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9**DIAGNOSTIC EVALUATION****2<sup>ND</sup> YEAR OF COMPULSORY SECONDARY EDUCATION****ENGLISH LITERACY**

Name / surname(s): .....

School: .....

Group: .....

City / Town: .....

Date: .....

**Observations**

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# Instructions

(This paper has three parts)

## Listening

- Before you listen, you will have three minutes to read the 6 questions.
- You will hear a recording twice. You may write down anything you like on the draft while listening.
- After listening to the recording for the first time, you will have one minute to answer the questions.
- Do not worry if you cannot answer all the questions after the first time. Remember you will listen to it again.
- After listening to the recording for the second time, you will have time to complete the questions.

## Reading

- You will also read two texts and answer some questions by choosing the best option (A, B, C or D) or writing the right answer in the space provided.

## Writing

- You will finally write a short composition, following some instructions. This writing will give you up to 8 points



**The whole test lasts 60 minutes.**

## **LISTENING**

### **Harry Potter books**

Source: BBC Learning English

**1. Harry Potter books' author J.K.Rowling is:**

- A American
- B British
- C English
- D Jewish

**2. About Harry Potter books' popularity:**

- A Adults like them
- B Only children like them
- C Both adults and children like them
- D Neither adults nor children like them

**3. What time do bookshops open when Harry Potter books are published?**

- A At lunch time
- B At midnight
- C At 9:00 in the morning
- D Late in the afternoon

**4. When Harry Potter books are published children feel excited...**

- A to be the first to get into the bookshop.
- B to meet the author.
- C to have lunch.
- D to get a copy of the book.

**5. What do many children wear when Harry Potter books are published?**

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**6. What does Jo Jacobs think about Harry Potter books?**

They are .....

# READING COMPREHENSION

## FIRST TEXT: 2008 National Year of reading

Read the first text (image) and answer the questions:

**2008 National Year OF READING**

HOME  
What's on  
GET INVOLVED  
NEWS  
Have your say

"The more that you read, the more things you will know. The more you learn, the more places you'll go."  
- Dr. Seuss, "I Can Read With My Eyes Shut!"

Join our EMAIL list

Contact us  
Press Room  
Accessibility  
About the NYR  
FAQs

**Everything STARTS WITH reading**

EVERYONE'S doing it

APRIL  
Read all about it  
Read anything and everything, anywhere and everywhere

ADD YOUR event to Reading Places

Word of the week  
DEFENESTRATE

READING PLACES

Open-air library ...  
Open-air library 1-3pm every first Saturday of the month, outside St...

Children's Literature and the Creative Curriculum...  
UKLA Children's Literature and the Creative Curriculum Have you heard about the...

William Blake Mosaics ...  
An exhibition of mosaics based on William Blake's Songs of Innocence...

Mapa HÁbrido

Take a reading challenge

Source: www.yearofreading.org.uk

**7. What is the main idea of the text?**

- A to tell us about some places to go to read
- B an invitation to read
- C an invitation to write
- D an invitation to use a pencil to write

**8. “Everything starts with reading” means...**

- A reading is the first thing we do in life
- B our life begins when we read a book
- C when we travel we read
- D when we read all our capacities get activated

**9. Where was this text taken from?**

- A a writer’s page
- B a website
- C a TV screen
- D a teenagers magazine

**10. The words Home, What’s on, Get involved, etc. on the left-hand side of the page are...**

- A links to other sections of the site
- B calls for people to meet in reading places
- C titles of books
- D radio programmes

**11. What is the meaning of NYR?**

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**12. Where in the map can you read a book at the weekend?**

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## READING COMPREHENSION

### SECOND TEXT

## The Fence

It was Saturday morning. There was no school today. But Tom had to work. He had to paint the fence. It was a long fence around the garden of Aunt Polly's house. Tom had a big bucket of paint and a brush with a long handle. He looked at the fence.

'I want to go swimming. I want to go fishing. I want to play with my friends,' said Tom to himself. 'I don't want to paint the fence. My friends will all see me. They'll laugh at me.'

Tom started to paint.

After an hour, Tom was tired. He looked sadly at the big bucket of paint and the brush with the long handle. Then Tom had an idea. He smiled. He started to paint the fence again.

Soon he saw one of his friends, Ben Rogers. Ben was walking towards him. He was making strange noises. Ben was a steamboat on the Mississippi River!

'Ting-a-ling!' he said. He was making the noise of the bell on the steamboat. 'Sssh! Sssh!' he said. He was making the noise of the steam in the engine of the steamboat. Ben was holding a big red apple.

'I'm going swimming,' Ben said. 'You have to work!'

'I'm not working,' said Tom. 'This isn't work!'

'Do you like painting the fence?' asked Ben. He was surprised.

'Yes,' said Tom.

Tom started to paint again. Sometimes he stopped and looked at the fence. Then he painted again. There was a happy smile on his face.

Ben watched him. 'Let me paint the fence,' he said.

'No,' said Tom. 'It's very difficult to paint a fence.'

Ben was not happy. Tom liked painting the fence. So Ben wanted to paint the fence.

'Please let me paint it,' he said. 'I'll give you some of my apple.'

Tom thought for a minute. 'No,' he replied. And he smiled and started to paint again.

'I'll give you all of my apple,' said Ben.

Tom thought for another minute. 'All right,' he said.



So Tom sat down and started to eat Ben's apple. And Ben started to paint the fence.

After an hour, Ben was tired. He gave the bucket of paint and the brush to Tom. Then he went away. He made the noises of a steamboat again. 'Ting-a-ling! Sssh! Sssh!'

Then Tom saw another friend, Billy Fisher. Billy was holding a kite.

'Ben was painting your fence,' said Billy. 'Let me paint your fence.'

'No,' replied Tom. 'Lots of boys want to paint my fence. But it's very difficult to paint a fence.'

'Oh,' said Billy.

'Ben gave me his apple,' said Tom. 'Then he painted the fence.'

'I'll give you my kite,' said Billy.

Tom thought for a minute. 'All right,' he said.

So Tom sat down. He was holding Billy's kite. And Billy started to paint the fence.

The morning passed. The fence was painted twice. Tom had a kite, a cat and a long piece of rope. He had a cake, twelve round stones and a metal door-handle. He was happy. He went to speak to Aunt Polly.

'The fence is painted,' he said. 'And there is no more paint.'

Aunt Polly was very surprised. 'You are a good boy, Tom,' she said.

Source: onestopenglish.com

**13. What is the main idea of the text?**

- A The fight between Tom and his friends
- B The trick Tom used to stop painting
- C Tom's friends' generosity
- D That Tom was afraid of his friends

**14. Tom's friends wanted to paint the fence because...**

- A they wanted to do what Tom was doing
- B they liked painting fences
- C it was very difficult to paint the fence
- D Tom invited them to do it

**15. When did Ben stop painting?**

- A When Billy started to paint
- B When Tom told him to stop
- C When he thought it was enough for him
- D When he realized that Tom was laughing at him

**16. What do Ben and Billy have in common?**

- A They give Tom something they don't like
- B They give Tom something he doesn't like
- C They were Tom's friends but they aren't any more
- D They have nothing special to do when they meet Tom

**17. What's the difference between Ben and Billy?**

- A Ben likes making noises but Billy likes fishing
- B Billy is more clever than Ben
- C Ben paints for longer than Billy
- D Ben needs more time to convince Tom

**18. Finally, Tom went to speak to Aunt Polly...**

- A To show her all his presents
- B To tell her his job was done
- C To tell her he needed more paint
- D To ask her for more paint

**19. Where was the paint?**

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**20. Why was Tom happy at the end of de morning?**

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## WRITING

Book review:

- 21. Write between 8 and 10 lines about a book you have recently read: what the story is about, what you think about the book and if you liked it or not and why.**

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