



Gobierno de Navarra
Departamento de Educación

Hezkuntzako Ikuskapen Zerbitzua

Notebook of correction

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DIAGNOSTIC EVALUATION

2nd YEAR of COMPULSORY SECONDARY EDUCATION

ENGLISH LITERACY

B/D

Zuzenketa eta erregistro jarraibideak

Liburuxka honetan ezarritako zuzenketa irizpideak 2008ko maiatzean eginiko proba pilotuaren arabera zehaztu dira, eta zehatzak eta argiak izan nahi dute, zuzentzaile guztiak puntuazio irizpide berberak erabil ditzaten; hau da, zuzentzailea normahi izanda ere, proba bati ematen zaion puntuazioa berbera izan beharko luke.

Ondoko urratsei jarraituko zaie:

1. Zuzenketa.

Alternatiba bat hautatzea eskatzen duten galderak (A, B, C edo D).



Zuzentzaileak ez du deus berezirik egin behar.

Gainontzeko galderak



Zuzentzaileak, zuzenketa egin eta galdera bakoitzaren ondoan idatziko du dagokion kodea (0, 1, 2...).

2. Kodeak aplikazio informatikoan sartzea. Kodeak (A, B, C, D, 0, 1, 2...) aplikazio informatikoan sartuko dira.

Erantzunik gabeko galderetan ez da koderik sartu behar (utzi zuriz).

Alternatiba bat hautatzea eskatzen den galderetan, ikasleak aukeraren bat baino gehiago adierazi dituzenean (eta ezabatu gabe bat baino gehiago utzi dituzenean) ez da koderik sartu behar.

Ikasleek eginiko probak ikastetxean gordeko dira eta Hezkuntzako Ikuskapen Zerbitzuaren esku egonen dira. Hezkuntzako Ikuskapen Zerbitzuak egiaztatze azterketak egin ahal izanen ditu, zuzenketa irizpideen baliotasuna egiaztatzeko eta irizpide horiei modu homogeen jarraitu zaien ikusteko.

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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| Criteria of correction | | |
|------------------------|-------------|----------------------------|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | Black hats / Black clothes |

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

They are

| Criteria of correction | | |
|------------------------|-------------|--|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | Exciting / Fun / Funny / Well-written / Interesting / Imaginative (any of them). |

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

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

Search Map

- A Open-air library ...**
Open-air library 1-3pm every first Saturday of the month, outside St...
- B Children's Literature and the Creative Curriculum...**
UKLA Children's Literature and the Creative Curriculum Have you heard about the...
- C William Blake Mosaics ...**
An exhibition of mosaics based on William Blake's Songs of Innocence...

Click here to **Take a reading challenge**

Contact us
Press Room
Accessibility
About the NYR
FAQs

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?
-

| Criteria of correction | | |
|------------------------|-------------|---------------------------|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | National Year of Reading. |

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

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| Criteria of correction | | |
|-------------------------------|--------------------|--------------------------------|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | A / Walthamstow / Highams Park |

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?
-

| Criteria of correction | | |
|------------------------|-------------|---|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | In the bucket / In the fence / Around the fence |

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

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| Criteria of correction | | |
|------------------------|-------------|--|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | Because the fence was painted / Because he had a lot of presents / Because he had a lot of things / Because the fence was painted and he had a lot of things / Because the fence had been painted and he had a lot of things / Because he didn't have to work much to paint the fence and had a lot of things from his friends |

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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Ondoko bi atalen arabera puntuatuko da, eta aparte erregistratuko dira:

21.a) **LANA**. Idatzitako testua zuzentzea, lana betetzeari, egokitasunari eta koherentziari dagokionez.

| Criteria of correction | | |
|-------------------------------|--------------------|---|
| Code | Punctuation | Response |
| 0 | 0 | Hautagaiak ez du ulertu edo gaizki ulertu du lana. Testua ulertezina da. Testuak ez du batere barne koherentziarik. |
| 1 | 1 | Testuak lanaren puntu bat baino ez du betetzen eta edukia laburra eta ez esanguratsua da. Irakurlearentzako ulertzeko testu zaila da. Testua inkoherentea da. |
| 2 | 2 | Lana modu partzialean egina dago, helburuari eta luzerari dagokionez. Testuak irakurlearen ahalegin handixkoa eskatzen du, ulermenari dagokionez. Diskurtsoak inkoherentziaren bat du. |
| 3 | 3 | Testuak lanaren puntuak behar bezala betetzen ditu, nahiz eta bat ez bete, denak ez garatu, modu sinplean egin edo errepikapenen bat izan. Testuak ez dio irakurleari ulermen ahalegin berebizikorik eskatzen. Diskurtsoa koherente samarra da. |
| 4 | 4 | Testuak lanaren puntuak behar bezala betetzen ditu, xedeari eta luzerari dagokionez. Testuak ez dio irakurleari ulermen ahaleginik eskatzen. Diskurtsoa koherentea da. |

21.b) **HIZKUNTZAREN ERABILERA**. Testu idatziaren zuzentasuna, erabilitako hizkuntzari dagokionez : kohesioa, zuzentasuna eta aberastasun gramatikal, lexiko eta ortografikoa.

| Criteria of correction | | |
|-------------------------------|--------------------|--|
| Code | Punctuation | Response |
| 0 | 0 | Erabat hutsala: - Ezinezkoa da hizkuntza ulertzea edo testua zuriz dago. |
| 1 | 1 | Hizkuntzaren kontrol urria: - Ez dago puntuaziorik. - Komunikazioa zailtzen duten oinarrizko akats ugari. - Egitura errepikakorrek eta lexiko hagitz mugatua. |
| 2 | 2 | Hizkuntzaren kontrol askia: - Beti ez da gordetzen esaldien arteko kohesioa berez maila honetakoak diren elementuekin : and, but, then. - Akatsak daude, baina ez dute komunikazioa eragozten. - Mugatuta eta akatsekin bada ere maila honetako hizkuntza darabil: esaldiaren egitura, aditz aldiak (present simple, past simple, will/going to), izenordainak eta interes pertsonalekin eta afizioekin loturiko lexikoa. |
| 3 | 3 | Hizkuntzaren kontrol handixkoa: - Esaldien arteko kohesio arrazoizkoa. - Akatsek ez dute komunikazioa zailtzen. - Dezenteko zuzentasunez darabil maila honetako hizkuntza. |
| 4 | 4 | Hizkuntzaren kontrol ona: - Kohesio elementu errazak ongi erabiltzen ditu. - Akats puntualak, oro har, hizkuntza handinahitasunez erabiltzeko ahaleginari zor zaizkionak. - Maila honetako hizkuntza zuzen erabiltzen du. |