can be found throughout the world's oceans. They are the largest predatory fish¹ on our planet. On average, they grow to around 4.6 m long, but some great whites are over 6 m long, that's half the length of a bus! They weigh over 2,000 kg and guess what, they



can move through the water at over 60 km per hour! Great white sharks are grey with a white underbelly, from where they get their name. They're incredibly good at hiding themselves, mainly because of their colouration.

Any creature unlucky enough to find itself in the mouth of a great white shark will be horrified! Because this mouth has a set of 300 sharp, triangular teeth organized in up to seven rows. Many think they are man-eaters, but humans are not on the great white's menu. There are around 5-10 attacks a year, but researchers believe that they don't hunt humans to eat, the sharks simply like taking a "sample bite" out of curiosity. So what do they eat? Well, when they're young, they eat small prey, such as fish and rays. But when they're older and bigger, they generally eat sea mammals such as sea lions, seals, sea turtles and small whales.

¹ fish that eat other fish or animals.

When a great white gives birth, she usually has two to ten youngsters, called “pups”. But she shows no care for her pups. Actually, she may even try to eat them! Taking care of themselves, the newborn pups will immediately swim off into the ocean.

Other animals won’t kill white sharks. Sadly, however, they are in danger because of human activity. Illegal hunting and overfishing have meant that today great white sharks are a vulnerable species on the IUCN² Red List.

21. Which TWO statements are NOT true? White sharks are...

- A. as fascinating as other sharks.
- B. fascinating animals.
- C. found in all the oceans.
- D. in danger.
- E. predictable animals.
- F. quite a mystery for humans.

Marking criteria	
Marks	Answer
0	None or only one answer is correct. Three or more statements have been underlined.
1	A, E.

Análisis de la pregunta 21	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

22. White Sharks...

- A. are always under 6 metres long.
- B. are the largest predatory animal on our planet.
- C. can be as long as a bus.
- D. weigh more than 2,000 kg.

² International Union for Conservation of Nature

Análisis de la pregunta 22	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

23. White Sharks can speed through the water at _____ Kph.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	60 / sixty.

Análisis de la pregunta 23	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Abierta

24. White Sharks...

- A. enjoy eating humans.
- B. have 7 rows of 300 teeth each.
- C. have the same diet until they die.
- D. **rarely attack humans.**

Análisis de la pregunta 24	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

25. When white sharks eat humans they do it because they...

- A. are very hungry.
- B. hate strange animals.
- C. they like the taste of humans.
- D. **want to try something new.**

Análisis de la pregunta 25	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

26. Find in the text at least 5 animals white sharks eat: _____, _____, _____, _____ and _____.

Marking criteria	
Marks	Answer
0	Less than five animals required.
1	Five of the following six animals: <i>Fish / rays / sea lions / seals /sea turtles / small whales.</i>

Análisis de la pregunta 26	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Abierta

27. In which 2 paragraphs do we read about the situation and number of white sharks?

- A. Paragraph 1.
- B. Paragraph 2.
- C. Paragraph 3.
- D. Paragraph 4.
- E. Paragraph 5.

Marking criteria	
Marks	Answer
0	None or only one answer is correct. Three or more statements have been underlined.
1	A, E.

Análisis de la pregunta 27	
Proceso evaluado	Integrar información: comprensión global.
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

28. Sharks...

- A. look after their pups happily.
- B. move from their mothers after a year.
- C. have only one or two pups.
- D. take care of themselves from the moment they are born.

Análisis de la pregunta 28	
Proceso evaluado	<i>Interpretar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

29. Who wrote this text?

- A. A shark hunter.
- B. A biology teacher.
- C. An ecologist.
- D. A scientist.

Análisis de la pregunta 29	
Proceso evaluado	<i>Reflexionar</i>
Puntuación máxima	1
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

30. One title for this article could be...

- A. WHITE SHARKS, an enigmatic animal.
- B. WHITE SHARKS, the man-eaters.
- C. WHITE SHARKS and overfishing.
- D. WHITE SHARKS, the omnivorous fish.

Análisis de la pregunta 30	
Proceso evaluado	<i>Interpretar e integrar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

Reading 3 - Nelson Mandela

Read the text below and choose the most suitable word for each blank from the words given.

Mandela was born on the 18th July 1918 in the village of Mvezo, South Africa, and (1) _____ at the age of 95. He was the son of a chief of the Thembo people and his great grandfather was the tribe's king! After his father's (2) _____, he was raised by Jongintaba Dalindyebo, supreme chief of the Thembo.

As a youngster, little Nelson was actually called Rolihlahla but a teacher at school gave (3) _____ the name 'Nelson', and it stuck! Later he (4) _____ to the city of Johannesburg to study law and in 1942, when he (5) _____ 24, he became a lawyer.

South Africa is home to (6) _____ different peoples and cultures but, sadly, at the time that Nelson Mandela was growing up, (7) _____ was a huge racial divide in the country. White people ran the country, and they generally (8) _____ privileged lives with good jobs and nice homes. However, (9) _____ black people, if not all, worked in low-paid jobs, and lived in poor communities. They had far (10) _____ rights.

Mandela (11) _____ most of his life fighting against racial prejudice and injustice. In 1961, Nelson and other ANC leaders formed a secret military group and in 1963, Mandela was sentenced to life imprisonment for political offences. He served 27 years as a prisoner, 18 of (12) _____ on Robben Island.

In 1993, he was awarded the Nobel Peace Prize and in 1994, Nelson Mandela became South Africa's first black president. In 2004, he retired as President and lived a quiet life with his wife Grace.

31. Write the word that corresponds to each number:

DEATH	DIED	FEWER	HAD
HIM	MANY	MOST	MOVED
SPENT	THEM	THERE	WAS

❶ DIED

❷ THERE

❸ DEATH

❸ HAD

❹ HIM

❹ MOST

❺ MOVED

❺ FEWER

❻ WAS

❻ SPENT

❼ MANY

❼ THEM

Marking criteria	
Marks	Answer
0 – 3	0.25 for each correct answer.

Análisis de la pregunta 31	
Proceso evaluado	Reflexionar
Puntuación máxima	3
Grado de complejidad	Normal
Tipo de pregunta	Semi-cerrada

Writing

32. You are going to spend the next school year with the O’Sullivan family in Ireland. You are travelling next month. Write an email of about 120 words to the family to introduce yourself. Try to:

- Introduce yourself (family, friends, town, hobbies...).
- Tell them why you want to spend a school year in Ireland and how you feel about it.
- Ask about the weather or other practical information.
- Tell them the date of your arrival.

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph	
Second paragraph	
Third paragraph	
Fourth paragraph	

[illegible]

This part is for the teacher only

<i>This part is for the teacher only</i>		Mark 0, 1 or 2
Task	Planning	
	Adequacy	
	Coherence	
Language	Cohesion	
	Grammatical accuracy	
	Spelling accuracy	
	Lexical Range	
Item 32 – Total:		/14

HOW TO MARK THE COMPOSITION

It is likely that the 2nd ESO teachers that have to mark this composition are using this kind of rubric for the first time. Acknowledging the difficulty of the task we enclose a simple guide to help them with the marking.

Marking the composition

The 14 marks of the writing task are divided into TASK and LANGUAGE.

A) TASK comprises the aspects of PLANNING, ADEQUACY and COHERENCE.

- **PLANNING**: The written text has to respond to the planning of structures, vocabulary, paragraphs, etc that are going to be used.

The student needs to plan in schematic form what will be developed more thoroughly later—single ideas, short phrases, vocabulary referred to the topic, connectors that may be used later, the anticipated number of paragraphs, etc.

In this particular case students may mention in schematic form:

- **A brief introduction about themselves (family, friends, town, hobbies...)**
- **The reasons why they want to spend a school year in Ireland and how they feel about it**
- **Questions and doubts they may have**
- **The date of their arrival**

They will probably use the frame given for the scheme, but they may have other ways of organising their ideas –mind map, list, etc.

- **ADEQUACY**: The text must respond appropriately to the task given and the length required. Besides, it must meet the requirements regarding layout, mode of discourse, register, etc

In this particular example the student has to write an email of around 10 lines in which they will give a brief introduction about themselves, will tell the family why they want to spend a year in Ireland and how they feel about it, will ask about practical information and will tell them the date of their arrival.

All the details that are requested in the instructions have to be dealt with for the task to be considered satisfactory. The language has to be familiar, standard.

- **COHERENCE**: The text has to be coherent. The reader must understand it without great difficulty. In this email, the student has to deal with all the items requested in the instructions in a logical, clear, well-ordered manner. The model and the draft should contribute to that.

B) LANGUAGE comprises the aspects of COHESION, GRAMMATICAL ACCURACY, SPELLING ACCURACY and LEXICAL RANGE.

- **COHESION**:

In this particular writing the expected cohesive devices for 2nd ESO are FIRST, SECOND, FINALLY, *AND*, ALSO, TOO, *BUT*, *SO* and *BECAUSE* (students are likely to use **some** of them). Even if no cohesive devices are used, cohesion can be expressed through the use of sentences ordered in a logical way, the use of relative pronouns, personal or reflexive pronouns.... and of course by the use of paragraphs to differentiate pieces of information.

- **GRAMMATICAL ACCURACY**: The text has to show correctness and control of the use of the structures that must have been mastered by the end of 2nd ESO.

In this composition, students are expected to use

- The PRESENT SIMPLE to make an introduction of themselves, and to give the reasons why they want to spend a year there.
- the FUTURE SIMPLE
- MODALS, SEMIMODALS (*What clothes should I we bring?*)
- QUANTIFIERS (*a bit shy, really happy to have this experience....*)
- The RIGHT ORDER of the different elements in the sentence (subject + verb + complement), etc.

- **SPELLING ACCURACY**: The text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 2nd ESO. Occasional mistakes are acceptable in less frequent words.

- **LEXICAL RANGE**: The text must show the lexical richness and variety expected by the end of 2nd ESO.

THE EXPECTED VOCABULARY could be:

- ADVERBS and ADVERBIAL PHRASES to talk about hobbies, give the date of arrival (*usually, always, on Friday...*) etc.
- ADJECTIVE MODIFIERS (*really, very...*)
- ADJECTIVES to describe themselves (*shy, friendly...*)
- ADJECTIVES to describe feelings (*happy, excited ...*)
- VERBS of like
- VERBS of thinking and opinions (*I think this will be a great opportunity for me*
- NOUNS and VERBS related to hobbies and sports (*play football, go surfing, go to the cinema, play the saxophone, hang out ...*)

We suggest that for all the seven different aspects assessed you start checking the text against the middle column (mark 1) and then move up or down as necessary.

ASSESSMENT CRITERIA

		MARKS		
		0	1	2
TASK	PLANNING	There is no previous planning	Partial or incomplete planning	Adequate planning (there is a scheme, clear notes etc.)
	ADEQUACY	None of the points in the instructions are mentioned.	<ul style="list-style-type: none"> - Just some points in the instructions are mentioned. - The number of words may not be correct. - The layout may not be adequate. - The register may not be appropriate (only one or two of these four aspects). 	<ul style="list-style-type: none"> - All the points in the instructions are mentioned. - The number of words is appropriate. - The layout is adequate. - The register is appropriate.
	COHERENCE	Incoherent text.	Easy to understand, although there are some incoherent points that may make some things difficult to understand	Easy to understand. A clearly coherent text
LANGUAGE	COHESION	No cohesive devices are used.	Some cohesive devices are used. There may be some mistakes.	Cohesive devices, linking sentences and paragraphs. No serious mistakes.
	GRAMMATICAL ACCURACY *	Basic mistakes on 2 nd year ESO structures.	Some acceptable grammatical errors on 2 nd year ESO structures.	Mainly adequate use of 2 nd year ESO structures.
	SPELLING ACCURACY*	Many spelling mistakes in basic vocabulary.	Some spelling mistakes (between three and six).	Most words are written correctly, only some occasional mistakes (no more than two in a ten-line text).
	LEXICAL RANGE	Limited range of vocabulary.	Use of basic vocabulary, enough to convey the message.	Rich and varied vocabulary for 2 nd year ESO.
Only the total mark is to be introduced in EDUCA				Total /14

SOME SAMPLE MARKED COMPOSITIONS

Below are several authentic samples of marked compositions written by 2nd year ESO pupils and the marks given for Task and Language.

SAMPLE Nº 1

<i>This part is for the teacher only</i>		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	2
	Coherence	1
Language	Cohesion	1
	Grammatical accuracy	0
	Spelling accuracy	0
	Lexical Range	1
Item 32 – Total:		6/14

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph	Family friends town
Second paragraph	a school year in school
Third paragraph	El weather
Fourth paragraph	Date of arrival

Now write your text here:



Hello I am hector. I lived in cintrwengo Nacional
España. This is a town very simple. In mi
house I lived with my wife and my father and my
mother. I like to see fotball and played padel
a lot of time.

I decided to go to school in Ireland because
i need to learn more English on my
future.

I don't now what do they bring to Ireland
because I don't now ~~what~~ what weather
is there

To Ireland I am going to go the 3 of
february with my friends Jose Carlos and
Juan Perez.

- **PLANNING:** The candidate does fill out the writing plan template. However, the plan is not very well developed, as there are too few ideas to develop.
- **ADEQUACY:** The candidate includes most of the elements. The register, the layout and the length of the text respond adequately to the requirements of the exercise.
- **COHERENCE:** 1/2. The text it's easy to understand, although there are some incoherent points (*I don't now what do they bring to Ireland because I don't now what weather is there*).
- **COHESION:** 1/2. There are no cohesive devices other than well ordered sentences and paragraphs.
- **GRAMMATICAL ACCURACY:** 0/2. There are too many mistakes in basic 2nd year ESO structures. The candidate does not use the right tense too often (*I lived in ----; I like to play football and played padel a lot of times...*). There aren't enough grammatical structures expected for the level such as modals or semi-modals, there are mistakes in basic prepositions.
- **SPELLING ACCURACY:** 0/2. There are many recurrent mistakes in basic vocabulary (*fotball*) and some phonetic spelling in basic words that should have been overcome by now (*"now"* instead of *"know"* or *"mi"* instead of *"my"*).
- **LEXICAL RANGE:** 1/2. The candidate has a basic range of vocabulary but enough to convey the message.

SAMPLE Nº 2

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	1
	Adequacy	2
	Coherence	2
Language	Cohesion	1
	Grammatical accuracy	2
	Spelling accuracy	2
	Lexical Range	2
Item 32 – Total:		12/14

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph	My name is Actor, i live in Navarre, Iruña, i am a i have a lot of friends...
Second paragraph	I want to go to Ireland, to learn inglis... I feel more happy because i like to go...
Third paragraph	How is the climate there? And the transport to go?
Fourth paragraph	I see saw the yesterday the plains and probably i will go on summer in August.

Now write your text here:



Hello O'Sullivan family.

My name is Aitor and i have 14 years, i live in Iruña, Navarre and i want to go to Ireland, i have a lot of friends and they say that im always happy, i like to learn (languages) things, and swim when i can.

~~(I would like to go to Ire)~~ If i went to Ireland, i would speak better english, and to do more friends, see the culture and other things!!! If i went, i would be very happy, the happiest person in the world!!! And now this dream becomes in reality.

How is the climate there? It rains a lot or not?
What is the school material that i have to buy?
How is the transport there?

I will arrive in summer in August, 23 of August in my ~~soon~~ birth day, there are a lot of plans to go to Ireland, is fantastic!!! My English is not the best but i will learn.

- **PLANNING:** 1/2. The plan is filled out, however, it is not very schematic as the student writes full sentences to convey ideas.
- **ADEQUACY:** 2/2. The text includes all the elements required. The register, the layout and length are adequate for the task given (email).
- **COHERENCE:** 2/2. The text is easy to understand and follow. Information is laid in a coherent and natural way making for an engaging reading.
- **COHESION:** 1/2. There are no cohesive devices other than logically ordered sentences in paragraphs.
- **GRAMMATICAL ACCURACY:** 2/2. Good use of present and future simple tenses. Good subject verb concordance. Good use of second conditional (*If I went to Ireland I would speak better English*). Use of superlatives (*better, happiest, best*) and modals (*would*).
- **SPELLING ACCURACY:** 2/2. Most words are written correctly.
- **LEXICAL RANGE:** 2/2. Some varied vocabulary (*reality, culture, become, school material*). Some verbs related to hobbies and use of an adverb (*always*).

SAMPLE Nº 3

This part is for the teacher only

		Mark 0, 1 or 2
Task	Planning	2
	Adequacy	2
	Coherence	2
Language	Cohesion	2
	Grammatical accuracy	2
	Spelling accuracy	2
	Lexical Range	2
Item 32 – Total:		14/14

ORGANIZE YOUR IDEAS before you start writing (this planning is scored).

First paragraph	Hi → Hi → Riding my bike → Greetings → a hāhi → Riding my bike hanging out with my friends.
Second paragraph	Improve my english level, meet new people, visit a new country and their culture... Happy, excited, nervous
Third paragraph	What How is the weather like like right there during the year? Clothes Do you mind if I bring my dog with me?
Fourth paragraph	20 th of August by plane → at the station at 19:30

Now write your text here:



"Hi" to all the O'Sullivan Family

I hope you're doing great. I'm writing to you because I want you to know ~~something~~ some things about me. My name is Inaki, I live at Irujoa since I was borned, I love riding my bike and hanging out with my friends.

I'd like to go to Ireland for different reasons, but the most important ones are: improving my english level and meeting new people and their culture. I'm so excited for this adventure but I must admit I am quite nervous.

By the way, I wanted to ask you some questions, what kind of clothes should I bring with me to survive in Ireland? Can I bring my dog "Manolito" with me?

The last thing I wanted to talk about is the date of my arrival. I'll be at the "Autumnis" station at 19:30 the 20th of August so that I'm able to ~~see~~ adapt ~~to~~ myself to the new environment before school starts.

Thanks for your time and write me back soon.
Inaki

- **PLANNING:** 2/2. Adequate planning. The candidate organizes ideas (using keywords) in the draft which he later fully develops.
- **ADEQUACY:** 2/2. All the points in the instructions are included and well developed. Also, the length and layout of the text is correct. The register is also correct for an introductory email about himself (not too formal nor too informal).
- **COHERENCE:** 2/2. The text is very easy to follow. Information is laid in a very logical way making it an engaging coherent text.
- **COHESION:** 2/2. The candidate applies cohesive devices adequately and in a natural sounding way eg; (*by the way;... the last thing I wanted to talk about is...; so...*). Sentences are linked appropriately and the text is very well structured in three paragraphs.
- **GRAMMATICAL ACCURACY:** 2/2 Wide use of the present and future simple tenses. Adequate use of modals (*I'd like, should, must*), quantifiers (*so, quite*), superlatives

(*most*) and reflexive pronouns (*myself*). The candidate also applies the right order in sentences and questions.

- **SPELLING ACCURACY:** 2/2. Most words are written correctly. Good use of the contraction "I'd like to" which makes the text sound much more natural.
- **LEXICAL RANGE:** 2/2. The candidate shows a very good control common expressions (*I hope you are doing great..; thanks for your time..; I must admit...; to adapt myself to*) and also a rich and varied vocabulary for the level (*new environment*).