

DIAGNOSTIC EVALUATION

Year 4 of Primary Education

SCHOOL YEAR 2025-2026

MARKING-GUIDELINES

E NGLISH LITERACY

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Cada apartado contiene:

- I. CUADRO RESUMEN
Se detalla para cada pregunta el **tipo de ítem, la respuesta correcta y la puntuación máxima, así como la competencia específica, el saber básico y el proceso lector evaluado** con el que se relaciona cada una.
- II. ÍTEMS QUE PRECISAN CORRECCIÓN Y CALIFICACIÓN
Criterios de **evaluación, corrección y calificación** de los ítems que precisan corrección. Instrucciones de corrección de la producción escrita (A y B) y varios ejemplos de producción escrita corregidos (C).
- III. LISTENING TRANSCRIPTION
Transcripción de la comprensión oral.
- IV. INFORMACIÓN SOBRE PROCESOS LECTORES, ÍTEMS Y TEXTOS
Información sobre los procesos lectores evaluados, sobre la clasificación de los textos y de los tipos de ítem en función del tipo de respuesta.
- V. CUADERNILLO DEL ALUMNADO CON SOLUCIONES
Se incluyen los textos y preguntas que han respondido los y las estudiantes con las soluciones marcadas.

I. CUADRO RESUMEN

La prueba de **Competencia lingüística en inglés** consta de 31 ítems; de ellos, 6 deben ser corregidos y calificados. Estos ítems son los siguientes:

4, 9, 21, 29, 30 y 31

Se presenta a continuación un cuadro resumen en el que se detalla para cada ítem planteado: el **tipo de ítem**, la **respuesta correcta**, la **puntuación máxima**, los **saberes básicos**, las **competencias específicas** y el **proceso evaluado** que corresponde:

	Nº	Tipo de ítem	Respuesta correcta	Puntuación máxima	Competencia específica	Saberes básicos	Proceso lector evaluado
Listening Two friends - Texto oral - Transaccional	1	Cerrada	A	1	CE 1	A.2/ A.6/ A.7/ A.8	Localizar
	2	Cerrada	D	1	CE 1	A.2/ A.6/ A.7/ A.8	Integrar
	3	Cerrada	D	1	CE 1	A.2/ A.6/ A.7/ A.8	Interpretar
	4	Cerrada	Ver apartado II	2	CE 1	A.2/ A.6/ A.7/ A.8	Localizar
	5	Cerrada	C	1	CE 1	A.2/ A.6/ A.7/ A.8	Interpretar
	6	Cerrada	B	1	CE 1	A.2/ A.6/ A.7/ A.8	Interpretar
	7	Cerrada	A	1	CE 1	A.2/ A.6/ A.7/ A.8	Localizar
	8	Cerrada	C	1	CE 1	A.2/ A.6/ A.7/ A.8	Interpretar
Reading 1 MOVIE WEEK - Discontinuo - Expositivo. - Cartelera	9	Semi construida	Ver apartado II	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	10	Cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	11	Cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	12	Cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	13	Cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	14	Cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	15	Cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	16	Cerrada	A	1	CE 1	A.2/ A.5/ A.6/ A.7	Reflexionar
	17	Cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Reflexionar
	18	Cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Comprensión global
Reading 2 Let's go to the movies - Continuo. - Narrativo / argumentativo - Reseñas / menes.	19	Cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	20	Cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	21	Semi construida	Ver apartado II	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	22	Cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar / Interpretar
	23	Cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	24	Cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	25	Cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	26	Cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	27	Cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Reflexionar
	28	Cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7	Integrar

	29	Cerrada	Ver apartado II	2	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	30	Cerrada	Ver apartado II	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
<i>Writing</i>	31	Abierta	Ver apartado II	10	CE 2/ CE 3	A.2/ A.4/ A.5/ A.9	Expresión escrita
Puntuación Total: 42							

II. ITEMS QUE PRECISAN CORRECCIÓN Y CALIFICACIÓN

A continuación, se detallan las repuestas/soluciones correctas, el proceso de resolución (cuando proceda) y los criterios de corrección y calificación de los siguientes **ítems**:

4, 9, 21, 29, 30 y 31

4. Say if these sentences are true or false:

	T	F
A. Mary and her friend Kate wanted to go for a walk in the mountains.	X	
B. They think tomorrow is going to be a good day for a walk in the mountains.		X
C. One of them knows what films are showing at the cinema tomorrow.		X
D. Finally, they watch a film about a bear on holidays.		X

Marking criteria	
Marks	Answer
0 – 2	0.5 for each correct answer.

9. Which film is playing at 11:00?

Marking criteria	
Marks	Answer
1	<i>“Kung Fu Panda 2”.</i>
0	Any other answer.
Spelling mistakes will not be penalised.	

21. Where does the diver move Nemo to?

Marking criteria	
Marks	Answer
1	<i>To Sidney/ to a fish tank / to a fish tank in a dentist's office.</i>
0	Any other answer, just “to a dentist's office”.
Spelling mistakes will not be penalised.	

29. Say if these sentences are true or false:

	T	F
A. Nemo hates to travel across the sea.		X
B. In this text we learn about Nemo finds his way back home.		X
C. Woody was Andy's favourite toy.	X	
D. Te Ka and Te fiti are the same.	X	

Marking criteria	
Marks	Answer
0 – 2	0.5 for each correct answer.

30. Join the expressions with the same meaning. Write 1, 2, 3 or 4.

A. Self-belief.	1. To be brave.
B. With courage.	2. With love.
C. Teamwork.	3. Work together.
D. It's full of heart.	4. Feeling sure and confident.

A. Self-belief.	4
B. With courage.	1
C. Teamwork.	3
D. It's full of heart.	2

Marking criteria	
Marks	Answer
0 – 1	0.25 for each correct answer.

31. Writing

		Mark 0, 0.25, 0.5, 1
Planning		
General presentation		
Spelling		
Grammatical accuracy		
Lexical range		
Adequacy		
Coherence		
Cohesion	Sentence structures	
	Punctuation, paragraphs	
	Cohesive devices	
Item 31 – Total:		/10

WRITING

- Marks according to each level: level 1, 0 marks; level 2, 0,25; level 3, 0,5; level 3+, 1 point.
- Consequently, the highest mark will be 10 points.

It is likely that the 4th grade teachers who are 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 with the marking.

In **Appendix A** a description of each section is included. It may well be used as support material to reach an homogeneous marking criteria. It obviously refers to 4th of primary, but it could be used for any level. **Appendix B** corresponds to the usual rubric format. **Appendix C** comprises examples of written production along with the marks given.

A. HOW TO MARK THE COMPOSITION

The 10 marks of the writing task are divided into eight parts:

PLANNING. It has been proved that a planning stage during the writing process improves the final writing and, what is more, it must be taught in primary education. That is why it is absolutely convenient to include it in the Diagnostic Assessment.

It is likely that the 4th grade students are using a text planning guide for the first time, that is the reason why we can give one point just for using the space. However, if some teacher wants to evaluate the use of this space because they have worked on this ability, it is possible to graduate the marks (0.25, 0.5).

PRESENTATION: we can expect clear handwriting, well-defined margins and few cross-outs.

SPELLING ACCURACY: the text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 4th of primary. Occasional mistakes are acceptable in less frequent words.

GRAMMATICAL ACCURACY: the text has to show correctness and control in the use of the structures that must have been mastered by the end of 4th of primary. In this composition, students could use:

- The PRESENT SIMPLE to write about or their habits and routines.
- QUANTIFIERS and ADJECTIVE MODIFIERS: *very, a lot, a lot of..., really...* (high level).
- COMPARATIVE ADJECTIVES: *-er than* (for a 3+).
- ADVERBS (OF FREQUENCY, SEQUENCING): *always, sometimes, never, first, then...*
- MODAL CAN: use of this modal verb to talk about the activities they can do during their holidays.

LEXICAL RANGE: the text must show the lexical richness and variety expected by the end of 4th grade. THE EXPECTED VOCABULARY could be:

- NOUNS related to hobbies, sports or activities they enjoy (*badminton, ball, baseball, basketball, bike, boat, book, camera, favourite, game, guitar, hobby, hockey, kite, music, photo, picture, skateboard, soccer, sport, table tennis, take a photo/picture, television/TV, tennis, tennis racket, toy, film, cinema, comic, party, sports centre, swimming pool, towel, video...*).
- VERBS related to hobbies or activities they enjoy (*drive, enjoy, play football, go surfing, go to the cinema, read, practice, visit, swim, make, ride, run, sing, skateboarding, fly, walk, sail, go shopping, dance, jump, fishing, watch, roller skating...*).
- VERBS related to routines (*wake up, get up, take a shower, have breakfast/ lunch/ dinner, watch TV, do homework, do housework, clean, tidy, play, cook, make, listen to music, eat, go for a walk, go shopping, go to bed, help somebody...*)
- NOUNS related to places (*beach, swimming pool, castle, museum, city/town, village, streets, mountain, river, bus station, bus stop, cafe, park, centre, cinema, farm, library, shop, map, market, shopping centre, sports centre, supermarket...*).
- NOUNS related to family and friends (*baby, boy, brother, child/children, cousin, dad, family, father, friend, girl, grandfather, grandma, grandmother, grandpa, mother, mum, person/people, sister, young, aunt, daughter, parent, son, uncle...*).

- ADJECTIVES to describe (*big, small, beautiful, funny, cool, difficult, hot, cold, long, tall, short...*).
- VERBS of thinking and giving opinion (*my favourite is..., I like it because..., I love this place...*).

ADEQUACY: the text has to respond appropriately to the task given and the length required. In this case, the student has to write a typical class essay talking about activities and routines. In order to make it easier, they have some ideas that can help them.

COHERENCE: the text has to be coherent and the structure has to be clear; the student should not repeat the same ideas. The reader must understand it without great difficulty.

COHESION: the sentences have to express complete ideas and be linked together. This section is divided into three parts:

- **Sentence structure**: The RIGHT ORDER of the different elements in the sentence (subject + verb + complement).
- **Paragraphs and punctuation**: cohesion can be expressed through the use of paragraphs to differentiate pieces of information and by a correct use of punctuation (full stops and commas, mostly).
- **Cohesive devices**: we can expect the use of some connectors as *BECAUSE, AND (level 3), BUT, TOO, FIRST, THEN, THIS YEAR/WEEK/SUMMER, (level 3+)*. In this part, we can also evaluate the use of pronouns or adverbs in order to avoid some words repeating, helping the text to be linked.

B. ASSESSMENT CRITERIA – WRITING*

	Level 1 0 marks	Level 2 0.25 marks	Level 3 0.5 marks	Level 3+ 1 mark
	Work clearly unsatisfactory for the level expected:	Until unsatisfactory level:	Level expected:	Beyond the level requirements:
Planning	The student does not use the space at all.			The student uses the space given.
Presentation	Illegible handwriting and cross-outs.	Sloppy handwriting.	Few cross-outs. Decent handwriting. Well-defined margins.	No or very few cross-outs. Clear handwriting. Well-defined margins.
Spelling	Too many spelling mistakes in basic vocabulary affecting comprehension. Capitalization is random, inconsistent, and sometimes nonexistent.	Spelling is correct on grade level words, but not on words that are more difficult. Capitalization is inconsistently applied except for the easiest rules.	Some mistakes on difficult words. (Max. 6) The reader can understand easily.	Less than 5 spelling mistakes.
Grammatical accuracy	Incomprehensible due to a large number of grammatical errors.	Mostly comprehensible, but unnatural sounding phrasing which breaks up the flow of the paper.	No grammatical errors affecting comprehension: Simple sentences, sentence structure partially correct. 3 grammatical errors.	High grammatical accuracy: Sentence structure allows reader to understand on first attempt. Max 2 grammatical error.
Lexical range	Words are often misused.	Basic simple vocabulary.	Adequate and varied vocabulary.	Rich vocabulary and creativity.

Adequacy	Student does not perform the task because the information is insufficient or the text is not related to the required task. 0-4 lines.	Student does not perform the task in a satisfactory way: -Few of the given ideas are included. 4-6 lines.	Task performed, enough information, but not complete. 6-10 lines.	Task satisfactorily performed. All the ideas are included as well as additional information or student develops the model in a creative manner. More than 10 lines.	
	Total lack of coherence in the general text.	There is not a clear sense of direction with the ideas.	The text is easy to understand, even if there are some incoherent points.	The general text is coherent; there is a clear sense of direction, well organized structure.	
Cohesion	Sentence structure	None of the sentences can express complete ideas. Incorrect sentence structures.	2 or 3 sentences expressing complete ideas. Some incorrect sentence structures. (Despite grammar mistakes)	Several sentences expressing complete ideas. Correct structures. (Despite grammar mistakes)	All the sentences express complete ideas and most of them are linked together.
	Punctuation, paragraphs	Text has no punctuation or paragraphs.	The text has full stops but no commas. Some punctuation but no paragraphs.	The student uses punctuation and paragraphs, but still some mistakes.	Correct use of punctuation (included paragraphs).
	Cohesive devices	The student does not use any cohesive devices.	Some basic connectors but not enough.	The student uses some connectors or some cohesion devices.	Correct use of connectors and other cohesion devices such as pronouns or synonymous.

***If the student does not perform the task or the text is not related to the required task at all: 0 marks.**

C. WRITING SAMPLES
SAMPLE 1

First paragraph	
Second paragraph	
Third paragraph	

When I'm not at school... I go to my house because...
 I have bad day later my mother wake
 up me and we go to the supermarket
 but my mother decide to go later
 to play basketball with my cousins
 and with my uncle, and no I forget
 to take raquets but my cousin
 called Thiago take his raquets and
 he said me:-I not forget my raquets-
 said Thiago later I go to my house
 and my father called Wilson said:-
 Are you going to play chess with me-
 and I respond-Yes I am going to
 win- And my mother prepared the
 dinner and I said-Thanks.

	Mark 0, 0.25, 0.5, 1	Sample 1
Item 31 – Total:	0/10 → The text does not address the required task and focuses on an unrelated topic.	

SAMPLE 2

First paragraph	My favorite activities and my favorite Jovie
Second paragraph	When I am play listening music I am play with... My favorite music an my favorites cantantes, I am playing in
Third paragraph	When I am not play I am listening music

When I'm not at school I am play football with my
brother, listening music, play with Barbies, watching
the tv or the tablet, sleeping. When I am not
does dis things I am dancing this
is my favorite jovi and my other
favorite jovic is singing.

My favorite music is the music of Aitana,
my favorite cantante is Aitana and
David Bisbal. when I am playing I
am playing with my broder my friends
my mother and my father. When I am
Playing In the part his name is sonrisas
and in leonan.

When I am not playin I am listening
music

		Mark 0, 0.25, 0.5, 1	Sample 2
Planning		1	Adequate use of the planning space, even if ideas might be only partially developed.
General presentation		1	Minor cross-outs and generally good paragraphing, although side margins are not fully respected.
Spelling		0	Too many spelling mistakes in basic vocabulary: “ <i>whit</i> ”, “ <i>sleaping</i> ”, “ <i>wen</i> ”, “ <i>dis</i> ”, “ <i>jovie</i> ” (hobbie), “ <i>broder</i> ”, “ <i>mather</i> ”.
Grammatical accuracy		0	Sentence structure is usually not correct (“ <i>I am play football</i> ”, “ <i>listening music</i> ”, “ <i>Wen I am not does dis (...)</i> ”, “ <i>When I am playing in the park his name is sonrrisas (...)</i> ”). These grammatical errors affect comprehension.
Lexical range		0.25	Limited vocabulary range with mostly simple and common words (e.g. “ <i>singing</i> ”, “ <i>dancing</i> ”, “ <i>playing</i> ”, “ <i>music</i> ”, “ <i>football</i> ”, “ <i>park</i> ”). Spelling mistakes in many occasions and one use of a Spanish word (“ <i>cantante</i> ”).
Adequacy		0.5	There are some points in the instructions that are not mentioned in the text (when , where , why). Layout, length and register are appropriate.
Coherence		0.5	The text is coherent enough but there are some parts that make it challenging to follow due to the construction of the sentences.
Cohesion	Completed sentences	0.5	Some sentences are too long or left incomplete. However, most sentences are technically finished, despite the unnatural sounding phrasing, which breaks up the flow of the paper.
	Punctuation, paragraphs	0.5	The text is divided into paragraphs; there is a general correct use of full stops, but no use of commas.
	Cohesion devices	0.25	Few and very basic connectors (mainly “ and ” and “ when ”, the latter sometimes misspelled as “ <i>wen</i> ”). Several ideas appear listed rather than connected.
Item 31 – Total:		4.5/10	

SAMPLE 3:

First paragraph	Sports Ice skating Gymnastics
Second paragraph	When: Ice skating for 5:15 to 6:00 and Gymnastics for 6:30 to 8:30 Where: Ice skating in Hvarne and Gymnastics in Toyuntre
Third paragraph	Who: Ice skating I do it with my sister and gymnastics with friends of school Why: I do it because I like Sport and makes me feel very good I go to bed at 10:30

When I'm not at school... I like to do some sports like
Ice skating and gymnastics. I love to much doing
sports.

I do Ice skating at 5:15 to 6:00 in hvarne
and gymnastics at 6:30 to 8:30. I do gymnastics
in back flip toyuntre.

I do Ice skating with my sister and
my cousin and I do gymnastics with some
school friends. I do sport because I love
it and makes me feel very good. Then I go
to my house I have dinner and finally
I go to sleep at 10:30.

		Mark 0, 0.25, 0.5, 1	Sample 3
Planning		1	Well used.
General presentation		1	No cross-outs and well-defined margins and paragraphs. Clear and easy to read.
Spelling		0.25	Generally accurate spelling, with occasional errors in more complex words: “to” (instead of too), “finaly”, “gimnastics”. Capitalisation is inconsistently applied, with some missing in proper nouns (“huarte”, “backflip tayuntxe”) and some unnecessary uses (“Ice skating”).
Grammatical accuracy		0.5	Some grammatical mistakes are present, although they do not affect comprehension: “at 5:15 to 6:00”, “I love to much doing sports”, missing subject in a sentence (“makes me feel very good”). The present simple is used correctly in affirmative sentences, and basic word order is generally respected. However, the grammatical range is limited.
Lexical range		0.5	The vocabulary is appropriate and relevant to the topic. Nonetheless, most of the words used are simple and familiar.
Adequacy		0.5	The text is of an appropriate length and mostly focused on the topic of free-time activities. Towards the end, the content drifts from the main topic and describes a daily routine instead.
Coherence		1	The text is coherent and easy to understand. Ideas are laid in a logical, clear and well-ordered manner.
Cohesion	Completed sentences	1	Completed sentences and good use of verb tense.
	Punctuation, paragraphs	0.5	The text is divided into paragraphs; there is a correct use of periods, but no use of commas.
	Cohesion devices	0.5	Some cohesive devices are used (“and”, “because”, “then”, finally – wrongly written as “finaly”-). There is a lack of reference devices that affects the overall flow.
Item 31 – Total:		6.75/10	

SAMPLE 4

First paragraph	I play with my brother for example: videogames, handball... I do it in monday in my house or indoor, I go to my.....
Second paragraph	I go / went to see my brother to play handball maths. Then listen to music
Third paragraph	I like do it!

When I'm not at school... I play with my brother to, handball and practise handball. Then I go to my cousins house to play the piano and the guitar.

Next, I paint with my brother and listen to music. When my brother go to handball trainer my and my pather we play with the card. And we have fun!

Usually, I have dinner at eight half past eight and then I go to my bed to read comic of adventures. Next I going to the bed to sleep.

I like do this, my favorite moment is when I play with the card, with my pather.

		Mark 0, 0.25, 0.5, 1	Sample 4
Planning		1	Well used.
General presentation		1	Clear handwriting, with well-defined paragraphs and margins. The text is easy to read, with just one minor cross-out.
Spelling		1	The spelling is mostly correct, with a single mistake where “my” is used instead of <i>me</i> .
Grammatical accuracy		0.5	Generally, the sentence structure and grammar is correct, although there are some mistakes: the use of two subjects (“my (me) and my father we”), the omission of the article (“to read comic of adventures”), the use of the present continuous instead of the present simple (“I going to the bed”), and the omission of the ‘-s’ in the 3 rd person singular form (“My brother go to...”).
Lexical range		0.5	Vocabulary is adequate and appropriate for the topic. There is occasional misuse of words (“trainer” instead of <i>training</i>) and collocational errors (“playing with the cards” instead of <i>playing cards</i>).
Adequacy		0.5	The length is adequate and the text mostly focuses on liked free-time activities, but the last section moves away from the topic and mentions a daily routine.
Coherence		1	The text is coherent and easy to follow. The ideas are presented in a clear and well-organized manner.
Cohesion	Completed sentences	1	The ideas are expressed in a logical order, forming complete sentences that are mostly well-connected.
	Punctuation, paragraphs	0.5	The text is divided into four paragraphs instead of three. Commas are sometimes missing where needed or used where they are not required (“I play with my brother, to handball ...”).
	Cohesion devices	1	The student uses cohesive devices that are enough to link and to give a correct meaning to the text: “and”, “then”, “next”, “usually”.
Item 31 – Total:		8/10	

SAMPLE 5:

First paragraph	<ul style="list-style-type: none">- Study - listen to music- Play- sleep- dance
Second paragraph	<ul style="list-style-type: none">- Saturday- Sunday- My house
Third paragraph	<ul style="list-style-type: none">- happy- Placed- Don't like going to buy food.

When I'm not at school, I sometimes study in the evening or in the morning. I sometimes listen to music, but my favourite thing to do is dance or sing. Sometimes, I prefer to sleep or play videogames.

All of these things I do at my house, on Saturdays and Sundays. First, I wake up and eat my breakfast. Then, I start to play until it's time to eat. Usually, I play in the park with my friends.

I think that doing this I feel more happy, placed... you know. Other times, my mother wants to go to buy food or those things, but I don't like it, hehe.

		Mark 0, 0.25, 0.5, 1	Sample 5
Planning		1	Well used.
General presentation		1	The text is divided into paragraphs and well-structured with spaces in between. It is easy to understand and the length is adequate.
Spelling		1	There are no spelling mistakes. Correct use of capitalisation.
Grammatical accuracy		1	Sentence structures are correct and allow the reader to understand the text on first attempt. There are very few grammatical errors, which do not affect comprehension: use of "this" instead of <i>these</i> , use of that instead of those, use of "it" instead of <i>them</i> ,
Lexical range		1	The student uses adequate and varied vocabulary for the level. There is one case of a misused word (" <i>placed</i> ").
Adequacy		1	The objective is achieved and the text includes required elements.
Coherence		1	The text is coherent and easy to follow, with ideas presented in a clear and well-organized manner.
Cohesion	Completed sentences	1	There is a logical sentence order expressing complete ideas, and most of them are linked together.
	Punctuation, paragraphs	1	The text is divided into paragraphs and there is a correct use of punctuation.
	Cohesion devices	1	The student uses a variety of cohesive devices that make the text easy to follow: " <i>and</i> ", " <i>but</i> ", " <i>sometimes</i> ", " <i>usually</i> ", " <i>other times</i> ", " <i>in the evening</i> ", " <i>in the morning</i> ", " <i>first</i> ", " <i>then</i> ".
Item 31 – Total:		10/10	

III. LISTENING TRANSCRIPTION

<< *Mary and Kate are two friends from school. They are sitting at a table in a cafeteria, planning what to do tomorrow.*

Mary: What are you having, Kate?

Kate: I'll have a mug of hot chocolate.

Mary: Mmmm..., I think I'll have one too, but with extra marshmallows. Where is the waiter? Can you see him?

Kate: There he is. I'll order. Two hot chocolates. One with extra marshmallows, please.

Kate: So... What about tomorrow? What can we do?

Mary: Tomorrow is Saturday, right?

Kate: Mmmm..., yes! Let me see... Oh, no!... It's going to rain, I'm afraid. A lot!

Mary: Oh dear! I really wanted to go for a walk in the mountains.

Kate: Yes, me too. But we will have to do that another day, I think.

Mary: Yes, so what can we do?

Kate: I know! Let's go to the cinema!

Mary: That's a good idea! Do you know what films they are showing?

Kate: No, I don't, but we can visit the cinema website and find out.

Mary: Have you got your computer with you?

Kate: No, but I have my mobile. We can check it there!

Kate: Look! Paddington in Peru is on at the Golem cinema. Let's go and see that one!

Mary: Paddington? Nahhh! I want to watch a horror movie!

Kate: A horror movie? But we are only 13 years old! We can't watch horror movies!

Mary: Well, that's true. But I don't want to watch a silly film about a bear.

Kate: Why don't we watch a comedy? This funny film about a family on holiday looks good.

Mary: Good idea Kate! Let's have a laugh! What time shall we go?

Kate: I think the half past six showing is perfect for us.

Mary: I agree, yes. Where shall we meet, Kate?

Kate: We can meet outside the cinema.

Mary: There'll be too many people at that time. Why don't we meet at your house, Kate?

Kate: Yes, that's better. Let's say half past five, ok?

Mary: Ok. Half past five outside your house. See you!>>

IV. INFORMACIÓN SOBRE PROCESOS LECTORES, ÍTEMS Y TEXTOS

- ❖ **Procesos de lectura:** tabla extraída de IZA, L. (2007). *El plan de lectura en los centros de infantil y primaria*. Bibliotecas escolares. Blitz, ratón de biblioteca. Gobierno de Navarra. Pp. 17-22.
<https://www.educacion.navarra.es/documents/713364/714655/elplandelectura.pdf/4cacb098-4adb-40fe-9d96-6a7f4260b126>.

Procesos de lectura	Definición
Localizar y obtener información (Implica atender a partes concretas del texto).	Localizar información explícita en el propio texto, con las mismas palabras o con sinónimos, localizada o distribuida por el texto.
Interpretar e integrar (Implica una comprensión de las relaciones dentro del texto, entendiéndolo como un todo o atendiendo a las relaciones entre las diferentes partes).	Interpretar: comprender de forma lógica el texto. Esto implica comparar y contrastar información, realizar inferencias, deducir información que no está expresada de forma explícita.
	Integrar: comprensión global. Extraer lo esencial del texto, considerado en conjunto, estableciendo una jerarquía entre las ideas.
Reflexionar (El lector o lectora emplea el conocimiento exterior al texto).	Sobre el contenido: evaluar las afirmaciones del texto contrastándolas con el conocimiento externo, para considerar críticamente el contenido o posicionarse ante la realidad representada.
	Sobre la forma: evaluar las características lingüísticas del texto en los planos morfosintáctico, léxico-semántico y textual.

También se puede consultar el *Marco Teórico de Evaluación Diagnóstica. Educación Secundaria*. En las pp. **35-39** se ofrecen numerosos **ejemplos de tareas que trabajan cada proceso**:

<https://www.educacion.navarra.es/documents/57308/57722/Marcoteorico2.pdf/7e430de5-1b5b-485f-b26d-c7697ac29915>

- ❖ Para la corrección y posterior trabajo de la Producción Escrita se aconseja la consulta de la obra ***Orientaciones para la corrección de textos escritos. Evaluación Diagnóstica. Educación Secundaria. Cuadernos de Inspección educativa. Gobierno de Navarra. 2009.***
<https://www.educacion.navarra.es/documents/713364/714655/competencia.pdf/b34fa63b-0072-42b8-8821-da44faa82021>
- ❖ **La clasificación de los textos se ha basado en los siguientes conceptos:** (basados en el Marco de Competencia en Lectura de *PISA 2018*).

- Textos continuos o discontinuos:
 - Continuos: aquellos que están formados por enunciados organizados en párrafos con convenciones de espaciado y de puntuación. Los encabezados y contenidos o el uso de diferentes fuentes ayudan a reconocer la organización del texto. Los marcadores del discurso y conectores proporcionan, además, información organizacional y lógica.
 - Discontinuos: se organizan de manera diferente, por lo que requieren un enfoque de lectura diferente y requieren de estrategias de lectura no lineal. Suelen mezclar el texto con diferentes elementos gráficos y presentar la información de forma diversa. Ejemplos de texto discontinuo son listas, tablas, gráficos, diagramas, anuncios, infografías, programaciones, catálogos, índices...
- Modalidad textual en función de la intención: instructivo, descriptivo, narrativo, expositivo, argumentativo, transaccional.
- Géneros textuales.
- ❖ **Clasificación de los ítems en función del tipo de respuesta que exigen:** (basado en el marco conceptual de la evaluación del Instituto Nacional de Evaluación Educativa)
 - Respuesta cerrada: el alumnado debe seleccionar una opción de entre varias ofrecida, relacionar ideas, establecer la veracidad o falsedad de una afirmación, ordenar ciertas opciones... etc.
 - De respuesta semiconstruida: implican que se rellenen una o varias casillas o espacios con una palabra o cifra, que se complementen varias frases o que se responda a alguna cuestión con una respuesta corta.
 - De respuesta abierta o construida: exigen elaboración por parte del alumnado.

V. CUADERNILLO DEL ALUMNADO CON SOLUCIONES

Listening

1. Where are Mary and Kate today?

- A. Sitting on a table.
- B. At a cafeteria.
- C. At school.
- D. At the cinema.

2. What are they ordering?

- A. A mug of hot coffee.
- B. Hot milk with marshmallows.
- C. Hot chocolate with marshmallows.
- D. Two different hot chocolates.

3. The girls are having this conversation on a...

- A. ... Monday.
- B. ... Saturday.
- C. ... Wednesday.
- D. ... Friday.

4. Say if these sentences are true or false:

	T	F
A. Mary and her friend Kate wanted to go for a walk in the mountains.	X	
B. They think tomorrow is going to be a good day for a walk in the mountains.		X
C. One of them knows what films are showing at the cinema tomorrow.		X
D. Finally, they watch a film about a bear on holidays.		X

5. To find out what films are showing at the cinema, Kate and Mary...

- A. ... decide to go to the cinema and ask.
- B. ... look them up on Mary's computer.
- C. ... only need to get on the internet on a mobile phone.
- D. ... call a friend in Peru that has a mobile phone.

6. Kate doesn't want to watch a horror film...

- A. ... because she prefers to watch French family comedies.
- B. ... because she believes that they are too young to watch horror films.
- C. ... because she is afraid of silly bears that live in Peru.
- D. ... because 13-year-olds watch horror films at a different time.

7. They decide to go to the:

- A. 6:30 pm showing.
- B. 6:45 pm showing.
- C. 7:30 pm showing.
- D. 6:15 pm showing.

8. To go to the cinema, the two friends are going to meet...

- A. ... outside the cinema at half past five.
- B. ... at the cinema at half past five.
- C. ... at Kate's house at half past five.
- D. ... at Kate's house at five.

Reading 1- Cinema Star – Movie week

CINEMA STAR “Los Álamos shopping center”
MOVIE WEEK - April 22-28

MOVIE	AGE	TIMES	SCREEN	PRICE
FINDING NEMO	All	11:30, 15:30, 17:45	1	€5 (kids) / €6.5 (adults)
TOY STORY	All	12:00, 16:00, 18:30	2	€5 (kids) / €6.5 (adults)
MOANA	All	13:00, 17:00, 19:30	3	€5 (kids) / €6.5 (adults)
KUNG FU PANDA 2	7+	11:00, 15:00, 17:15	4	€5 (kids) / €6.5 (adults)
HOW TO TRAIN YOUR DRAGON	7+	12:45, 16:15, 18:45	5	€5 (kids) / €6.5 (adults)
WONKA	7+	13:15, 17:00, 20:00	6	€5 (kids) / €6.5 (adults)
OPPENHEIMER	16+	16:00, 19:30, 21:30	7	€7.50
THE LAST OF US	18+	21:00, 23:45	8	€8.00
POOR THINGS	16+	18:00, 20:30	9	€7.50
DUNE 2	13+	17:30, 20:15, 22:00	10	€7.00



SPECIAL OFFERS

€ **Wednesday:** All tickets €5



Family: 2 adults + 2 kids = € 22



Kids combo: Ticket + popcorn + drink = €8

9. Which film is playing at 11:00?

Kung Fu Panda 2

10. How much is an adult ticket for Finding Nemo on Wednesday?

- A. €8.
- B. €6.50.
- C. €7.
- D. €5.

11. A 14-year-old can watch all these movies EXCEPT:

- A. Dune 2.
- B. How to Train Your Dragon.
- C. Wonka.
- D. Poor things.

12. Which movie is the latest at night?

- A. Oppenheimer.
- B. Dune 2.
- C. The Last of Us.
- D. Poor Things.

13. Which one of these options can you buy with a Kids' Combo?

- A. Ticket + popcorn + a chocolate bar.
- B. Ticket + popcorn + water.
- C. Ticket + popcorn + toy.
- D. Ticket + candy + drink.

14. What is the cheapest day to go to this cinema?

- A. Monday.
- B. Wednesday.
- C. Friday.
- D. Sunday.

15. If I am 13 years old, my sister is 6 and my cousin is 17, which one of these movies can we watch all together?

- A. Wonka.
- B. Dune 2.
- C. Poor things.
- D. Moana.

16. What 's the BEST reason to buy a Kids' Combo?

- A. To save money.
- B. To get a free plastic toy and a drink.
- C. To watch two movies for the price of one (2x1).
- D. To sit in special seats eating popcorn.

17. Why do *Oppenheimer*, *The Last of us*, *Poor things* and *Dune 2* only have one price? Because these films are...

- A. ... more expensive.
- B. ... the most popular.
- C. ... later than the other films.
- D. ... not for children.

18. What is the main objective of the text?

- A. To sell popcorn.
- B. To show movie times and prices.
- C. To give information about actors.
- D. To advertise a shopping mall.

Reading 2 – Let's go to the movies!



Finding Nemo

Nemo is a small clownfish. He lives in the Pacific Ocean with his dad, Marlin. Marlin is very protective because he loves Nemo a lot. Nemo is young, curious and wants to explore the sea. One day, Nemo swims too far from home and a diver catches him and takes him to Sidney, where he lives in a fish tank in a dentist's office.

Marlin is very scared. He cannot find Nemo, so he decides to travel across the ocean to find him. On the way, Marlin meets Dory, a nice and funny blue fish who often forgets things. They become good friends and continue the journey together. Marlin and Dory have many adventures. They meet three sharks, a group of turtles, and many dangerous jellyfish. With courage and teamwork, they never stop looking for Nemo.

In the fish tank, Nemo makes new friends too and learns to be brave. He wants to go home, so he and the other fish make a plan to escape. Will Marlin find him? Will Nemo come back home?

"Finding Nemo" is a fun, exciting story about love, courage, and friendship. Kids and families will love it.



Toy Story

Andy is a young boy who loves his toys, especially a cowboy doll called Woody. Woody is the leader of all the toys in Andy's room. One day, Andy gets a new toy for his birthday: Buzz Lightyear, a space hero. Buzz is modern and has many cool features and Woody thinks the other toys prefer Buzz now.

Woody and Buzz don't like each other, but one day they get lost outside the house. Together, Woody and Buzz have many adventures. They meet Sid, a boy who is not nice to toys and Woody and Buzz must escape from him. During the adventure, Woody and Buzz must learn to work together. In the end, they become good friends.

"Toy Story" is fun and full of heart. It shows that friendship is better than being the favourite toy.

Moana

Moana is a brave girl who lives on an island in the Pacific Ocean with her family. She loves the sea and wants to explore it, but her father wants her to stay on the island.

One day, the island has problems: there are no more fishes or vegetables to eat. Maui is a strong demigod, which means he is half-human and half-god. Moana knows that Maui stole the heart of Te Fiti, a magic stone. Because of this, the world is in danger.

The ocean chooses Moana to find Maui and return the heart. She takes a boat and begins her adventure. She meets Maui, but at first, he does not want to help her. Together, Moana and Maui travel across the sea. They meet monsters, like the big crab Tomatoa and the fire lava monster Te Ka. Moana is brave and learns how to sail.

At the end, Moana discovers that Te Ka is really Te Fiti without her heart. Moana gives back the heart and saves the island. Fish and plants return to the island.

“Moana” is a beautiful story about courage, nature, and self-belief. It has music, action, and a strong girl hero. Kids will enjoy it!

19. How can we describe Nemo?

- A. Small and scary.
- B. Small but adventurous.
- C. Young and protective.
- D. Young and fast.

20. Where does Nemo live at first?

- A. In a fish tank.
- B. In the Pacific Ocean.
- C. In Sidney.
- D. In a fish house.

21. Where does the diver move Nemo to?

To Sidney/ to a fish tank / to a fish tank in a dentist's office.

22. Who is Dory?

- A. An orange fish with a bad memory.
- B. A blue fish with a bad memory.
- C. A swimmer who captures fish to put in tanks.
- D. A dangerous jellyfish.

23. Woody does not like Buzz because...

- A. ...Woody doesn't like modern toys.
- B. ... Woody doesn't like space toys.
- C. ... Buzz treats him badly.
- D. ... Woody thinks he is not the favourite anymore.

24. Why do Woody and Buzz become friends?

- A. Because they are both very funny.
- B. Because they want to be the best toy.
- C. Because they learn to help each other.
- D. Because Andy tells them to stop fighting.

25. What's the problem on Moana's island?

- A. There are too many fish and no trees.
- B. There isn't enough water.
- C. Plants are dying and fish are disappearing.
- D. All the fish and palm trees are dying of thirst.

26. How does Moana help her island?

- A. She fights monsters in the ocean.
- B. She teaches people to fish.
- C. She returns plants and fish.
- D. She returns a magic stone.

27. Why do you think Moana continues her journey even when it is hard?

- A. She wants to see her friend Maui again.
- B. She is brave and wants to save her island.
- C. She wants to show her dad she can sail.
- D. She is lost and wants to get back home.

28. What do these three stories have in common?

- A. Protective parents and courage.
- B. The ocean and teamwork.
- C. A long journey and teamwork.
- D. The characters are not people.

29. Say if these sentences are true or false:

	T	F
A. Nemo hates to travel across the sea.		X
B. In this text, we learn about how Nemo finds his way back home.		X
C. Woody was Andy's favourite toy.	X	
D. Te Ka and Te fiti are the same.	X	

30. We can read these expressions in the text: what do they mean?

Write 1, 2, 3, 4.

1. To be brave. 2. With love. 3. Work together. 4. Feeling sure and confident.

A. Self-belief.	1
B. With courage.	4
C. Teamwork.	3
D. It's full of heart.	2

Writing

31. Now you have to write a text.

Describe the activities you like to do when you are at home.

HERE ARE SOME IDEAS:

- **Games**
- **Other activities:** (painting, reading, spending time with your pet...).
- **When** do you do it?
- **Who** do you do it with?
- **Why** do you like doing it? How do you **feel at home**?

You must use this planning space:

First paragraph	
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