



# DIAGNOSTIC EVALUATION

## Year 2 of Secondary Education

SCHOOL YEAR 2024-2025

### MARKING-GUIDELINES

# E<sub>ENGLISH</sub> LITERACY



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Atal horietan informazio hau jasotzen da:

- I. LABURPENA  
Probaren item bakoitza **zein motatakoa** den, zein duen **erantzun zuzena**, lor daitekeen **gehieneko puntuzioa**, dagozkion **oinarrizko jakintza, konpetentzia espezifiko**a eta **ebaluatutako prozesua** taula batean bildu dira.
- II. ZUZENDU BEHARREKO GALDERAK  
Zuzendu beharreko item bakoitzaren **erantzuna** eta **zuzentzeko eta kalifikatzeko irizpideak**.
- III. WRITING.  
Ekoizpen idatziari dagokionez, zuzentzeko jarraibideak, bost adibide eta beren zuzenketak atxiki dira.
- IV. Listening transcription.
- V. IRAKURKETA PROZESUAK  
Irakurketa prozesuak, Itemaren erantzunaren mota eta testu mota.
- VI. KOADERNOA SOLUZIOEKIN  
Ikasleari emandako liburuxka bera, item bakoitzaren erantzuna nabarmendu delarik.



## I. LABURPENA

English Literacy frogak 29 item ditu. Horietako zazpi zuzendu eta kalifikatu behar dira:

**4, 6, 20, 21, 28, 29**

Atala	Itema	Itema mota	Erantzun zuzena	Gehieneko puntuazioa	Konpetentzia espezifikoa	Oinarrizko jakintza	Ebaluatutako prozesua
<b>Listening</b>	1	Itxia	C	1	KE 1	A2, A5, A6, A8	Aurkitzea
	2	Itxia	A	1	KE 1	A2, A5, A6, A8	Interpretatzea
	3	Itxia	A	1	KE 1	A2, A5, A6, A8	Aurkitzea
	4	Erdi-eraikia	Ikus II. atala	1	KE 1	A2, A5, A6, A8	Aurkitzea
	5	Itxia	B	1	KE 1	A2, A5, A6, A8	Aurkitzea
	6	Erdi-eraikia	Ikus II. atala	1	KE 1	A2, A5, A6, A8	Aurkitzea
	7	Itxia	A	1	KE 1	A2, A5, A6, A8	Aurkitzea
	8	Itxia	D	1	KE 1	A2, A5, A6, A8	Aurkitzea
	9	Itxia	C	1	KE 1	A2, A5, A6, A8	Interpretar
<b>Reading 1</b>	10	Itxia	A	1	KE 1	A2, A5, A6, C3	Interpretatzea
	11	Itxia	C	1	KE 1	A2, A5, A6, C3	Interpretatzea
	12	Itxia	C	1	KE 1	A2, A5, A6, C3	Interpretatzea
	13	Itxia	B	1	KE 1	A2, A5, A6, C3	Interpretatzea
	14	Itxia	C	1	KE 1	A2, A5, A6, C3	Interpretatzea
	15	Itxia	B	1	KE 1	A2, A5, A6, C3	Interpretatzea
	16	Itxia	A	1	KE 1	A2, A5, A6, C3	Interpretatzea
	17	Itxia	D	1	KE 1	A2, A5, A6, C3	Interpretatzea
	18	Itxia	C	1	KE 1	A2, A5, A6, C3	Aurkitzea
	19	Itxia	F	1	KE 1	A2, A5, A6, C3	Interpretatzea
<b>Reading 2</b>	20	Itxia	Ikus II. atala	2	KE 1	A2, A5, A6	Interpretatzea
	21	Erdi-eraikia	Ikus II. atala	1	KE 1	A2, A5, A6	Aurkitzea
	22	Itxia	C	1	KE 1	A2, A5, A6	Aurkitzea
	23	Itxia	B	1	KE 1	A2, A5, A6	Interpretatzea
	24	Itxia	B	1	KE 1	A2, A5, A6	Interpretatzea
	25	Itxia	D	1	KE 1	A2, A5, A6	Ulermen globala
	26	Itxia	C	1	KE 1	A2, A5, A6	Aurkitzea
	27	Itxia	B	1	KE 1	A2, A5, A6	Aurkitzea

<b>Reading 3</b>	28	Erdi-eraikia	Ikus II. atala	3	KE 1 / KE 2	A2, A6, A9	Hausnartzea
<b>Writing</b>	29	Irekia	Ikus II. atala	10	KE 2	A2, A4, A5, A6, A7, A9, B1, B3	--

## II. ZUZENDU BEHARREKO GALDERAK

Atal honetan zuzendu beharreko zortzi itemen **zuzentzeko eta kalifikatzeko irizpideak** agertzen dira:

4, 6, 20, 21, 28

4. How many lines are there?

Marking criteria	
Marks	Answer
1	<i>12 / twelve.</i>
0	Any other answers.
Spelling mistakes will not be penalised.	

6. Which side on the escalators do you stay on if you walk slowly?

Marking criteria	
Marks	Answer
1	<i>The right / right.</i>
0	Any other answers.
Spelling mistakes will not be penalised.	

20. According to the text which of the following sentences are true and which ones are false:

	True	False
A. In the United States all the festivals are celebrated all across the country.		X
B. Independence Day celebrates the union of the US with Great Britain.		X
C. Thanksgiving is an interesting holiday as a tourist in United States.		X
D. Most shops close on many national days.	X	

Marking criteria
Marks
0.5 for each correct answer (maximum 2 marks).

21. In NY's Times Square the most ..... party takes place.

Marking criteria	
Marks	Answer
1	<i>Extravagant.</i>
0	Any other answers.
Spelling mistakes will not be penalised.	

**28.** Write the word that corresponds to each number:

SOMETHING	EACH	WHERE	FROM
AROUND	COULD	BECOME	PROBABLY
FEELS	SO	ACROSS	DECIDED

1	PROBABLY	7	FEELS
2	FROM	8	EACH
3	DECIDED	9	BECOME
4	WHERE	10	AROUND
5	COULD	11	SO
6	ACROSS	12	SOMETHING

Marking criteria
Marks
0.25 for each correct answer (maximum 3 marks).



### III. WRITING

#### A. HOW TO MARK THE COMPOSITION

**This year the marking criteria has suffered some changes:**

- There are 10 sections.
- Marks according to each section have been changed: 0; 0.5; 1 point.
- Consequently, the highest mark will be 10 points.

In addition, 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.

The 10 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 example, we contemplate a typical class essay, so students may mention in schematic form:

- *Where were you? With whom? What were you doing?*
- *What happened?*
- *Explain the sequence of events and what happened in the end.*
- *Talk about your reaction and how you felt.*

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** has been divided into:

- ❖ Task given-the length required. In this case, we contemplate a typical NARRATIVE in about 125 words. All the details that are requested in the instructions have to be dealt with for the task to be considered satisfactory.
- ❖ Layout, mode of discourse, register, etc. The language has to be standard.

- **COHERENCE**: the text has to be coherent. It must be understood without great difficulty by the reader. In this composition, 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 has been divided into:

- ❖ Punctuation and paragraphs: in this particular composition, the writing is practically organised for them and there should be at least 3 or 4 paragraphs to differentiate pieces of information. They are expected to use correctly periods and commas at least.
- ❖ Cohesive devices: students are likely to use **some** linkers or connectives like AFTER THAT, WHEN, THEN, FINALLY, AND, BUT, SO, BECAUSE..., some transitional phrases such as "for example"... or other devices as relatives pronouns, personal or reflexive pronouns to avoid repetition, or repeating key terms to reinforce an idea.

• 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 2<sup>nd</sup> ESO. This section has been divided into:

- ❖ Verbs: tenses, conjugations and use. In this composition, students could use:
  - The PAST SIMPLE OF DIFFERENT REGULAR AND IRREGULAR VERBS, (*was, were, went, packed, arrived, ate...*).
  - The PAST CONTINUOUS of some verbs (*I was listening to the guide, when ... we were eating in the park, when we...*).
  - Some students with a high command of English could even use the PAST PERFECT (*after we had arrived at the museum of Modern Art, I realised that...*).
- ❖ Sentences structures, prepositions...:
  - COMPARATIVE AND SUPERLATIVE SENTENCES (*it was the scariest thing that has happened to me ....*).
  - QUANTIFIERS (*we did a lot of things; I was a bit confused*).
  - The RIGHT ORDER of the different elements in the sentence (subject + verb + complement), etc.
  - Correct use of PREPOSITIONS.

• SPELLING ACCURACY: the text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 2<sup>nd</sup> 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 2<sup>nd</sup> ESO. THE EXPECTED VOCABULARY could be:

- ADVERBS to give a temporal framework (*last friday, two weeks ago....*).
- NOUNS to name the things they packed (*sandwiches, sunscreen...*).
- ADJECTIVES to describe a person (*talkative, funny, generous...*).
- ACTION VERBS to tell what the student saw and did.
- ADJECTIVES to describe their feelings after the experience (*happy, frightened, scared, excited, surprised...*)

## B. RUBRIC

			MARKS		
			0	0.5	1
T A S K	PLANNING		There is no previous planning or the planning is not written in English.	Partial or incomplete planning.	Adequate planning (there is a scheme, clear notes etc.).
	ADEQUACY		None of the points in the instructions are mentioned or the content is irrelevant.	- Just some points in the instructions are mentioned. - The number of words may not be correct.	- All the points in the instructions are mentioned. - The number of words is appropriate.
			None of the points in the instructions are mentioned or the content is irrelevant.	- The layout may not be adequate. - The register may not be 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.
L A N G U A G E	COHESION	Punctuation paragraphs	No paragraphing, too many errors in the use of punctuation.	There are some mistakes in the use of punctuation or paragraphing.	The text is divided in paragraphs; correct use of periods and commas.
		Cohesion devices	No cohesive devices are used.	Some cohesive devices are used. There may be some mistakes.	Correct and appropriate cohesive devices, linking sentences. No serious mistakes.
	GRAMMATICAL ACCURACY	Verbs	Basic mistakes tenses and conjugations.	Some acceptable errors. Correct but too basic sentences structure.	Mainly adequate use of tense.
		Sentence structures, preposition...	Too many or too basic mistakes.	Some acceptable errors.	High control of different kinds of sentences, complex 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 <sup>nd</sup> year ESO.
	Only the total mark is to be introduced in EDUCA				

## C. SOMME SAMPLE MARKED COMPOSITIONS

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

### SAMPLE Nº 0

Now write your text here:



I'am Adara and i will talk about my holidays in holidays i go to Miami in Miami i go to see the citie and all the days i go to the beach.

it first The good thinks that have miami is that is a beaterfull citie that you can go to visit is not a lot of persons like in other countries like new york and the water of the beach for me is a good temperature

In the other hand the disadvantages of X go to miami is that is a other country and you have to speak in english all the time does not have good football teams and is expensive

My conclusion is that is better to go to a good citie that have more thinks like roma and is not so far like miami

#### Sample 0

The student has not understood the task, none of the points are mentioned and the content is irrelevant. The mark is 0.

0/10

## SAMPLE Nº 1

First paragraph	I went with my parents to the beach in Martil (Morocco) ...
Second paragraph	we have swim stay the day there...
Third paragraph	it was very great and funny
Fourth paragraph	it feels very good ...

last summer I went to the beach with my parents, my 3 sisters and my grand mom. The beach was in Martil (Morocco). The beach was big and very blue

when I was there I want to enter and when I was entering the beach was very cold but in the end I enter. I was swimming with my sister that is 4 years bigger than me and she swims very good and when we was swimming my sister told me that she has seen one fish very big and we went out of the beach.

When we go out we sit and we told that to ~~my parents~~ the family and they told that we ~~don't~~ didn't saw very good because in that beach there are fish is very big. So we eat and stay speaking.

In the end we enter my and my sister and we thought that ~~we haven't~~ she doesn't saw good.

Sample 1			MARK 0 / 0,5 / 1
PLANING		Partial or incomplete planning, it does not help to improve the text.	0.5
ADEQUACY	Task and length	Some points in the instructions are mentioned.	0.5
	Layout and register	Layout and register are at some point appropriate.	0,5
COHERENCE		The story is too simple, nothing happened actually, the content is irrelevant.	0
COHESION	Punctuation paragraphs	The text is organized into four paragraphs but there are a great amount of commas missing.	0,5
	Cohesion devices	Some cohesive devices used.	0.5
GRAMMATICAL ACCURACY	Verbs	There are many mistakes in the use of past tenses ( <i>"when we was swimming..."</i> , <i>"we didn't saw."</i> , <i>"she told me she has seen"</i> ; <i>"she doesn't saw good"...</i> <i>"So we eat and stay speaking (ate, kept)"</i> ).	0
	Sentences, order, prepositions, pronouns...	Some mistakes in the use of pronouns ( <i>"I want to enter"</i> , <i>"We enter my and my sister..."</i> ) or in the word order ( <i>"... a fish very big"</i> ), but the student masters the sentence structure, and even uses a comparative ( <i>"my sister, that is 4 years bigger than me"</i> ).	0.5
SPELLING ACCURACY		Basic spelling mistakes. ( <i>"dosen't"</i> , <i>"swiming"</i> , <i>"diden't"</i> ).	0
LEXICAL RANGE		Limited range of vocabulary ( <i>"entering the beach"</i> , <i>"the beach was very blue"</i> , <i>"4 years bigger"</i> ).	0
Item 29 - Total			3 /10



## SAMPLE Nº 2

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

First paragraph	Im going to say where the place and <del>the</del> what persons we are there.
Second paragraph	Im going to explain <del>you</del> the first part of my exciting experience.
Third paragraph	Im going to explain the second part of my exciting experience.
Fourth paragraph	The <del>entostem</del> final of what hapend

The last summer ~~to~~ I went to the beach in Canarias. We went to that beach my brother, my mother and me.

When I enter to the water in the beach, it was so cold the water. I enter to the water with my brother and later enter my mom. When my mom went again to the towel my brother and me we start to swim so fast and we go ~~to~~ back where we don't ~~to~~ touch the floor.

When we where in the water I tow around and I saw a person that need help ~~to~~. I say to my brother and brother we swim very fast to that persons and hel ~~the~~.

Finally we ~~take~~ the persons out of the water and ambulance take the person to the hospital.

Sample 2			MARK 0 / 0,5 / 1
PLANING		Partial or incomplete planning. Lacks the student's ideas.	0.5
ADEQUACY	Task and length	The texts responds appropriately to the task given and the length required.	0.5
	Layout and register	All the points in the instructions are mentioned. The layout and register are adequate.	0.5
COHERENCE		There are some incoherent points and some cross-outs that may make some sentences difficult to understand.	0.5
COHESION	Punctuation paragraphs	The text is divided into four paragraphs but other some commas are missing.	0.5
	Cohesion devices	There is a correct use of connectors, ( <i>"Last summer", "then", "finally"</i> ), but the student repeats too many times some words, there are no cohesion devices such as synonyms. Redundancy is present all over the text. ( <i>"My brother and me we start..."</i> , <i>"We went to the beach me and my brother..."</i> ).	0.5
GRAMMATICAL ACCURACY	Verbs	Basic grammar mistakes for 2 ESO where students should be capable to use the Past Simple tense. ( <i>"We go back", "we don't toch the floor", "I say to my brother"</i> ). Word order mistakes ( <i>"it was so cold the water"</i> ).	0.5
	Sentences, order, prepositions, pronouns...	Phrasal verbs, pronouns and other devices that would be helpful at this level ( <i>enter to the water</i> ).	0
SPELLING ACCURACY		Basic spelling mistakes for this level: <i>"bouth"</i> .	0.5
LEXICAL RANGE		Use of basic vocabulary, enough to convey the message ( <i>"I tour around"</i> ).	0.5
Item 29 - Total			4.5 /10



## SAMPLE Nº 3

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

First paragraph	<ul style="list-style-type: none"> <li>- Donosti</li> <li>- Family</li> <li>- To the beach.</li> </ul>
Second paragraph	<ul style="list-style-type: none"> <li>- My father and my build a very big sand castle.</li> <li>- A competition of sand castles.</li> </ul>
Third paragraph	<ul style="list-style-type: none"> <li>- We build the best build.</li> <li>- We won the price.</li> <li>- We went to eat a icecream with the money we won.</li> </ul>
Fourth paragraph	<ul style="list-style-type: none"> <li>- very excitable and very happy.</li> </ul>

1st paragraph → Past holidays, my family and I, we went to Donosti to stay there a few days. When we arrived, the weather was very hot and sunny, so we went to the beach. There we saw a lot of people shouting. We went there slowly and when we arrived we saw that it was a sand castle competition! I really liked made this type of buildings. So my father and I wanted to participate. 2nd paragraph → A few minutes later, started the competition. The competition was about building the best and higher castle as you can. We started building but when we were finishing, a wave of water fell down our building. We felt very sad, but we didn't fall the towel. We made an other castle and we won the competition! After we went to ate a icecream with the money we won. 3rd paragraph → I felt very excited and happy about as, very orgullos of as. 4th paragraph →

Sample 3			MARK 0 / 0,5 / 1
PLANING		Although the planning is short, the student gives detail of his/her ideas.	1
ADEQUACY	Task and length	The text responds appropriately to the task given and the length required. All the points in the instructions are mentioned	1
	Layout and register	The layout and register are adequate.	1
COHERENCE		Easy to understand. A clearly and coherent text. Ideas are laid in a logical, clear and well-ordered manner. A catchy story.	1
COHESION	Punctuation paragraphs	Paragraphs have been added at a later state. Some commas are missing.	0
	Cohesion devices	Linking words have been used (" <i>past holidays</i> ", " <i>when we arrived</i> ", " <i>so</i> ", " <i>a few minutes later</i> ", " <i>but</i> "...) and so have been some cohesion devices as some adverbs " <i>there we saw...</i> ", or synonyms (" <i>this type of building</i> ", instead of repeating " <i>sand castle</i> ").	1
GRAMMATICAL ACCURACY	Verbs	The text shows correctness and control of use of 2nd Year ESO structures, the student uses correctly the past tense, adjectives order, some comparative sentences, in spite of some mistakes (" <i>we went to ate</i> ", " <i>I liked made</i> " " <i>to participated</i> ", " <i>higher</i> " instead of <i>highest</i> ").	0.5
	Sentences, order, prepositions, pronouns...	Only a couple of mistakes with the prepositions that do not affect the meaning of the sentence (" <i>After we went to...</i> ").	1
SPELLING ACCURACY		Some mistakes in common words: (" <i>realy, higer, casttel, castell, an other...</i> ").	0.5
LEXICAL RANGE		Some Spanish expressions (" <i>appunted</i> ", " <i>fall down the towel</i> ") or inaccurate ones as " <i>a wave fell down our building</i> ".	0.5
Item 9 -Total			7.5/10

#### SAMPLE Nº 4:

First paragraph	Presentation of me and family, where I were.
Second paragraph	I saw bottles with papers inside
Third paragraph	All it was a prank
Fourth paragraph	I returned home

## The little clown

Last summer I went to Tenerife with my dad and my 9 years old brother.

When we were at the beach I saw a bottle near the coast, when I took it I saw a paper that ask for help.

The next days I tried to communicate with the mystery guy but it was imposible. In one of that tries I appreciated something moving between the rocks so I decided to see what was happening.

When I saw my brother I instantly understood that everything was a prank so I took him and threw to the sea.

Sample 4

MARK  
0 / 0,5 / 1

<b>PLANING</b>		Short but enough.	<b>1</b>
<b>ADEQUACY</b>	<b>Task and length</b>	The text responds appropriately to the task given and the length required. All the points in the instructions are mentioned.	<b>1</b>
	<b>Layout and register</b>	The layout and register are adequate.	<b>1</b>
<b>COHERENCE</b>		Easy to understand. A clearly and coherent text. Ideas are laid in a logical, clear and well-ordered manner.	<b>1</b>
<b>COHESION</b>	<b>Punctuation paragraphs</b>	The text is organized in four paragraphs, correct use of punctuation.	<b>1</b>
	<b>Cohesion devices</b>	Use of cohesive devices and linking sentences ( <i>"last summer", "so", "the next days"...</i> ).	<b>1</b>
<b>GRAMMATICAL ACCURACY</b>	<b>Verbs</b>	The text shows correctness and master of use 2 <sup>nd</sup> ESO structures ( <i>"I decided to see what was happening"</i> ).	<b>1</b>
	<b>Sentences, order, prepositions, pronouns...</b>	Correct use of prepositions and pronouns.	<b>1</b>
<b>SPELLING ACCURACY</b>		Some spelling mistakes but they do not prevent for understanding: ( <i>"communicate", "appreciated", "tooke"</i> ).	<b>1</b>
<b>LEXICAL RANGE</b>		Use of basic vocabulary, enough to convey the message.	<b>0.5</b>
<b>Item 29 - Total</b>			<b>9.5/10</b>



## IV. LISTENING TRANSCRIPTION

<< Taxis in London are a popular icon, they're called cabs, the driver is called a cabbie or cab driver, and they're usually black. When you see a cab put out your arm to stop the driver. Tell him or her where you want to go and sit and relax. Remember to give the cabbie a small tip when you pay, though. Cycling around London is healthy but a bit dangerous.

Traditional red double-decker buses give you a good view of the city but they can be a bit slow in the morning or evening traffic. You pay the driver when you get on or you can use your day or weekly travel card.

There's always an underground or Tube station nearby in London, and it's the quickest way to get around. The only problem is it's always full of people! Buy your ticket at the ticket office and then check there are no problems with your line, they're sometimes closed for works or problems. Finding your way around is easy with the Underground map. There are 12 lines and each line has a different colour. The circle line is yellow, for example, and the District Line green. The tube in London's expensive if you don't pay with an Oyster card, for example children under 16 pay just 1 all day. You have to insert your ticket into the machine or touch the Oyster card on the pad. Make sure you get the right ticket, it can be expensive, if not.

The escalators save you walking up and down the stairs, in some stations there are lifts but these get very crowded at busy times. Remember to stand on the right as people walking down on the left are probably in a hurry and will get annoyed if you don't. As you can see the platform curves but the trains are straight, this creates a space that people could fall into, so a recorded voice says "mind the gap" over and over. In case you forget, it's also written on the platform. Be careful of the closing doors. You can get a sit if you're lucky but be prepared to stand up in the morning and evening rush hours, the Tube is very popular among Londoners. Listen for the announcements on the train, they'll tell you the name of the next station and any connections available.>>



## V. III. IRAKURKETA PROZESUAK

### ITEMAREN ERANTZUNAREN MOTA ETA TESTU MOTAK

- ❖ Irakurketa prozesuak: Taula ondorengo iturritik jaso. IZA, L. (2007). *Irakurketa plana Haur eta Lehen Hezkuntzako ikastetxeetan*. Blitz. Eskolako Liburutegiko Bilduma. Nafarroako Gobernua. Or. 17-22.  
<https://www.educacion.navarra.es/documents/713364/714655/elplandelecturaeusk.pdf/3e8109e9-b065-4975-98c8-7fc6b7cd92dc>

*Irakurketa prozesuak	Definizioa
<b>Informazioa berreskuratzea / aurkitzea</b> (testuko zati jakinei erreparatzea)	Testuan berean ageriko informazioa lokalizatzea, hitz berekin edo sinonimoen bidez.
<b>Ulermen globala eta interpretazioa garatzea</b>  (Testu barruko erlazioak ulertzea: testua osotara hartuta eta testuko zatien arteko erlazioa)	<b>Interpretazioa:</b> testua logikaz ulertzea. (Informazioa erkatzea eta egiaztatzea, inferentziak egitea edo laguntza probak identifikatzea.)
	<b>Ulermen globala:</b> testutik funtsezkoena ateratzea, testua bere osotasunean hartuta. (Ideien arteko hierarkia ezartzea; ideiarik orokorrena eta gehien gailentzen den ideia aukeratzea).
<b>Testuaren hausnarketa</b>  (Testuaren kanpokoaren ezagutza erabiltzea)	<b>Edukiaren gaineko hausnarketa:</b> testuko baieztapenak ebaluatzea eta testuaz kanpotik dakigunarekin egiaztatzea.
	<b>Formaren gaineko hausnarketa:</b> testuaren ezaugarri linguistikoak arlo morfosintaktikoan, lexiko-semanticokoan eta testuzkoan ebaluatzea.

Ebaluazio Diagnostikoaren esparru teorikoa kontsultatzea gomendatzen da. *Ebaluazio Diagnostikoaren esparru teorikoa. Bigarren Hezkuntza*. Nafarrako gobernua, 2008. Or. 35-39 prozesu bakoitzak lantzen dituen lanen adibideak eta testu motei buruzko informazio gehiago eskaintzen dira.

[https://www.educacion.navarra.es/eu/web/publicaciones/ultimas-publicaciones/-/asset\\_publisher/JONi5m8mCym2/content/marco-teorico-de-la-evaluacion-diagnostica-educacion-secundaria](https://www.educacion.navarra.es/eu/web/publicaciones/ultimas-publicaciones/-/asset_publisher/JONi5m8mCym2/content/marco-teorico-de-la-evaluacion-diagnostica-educacion-secundaria)

- ❖ Idatzizko Produzketaren zuzenketarako eta ondorengo lanerako, hurrengo testua kontsultatzea gomendatzen da: *komunikazio gaitasuna: testu idatzien ekoizpena. Zuzenketarako orientabideak. Ebaluazio diagnostikoa. Derrigorrezko Bigarren Hezkuntza*. Hezkuntzako Ikusapen Koadernoak. Nafarroako Gobernua. 2008.

❖ **Testuen sailkapena honako kontzeptu hauetan oinarritu da:** (2018ko PISA Irakurketarako Gaitasun Esparruan oinarritua)

- Testu jarraiak edo testu etenak:
  - Jarraia: paragrafoetan antolatutako enuntziatuek osatzen dituztenak dira, puntuazio-arauak betetzen dituzte. Izenburuek eta edukiek, edo letra tamaina nahiz letra tipoaren formatu desberdinak erabiltzeak, testuaren antolaketa ezagutzen laguntzen dute. Testu-lokailuek informazio logiko garrantzitsua ematen dute.
  - Etena: beste modu batez antolatzen dira, beraz, bestelako irakurketa-ikuspegia eta irakurketa ez-linealeko estrategiak behar dituzte. Testua hainbat elementu grafikorekin nahasten dute eta informazioa hainbat modutan aurkezten dute. Testu etenaren adibideak: zerrendak, taulak, grafikoak, diagramak, iragarkiak, infografiak, programazioak, katalogoak, aurkibideak...
- Testu motak: instrukzio, deskripzio, narrazio, azalpen, argudio eta transakzio-testua.
- Testu-generoak.

❖ **Itemen sailkapena, eskatzen duten erantzun motaren arabera:** (Hezkuntza Ebaluaziorako Institutu Nazionalaren ebaluazioaren kontzeptu-esparruan oinarrituta)

- Erantzun itxia: ikasleek eskainitako aukera bat baino gehiago hautatu behar dute, ideiak erlazionatu, baieztapen baten egiazkotasuna edo faltsutasuna ezarri, aukera jakin batzuk ordenatu eta abar.
- Erantzun erdi-eraikia: lauki edo espazio bat edo batzuk hitz edo zifra batekin betetzea eskatzen dute, esaldi bat baino gehiago osatzea edo galderaren bati erantzun labur batekin erantzutea.
- Erantzun irekikoa edo eraikia: ikasleek egitea eskatzen dute.



## VI. KOADERNOA SOLUZIOEKIN

Azkenik, ikasleei emandako liburuxka bera ageri da atal honetan item bakoitzaren erantzuna adierazi dugularik.

### Listening

Listen this audio about London's transport. Choose the best option (a, b, c or d) or complete the sentences as in the example (0).

**0. Example:** Jackie has recently travelled from ...Portugal ...to the UK.

**1. A cabbie is a ...**

- A. taxi.
- B. black taxi.
- C. taxi driver.
- D. a new company of taxis.

**2. Traditional red double-decker buses are the best option if ...**

- A. you are a tourist.
- B. you want to travel fast.
- C. you want to travel cheap.
- D. you want to travel far.

**3. The underground is the best option if...**

- A. you want to travel fast.
- B. you want to be relaxed.
- C. you need the cheapest option.
- D. you want a view.

**4. How many lines are there?**

**Twelve / 12 lines**

**5. There are lifts ...**

- A. in all underground stations.
- B. in some underground stations.
- C. and they are faster than the stairs at busy time.
- D. but they are available only for Oyster card users.

**6. Which side on the escalators do you stay on if you walk slowly?**

**The right.**

**7. In the underground, the voice saying 'Mind the gap' reminds you ...**

- A. the hole you could fall into.
- B. the distance you must keep from other passengers.
- C. the possibility of being hit by a running train.
- D. the announcements about connections.

**8. In the underground, you probably can't sit down...**

- A. at lunch time.
- B. in the afternoon peak hours.
- C. during the wait.
- D. in the mornings.

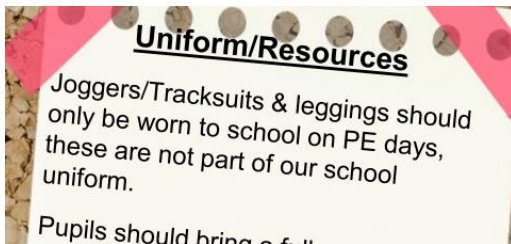
**9. According to the listening, which one of the following statements is true?**

- A. It is unusual to give a tip to taxi drivers.
- B. Using a bike as a way of transport in London is healthy and safe.
- C. Paying with an Oyster card is cheaper.
- D. Hardly anybody uses lifts in underground stations.

## Reading 1

**PART 1.** For the next short messages, which sentence means the same? Choose the most suitable sentence (A, B, C) as in the example.

**Example.**



- A. Pupils can never wear anything different from the school uniform.
- B. Pupils are allowed to wear tracksuits to school only on PE days.
- C.** Pupils should wear tracksuits only for PE lessons.

**10.**

**Our science comedy night is very popular.**

The show will now take place in Room 4 of the West Building, so that more people can see it.

**See you there!**

- A. You have to go somewhere else to see the show.
- B. There are no more tickets left for the show.
- C. The event has moved to a smaller place.

**11.**

**Magazines needed for patients to read  
(up to date or out of date)**

Leave them with our receptionist or in the black box by the front door.

- A. You can take these magazines home with you.
- B. They only need new magazines.
- C. Please, bring magazines to our patients.

12.

**Clothes on sale cannot be returned.**

Try them on before you buy them!

- A. There isn't anywhere for customers to try on clothes here.
- B. You cannot try the clothes on sale.
- C. If you buy something that's too big, you can't bring it back.

13.

Heating comes on between 7am - 10 am  
and 4pm - 11 pm.

**Please do not try to change these times.**

- A. Someone will come here to change the heating times.
- B. Don't try to turn on the heating between 10am and 4pm.
- C. The heating may not come on every morning.

14.

*Paul,*

*There's still a little petrol in the car, so you won't need to get any more until you reach Benton, where you can buy it cheaply.*

*Sally*

- A. Sally bought some cheap petrol.
- B. Paul should buy more petrol before he gets to Benton.
- C. There is enough petrol in the car to get to a cheap petrol station.

**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
<b>Example:</b> <i>Drinking and eating are not allowed!</i>	A B C D E F G <b>H</b>
<b>15.</b> Do not go in there.	A <b>B</b> C D E F G
<b>16.</b> You cannot let your dog run here.	<b>A</b> B C D E F G
<b>17.</b> This bus stop is not in use at weekends.	A B C <b>D</b> E F G
<b>18.</b> Check you have your luggage before you go.	A B <b>C</b> D E F G
<b>19.</b> There are changes at the beginning of autumn.	A B C D E <b>F</b> G

A

Do not exercise dogs  
in the school playing  
field.

B



C

MAKE SURE YOU  
TAKE EVERYTHING  
WITH YOU WHEN  
LEAVING THE TRAIN

D



E

Engineering works on  
train line Saturday  
and Sunday. Buses  
will run between Bath  
and Bristol.

F

New train timetable  
starts from  
September 23<sup>rd</sup>.

G

New train timetable will be  
announced soon.

H



## Reading 2

### FESTIVALS IN AMERICA

Across the United States each region has its own festivals or events, but there are some that are shared by all. Independence Day celebrates the separation of America from British colonial power. Thanksgiving is another traditional United States holiday, commemorating the European arrival at Plymouth Rock with family feasts. On most of these national days, the majority of stores and businesses are closed.

#### **New Year's Eve**

The US celebrates the outgoing of the old year and incoming of the New Year quite dramatically. Every state celebrates its own parties to welcome the New Year, but none is more extravagant than New York's Time Square, which sees the neighbouring restaurants, bars, parks, beaches, and neighbourhoods full of people.

#### **Super Bowl Sunday**

The world's most watched sporting event, Superbowl Sunday is a spectacular extravaganza. Held the first Sunday in February, the Superbowl is the final playoff game between the NFL's top two teams. The location rotates every year around America, but the local parties seem to remain. Pubs, bars and restaurants are great places to enjoy the Superbowl. Also locals throw their own parties with different variations of betting.

#### **St Patrick's Day**

The US's large Irish population celebrate March 17. In many cities around the country, noisy and colourful parades and Irish-themed parties are organised, especially in New York and Chicago, where the river becomes green.

#### **Memorial Day**

Memorial Day is an important holiday throughout the United States, but not for crazy festivities. Parades commemorating wartime heroes are often held and the day is also the 'unofficial' start of summer. Most visitors follow the crowds to parks and beaches, where they can find many of informal BBQs.

#### **Independence Day**

Also known as the Fourth of July, Independence Day celebrates the US's break from the British during the 18th century. Barbecues, street parties, beach trips, and weekend getaways are commonplace to appreciate freedom.

#### **Halloween**

Halloween is a fun holiday on October 31 for all generations to dress up in costumes and relive their youth. Children walk around the neighbourhood trick-or-treating for candy, while adults attend parties. Other seasonal events include haunted houses, pumpkin farms and carving, and corn mazes.

#### **Thanksgiving**

On the fourth Thursday in November, Thanksgiving is held in almost every home in the US. Tourists will have a hard time finding anything to do as the country essentially shuts down. A typical Thanksgiving meal consists of turkey, stuffing, mashed potatoes and pumpkin pie commemorating the original Pilgrim's feast at Plymouth Rock.

**20. According to the text which of the following sentences are true and which ones are false:**

	True	False
A. In the United States all the festivals are celebrated all across the country.		X
B. Independence Day celebrates the union of the US with Great Britain.		X
C. Thanksgiving is an interesting holiday as a tourist in United States.		X
D. Most shops close on many national days.	X	

**21. In NY's Times Square the most extravagant party takes place.**

**22. According to the text, which festivals are related to Europe?**

- A. Super bowl, Thanksgiving, Independence Day.
- B. St. Patrick's Day, Halloween, Independence Day.
- C. St. Patrick's Day, Thanksgiving, Independence Day.
- D. Thanksgiving, Independence Day, New Year's Eve.

**23. In this holiday, in some cities the river changes its colour.**

- A. Super bowl.
- B. St. Patrick's Day.
- C. New Year's Eve.
- D. Independence Day.

**24. Memorial Day commemorates...**

- A. ... a crazy party.
- B. ... people who died at war.
- C. ... the beginning of the summer
- D. .... BBQs on the beach.

**25. In Halloween everyone feels younger thanks to ...**

- A. ... candy and parties.
- B. ... trick or treat.
- C. ... parties.
- D. ... costumes.

**26. When is it typical to eat pumpkin pie?**

- A. During Halloween.
- B. During the Memorial Day.
- C. During Thanksgiving.
- D. During New Year's Eve.

**27. Where can you find this type of text?**

- A. In a local newspaper.
- B. In a travel brochure.
- C. In a religion book.
- D. In a science book.



## Reading 3

### *Delicious Chocolate*

If you love chocolate, you have **(1)** ..... eaten a bar of Cadbury's chocolate. Cadbury is a famous chocolate brand that has been delighting people for over a century.

George and Richard Cadbury took over the cocoa and chocolate business **(2)** ..... their father in 1861. A few years later, they **(3)** ..... to move the factory out of the centre of Birmingham, a city in the middle of England, to a new location **(4)** ..... they **(5)** ..... expand. They chose an area close to the railways and canals so that they could receive milk deliveries easily and send the finished products to stores **(6)** ..... the country.

One of the things that make Cadbury chocolate special is its smooth and creamy texture. When you take a bite, it **(7)** ..... like a heavenly experience for your senses.

Cadbury is known for its wide variety of chocolate bars, **(8)** ..... with its own unique flavor. The *Dairy Milk* bar is a classic favourite, but if you are a fan of nuts you can enjoy the *Fruit an Nut* bar, where crunchy almonds are mixed with smooth chocolate.

One of the most famous creations from Cadbury is the *Cadbury Creme Egg*. Shaped like a real egg, it is specially associated with Easter celebrations.

Over the years the brand has **(9)** ..... a global favorite, with people from all **(10)** ..... the world savouring the delicious taste of Cadbury chocolate.

**(11)** ....., the next time you're in the mood for a sweet indulgence, consider trying Cadbury chocolate. It has **(12)** ..... for everyone. Get ready to experiment a delightful chocolate adventure!

**28.** Write the word that corresponds to each number:

<b>SOMETHING</b>	<b>EACH</b>	<b>WHERE</b>	<b>FROM</b>
<b>AROUND</b>	<b>COULD</b>	<b>BECOME</b>	<b>PROBABLY</b>
<b>FEELS</b>	<b>SO</b>	<b>ACROSS</b>	<b>DECIDED</b>

1 **PROBABLY**

2 **FROM**

3 **DECIDED**

4 **WHERE**

5 **COULD**

6 **ACROSS**

7 **FEELS**

8 **EACH**

9 **BECOME**

10 **AROUND**

11 **SO**

12 **SOMETHING**

## Writing

**29.** On your last summer holidays you travelled to the beach. In about 125 words write a narrative telling about an exciting experience you had while you were there, it can be real or imaginary.

Some ideas you can use (if you want): a shark appeared; you lost your clothes; you surfed a big wave; you met a celebrity, you met the love of your life; a competition; a mysterious bottle...

- Where were you? Who did you go with? What were you doing?
- What happened?
- Explain the sequence of events and what happened at the end.
- Talk about your reaction and how you felt.

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

First paragraph	
Second paragraph	
Third paragraph	
Fourth paragraph	