

Sección de Evaluación  
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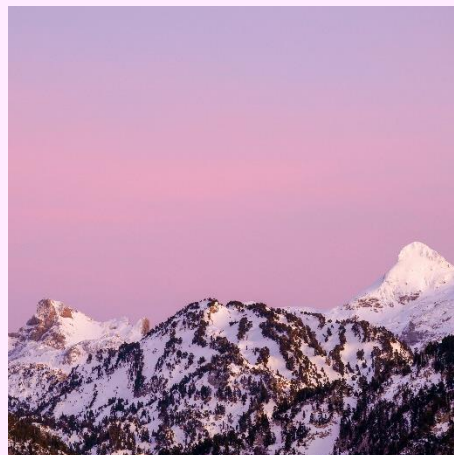
Gobierno de Navarra  
Departamento de Educación



Nafarroako Gobernua  
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**E<sub>SE2</sub>**

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*Source: Navarre Tourist Board*

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# English Literacy

**Year 2 of Secondary Education**

## Marking-Guidelines



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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 espezifikoa** eta **ebaluatutako prozesua** taula batean bildu dira.
- II. ZUZENDU BEHARREKO GALDERAK  
Zuzendu beharreko item bakoitzaren **erantzuna** eta **zuzentzeko eta kalifikatzeko irizpideak**. Ekoizpen idatziari dagokionez, zuzentzeko jarraibideak, bost adibide eta beren zuzenketak atxiki dira.
- III. IRAKURKETA PROZESUAK  
Irakurketa prozesuak, Itemaren erantzunaren mota eta testu mota.
- IV. KOADERNOA SOLUZIOEKIN  
Ikasleari emandako liburuxka bera, item bakoitzaren erantzuna nabarmendu delarik.



# I. LABURPENEA

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

2, 4, 6, 21, 24, 26, 28 eta 29

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

<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	14	KE 2	A4, A5, A6, A9, B1, B3	--

## II. ZUZENDU BEHARREKO GALDERAK

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

**2, 4, 6, 21, 24, 26, 28 eta 29**

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- 2.** When Jackie was a teenager, she did interrailing and she went from the UK to \_\_\_\_\_.

Marking criteria	
Marks	Answer
0	Any other answer.
1	<b>Greece</b>
Spelling mistakes will not be penalised.	

- 4.** This year we commemorate \_\_\_\_\_ years of interrailing

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	<b>50 / fifty.</b>

- 6.** Richard says that Copper Canyon is \_\_\_\_\_ and deeper than the Grand Canyon.

Marking criteria	
Marks	Answer
0	An incorrect or incomplete response.
1	<b>bigger</b>
Spelling mistakes will not be penalised.	

**21.** Only TWO of these statements about Cheetahs are true. Underline them:

- A. All their body is pale yellow.
- B. Females are as heavy as males.
- C. Most of them live in sub-Saharan Africa.
- D. Their head is heavier than those of other big cats.
- E. Their tails measure less than 60 centimetres.
- F. They can weigh more than 50 kilos.

Marking criteria	
Marks	Answer
0	No answer is correct.
1	Only one answer is correct.
2	Both answers are correct.

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

	True	False
A. Cheetahs only eat small mammals.		X
B. Adult males and females are both quite solitary.		X
C. Females can have as many as eight cubs.	X	
D. Cheetah babies are looked after by their mother only for 6 months.		X

Marking criteria	
Marks	Answer
0	Only one, two or three answers are correct or none is correct.
1	Three answers are correct.
2	The four answers are correct: <b>F, F, T, F.</b>

**26.** Cheetahs are in danger of extinction because of the loss of territory, the lack of food and \_\_\_\_\_.

Marking criteria	
Marks	Answer
0	Any other answers.
1	<b><i>The conflict with humans</i></b> or similar answer.



## Reading 3

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

ALSO	BEFORE	BECAME	DID
LIKE	MANY	MUCH	TALL
THEM	AFTER	THERE	US

1	MANY	7	BEFORE
2	US	8	MUCH
3	THERE	9	BECAME
4	LIKE	10	AFTER
5	TALL	11	ALSO
6	DID	12	THEM

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

# Writing

**29.** Last month you went on a day trip with your school. In about 125 words write a school essay about that day. Use the tips below:

- When and where you went and what you took with you.
- Who you sat with on the bus and why.
- What you saw and did there.
- How you felt about the school trip.

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

<b>First paragraph</b>	
<b>Second paragraph</b>	
<b>Third paragraph</b>	
<b>Fourth paragraph</b>	

# WRITING

## A. HOW TO MARK THE COMPOSITION

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

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

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

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

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

In this particular example, we contemplate a typical “my school trip” class essay, so students may mention in schematic form:

- **All the details about the trip (when, where...)**
- **Who they sat with on the bus and why.**
- **The thing they saw and did there (maybe an anecdote)**
- **The feelings they had.**

They will probably use the frame given for the scheme, which has also been used in the model, but they may have other ways of organising their ideas –mind map, list, etc.

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

In this case, we contemplate a typical “my school trip” class essay 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. 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**: the text must contain the right cohesive devices. In this particular composition, the writing is practically organised for them and there should be at least 3 or 4 paragraphs. Students are likely to use **some** cohesive devices like AFTER THAT, WHEN, THEN, FINALLY, AND, BUT, SO, BECAUSE... Even if no cohesive devices are used, cohesion can be expressed through the use of sentences ordered in a logical way,

the use of relative pronouns, personal or reflexive pronouns.... and of course by the use of paragraphs to differentiate pieces of information.

• GRAMMATICAL ACCURACY: the text has to show correctness and control of the use of the structures that must have been mastered by the end of 2<sup>nd</sup> ESO. 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...*)
- COMPARATIVE AND SUPERLATIVE SENTENCES (*it was the funniest thing that has happened to me ....*).
- QUANTIFIERS (*we did a lot of things; I was a bit confused when I saw....*).
- The RIGHT ORDER of the different elements in the sentence (subject + verb + complement), etc.

• SPELLING ACCURACY: the text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 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 trip (*happy, tired...*).

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

## B. RUBRIC

		MARKS		
		0	1	2
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.	One or two of these four aspects: - Just some points in the instructions are mentioned. - The number of words may not be correct. - The layout may not be adequate. - The register may not be appropriate.	- All the points in the instructions are mentioned. - The number of words is appropriate. - The layout is adequate. - The register is appropriate.
	COHERENCE	Incoherent text.	Easy to understand, although there are some incoherent points that may make some things difficult to understand.	Easy to understand. A clearly coherent text.
L A N G U A G E	COHESION	No cohesive devices are used.	Some cohesive devices are used. There may be some mistakes.	Cohesive devices, linking sentences and paragraphs. No serious mistakes.
	GRAMMATICAL ACCURACY *	Basic mistakes on 2 <sup>nd</sup> year ESO structures .	Some acceptable grammatical errors on 2 <sup>nd</sup> year ESO structures	Mainly adequate use of 2 <sup>nd</sup> year ESO structures
	SPELLING ACCURACY*	Many spelling mistakes in basic vocabulary.	Some spelling mistakes (between three and six).	Most words are written correctly, only some occasional mistakes (no more than two in a ten-line text).
	LEXICAL RANGE	Limited range of vocabulary.	Use of basic vocabulary, enough to convey the message.	Rich and varied vocabulary for 2 <sup>nd</sup> year ESO.
Only the total mark is to be introduced in EDUCA				Total /14

## C. SOME SAMPLE MARKED COMPOSITIONS


Below are several authentic samples of marked compositions written by year 4 of Primary Education pupils and the marks given.

### SAMPLE Nº 1

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

First paragraph	<del>I</del> <del>the</del> First i stand up <del>from</del> from the bed and them eat the breakfast and prepared to went to the bus.
Second paragraph	in the bus my friends broke <del>at</del> the place and one girl said to the teacher
Third paragraph	The teacher said why person is here broke the place and the girl said <del>that</del> as them broke the place, the boy has got hungry and hit the girl
Fourth paragraph	the teacher expulse the boy as the excursion and then teacher expulse the boy from <del>at</del> school.

Now write your text here:



i stand up ~~from~~ ~~the~~ from the bed and them ~~at~~ i eat the breakfast and prepared ~~the~~ to went to bus, in the bus speak with my friends ~~and~~ and the travel going good but in one moment ~~one~~ one of my friends broke one place of the bus, one of my classmates said to the teacher and the teacher said why person here broke the place all of the get in silence and the classmates said why of them he is, the boy get hungry and hit the classmate, but he has got consequences and the teacher expulse the boy to excursion ~~add~~ to the school, the teacher speak with the bus chozer and he said put one denuncia ~~the~~ to the boy, finally the boy go to comisaria to pay the denuncia.

Sample nº 1		
TASK		
• <b>Planning</b>	Partial or incomplete planning.	1/2
• <b>Adequacy</b>	None of the points in the instructions are mentioned and the content is irrelevant.	0/2
• <b>Coherence</b>	Sloppy handwriting, which makes it difficult to understand the text. There is a sense of direction with the ideas although there are too many incoherent points and some cross-outs that make the message difficult to understand.	0/2
LANGUAGE		
• <b>Cohesion:</b>	No cohesive devices are used. The text is not organized in paragraphs.	0/2
• <b>Grammatical accuracy:</b>	Basic mistakes on 2º year ESO structures (" <i>the teacher said why person has broke...</i> ", " <i>all of the get in silence</i> ", " <i>the classmates said why of them he is</i> "). Inconsistent verb tenses: the candidate writes the text in present and past tenses without paying attention. Sentence order is not always correct.	0/2
• <b>Spelling accuracy structure:</b>	Many spelling mistakes in basic vocabulary (" <i>hungry</i> ", " <i>place</i> ", " <i>consecuences</i> ".)	0/2
• <b>Lexical range:</b>	Limited range of vocabulary and a lot of words in Spanish (" <i>expulsa</i> ", " <i>denuncia</i> ", " <i>comisaria</i> ")	0/2
<b>General overview:</b>  The text written has no relation to the required task and the language used has too many grammatical and lexical mistakes.		<b>TOTAL</b>  <b>1/14</b>



## SAMPLE Nº 2

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

First paragraph	-with my friends in the bus
Second paragraph	-when we go to this site -when we prepare to make the excursion
Third paragraph	-what excursion we make - what happened
Fourth paragraph	-when we welcome to hour

Now write your text here:

we went in last month with my school to Domesti.  
we going to 08:00 to the bus to go to Domesti,  
in the bus me and my friends went to Domesti  
Singing, playing with the mobile phones... and other.  
when we are in Domesti are in the center of Domesti  
and we go to the beach, because the activity is in the  
beach.

when we are in the beach we eat the lunch  
and go to the water with the friends to  
Refrigerate.

to 11:30 we have the excursion, and the excursion is  
go to the water with canoes.  
When we put the canoes we balanced the canoe and  
the tutors ~~put~~ <sup>helped</sup> ~~us~~ <sup>very</sup> ~~to~~ <sup>helping</sup> with me and my friends.

when we welcome to bus we play board games sing  
and finally we alleged to Estella-Lizama



Sample nº 2		
TASK		
• <b>Planning</b>	Partial or incomplete planning.	1/2
• <b>Adequacy</b>	Just some points in the instructions are mentioned. Layout and register are appropriate.	1/2
• <b>Coherence</b>	Easy to understand, although there are some incoherent points and many cross-outs that may make some things difficult to understand.	1/2
LANGUAGE		
• <b>Cohesion:</b>	The text is organized in four paragraphs. Some cohesive devices are used ( <i>“when”, “finally”</i> ).	1/2
• <b>Grammatical accuracy:</b>	Basic mistakes on 2º year ESO structures ( <i>“we went in last month”, “we going to 8:00”, “to 11:30 we have the excursion”, “tutors have very hungry”, “when we welcome to bus”</i> ). Inappropriate verb tense: the candidate writes the text in present tense.	0/2
• <b>Spelling accuracy structure:</b>	Many spelling mistakes in basic vocabulary ( <i>“becaus”, “refrescate”, “bolced”, “canoa”, “hungry”, “weth”, “bideogames”, “allegated”</i> ).	0/2
• <b>Lexical range:</b>	Limited range of vocabulary.	0/2
<b>General overview:</b>  The candidate responds partially to the task given, but the text shows untidiness and it is difficult to understand in some points. The language used has basic mistakes on 2º year ESO level and recurrent spelling mistakes, making it difficult to understand the message.		<b>TOTAL</b>  <b>4/14</b>

### SAMPLE Nº 3

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

First paragraph	china , 26 september
Second paragraph	My best friend
Third paragraph	Chinese Restaurant, aquariums, F1 race.
Fourth paragraph	So funny

Now write your text here:

This year on the school we ~~go~~<sup>went</sup> to China with all the 3rd of ESO. We went the 26 of September.

On the bus I sat with my best friend but on the plane with my girl friend. I pass it funny because I slept and talk with us.

On China we saw a lot of things, like Chinese restaurants, aquariums and a F1 race, we ate in a Chinese restaurant, ~~it~~ ~~was~~ the food was so cool and the fish of the aquarium too, the F1 Race was the Ferrari car. It was so funny.

I love this trip because I love the things what I do.

### Sample nº 3

#### TASK

• <b>Planning</b>	Partial or incomplete planning.	1/2
• <b>Adequacy</b>	The text responds appropriately to the task given and the length required. All the points in the instructions are mentioned. The layout and register are adequate.	2/2
• <b>Coherence</b>	Sloppy handwriting, which makes it difficult to understand the text. There is a sense of direction with the ideas although there are some incoherent points and some cross-outs that may make some things difficult to understand.	1/2

#### LANGUAGE

• <b>Cohesion:</b>	The text is organized in four paragraphs. Some cohesive devices are used.	1/2
• <b>Grammatical accuracy:</b>	Basic mistakes on 2º year ESO structures ( <i>"I sate with my best friend", "I pass it funny", "Y slept and talk with us", "the F1 race won the Ferrary car"</i> ).	0/2
• <b>Spelling accuracy structure:</b>	Some spelling mistakes ( <i>"whit", "gird", "chinease"</i> ).	1/2
• <b>Lexical range:</b>	Use of basic vocabulary, enough to convey the message.	1/2

#### **General overview:**

The candidate responds appropriately to the task given, but the text shows untidiness and it is difficult to understand in some points. The language used has basic mistakes on 2º year ESO and some spelling mistakes, but it is enough to convey the message.

#### **TOTAL**

**7/14**

## SAMPLE Nº 4:

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

First paragraph	21 <sup>st</sup> of September To <del>Villatorta</del> Villatorta No many things, only a backpack, <del>a sun</del> Medieval building Very old
Second paragraph	My friend Maider Is very funny To speak
Third paragraph	Very old building Studying buildings I like it → big and unusual
Fourth paragraph	Was very entreteimining, interesting I prefer <del>to</del> going on a trip than normal classes. I love it Nice time with friends.

Now write your text here:



I went to Villatorta the 21<sup>st</sup> of September with my class. ~~We went to visit a very old building of the town because we were studying those types of buildings.~~ I really ~~didn't~~ didn't take a lot of things because we ~~were~~ went only for the morning. Only some sun glasses and something to eat in a backpack.

In the bus I went with my best friend ~~because she is so funny and we had a lot of thing to~~ ~~speak~~ speak about.

We went to visit a very old building of the town because we were studying those type of buildings. I really like ~~what we saw~~ what we saw because it ~~was~~ was a very big and unusual building.

I love this trip and in my opinion it ~~was~~ was a really interesting and entreteimining ~~trip~~ <sup>activity</sup>. I had a nice time with my friends and I'm sure that all of us ~~prefer~~ <sup>going on</sup> ~~to~~ <sup>have</sup> type of trip's than staying in the school doing normal classes.

**Sample nº 4**

**TASK**

• <b>Planning</b>	Adequate planning (scheme, clear notes, etc.).	2/2
• <b>Adequacy</b>	The text respond appropriately to the task given and the length required. All the points in the instructions are mentioned. The layout and register are adequate.	2/2
• <b>Coherence</b>	Easy to understand, although there are some incoherent points and many cross-outs that may make some things difficult to understand.	1/2

**LANGUAGE**

• <b>Cohesion:</b>	The text is organized in four paragraphs. Some cohesive devices are used.	1/2
• <b>Grammatical accuracy:</b>	The text shows correctness and control of the use of 2º year ESO structures.	2/2
• <b>Spelling accuracy structure:</b>	Some spelling mistakes (" <i>thouse</i> ", " <i>inusual</i> ", " <i>entreteining</i> ", " <i>trip's</i> ").	1/2
• <b>Lexical range:</b>	Use of basic vocabulary, enough to convey the message.	1/2

**General overview:**

The candidate responds appropriately to the task given, but the text shows untidiness. The language used is grammatically correct for the level expected, but there are some spelling mistakes.

**TOTAL**

**10/14**



## SAMPLE Nº 5

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

First paragraph	Last month I went on a school trip with my class. We went to a museum, here, in Pamplona. I took a little school bag with a bottle of water and some food in case I got hungry. 38
Second paragraph	On the bus I sat with a girl called Leyre, she <sup>has been</sup> <del>is</del> my best friend since kinder garden. We have a lot of fun together, we <del>are</del> get on really well and we take care of each other. 75
Third paragraph	We went to the museum to learn more about what we were learning at history. We saw a lot ancient pictures and pots. 98
Fourth paragraph	I found the trip very interesting. I was fascinated about all the knowledge I gained once we left the museum. I'm looking forward to visit that exact same museum with my family.

Now write your text here:



Last month I went on a school trip with my class. We went to a museum here, in Pamplona. I took with me a little school bag with a bottle of water and some food in case I got hungry.

On the bus I sat with a girl called Leyre, she has been my friend since kinder garden. We have a lot of fun together, we get on really well and we take care of each other.

We went to a museum to learn more about what we were learning at history. We saw a lot of ancient pots and pictures.

I found the trip very interesting. I was fascinated about all the knowledge I gained once we left the museum. I'm looking forward to visit that exact same museum with my family and show off what I learnt.

Sample nº 5		
TASK		
• <b>Planing</b>	Adequate planning (scheme, clear notes, etc.)	2/2
• <b>Adequacy</b>	The text responds appropriately to the task given and the length required. All the points in the instructions are mentioned. The layout and register are adequate.	2/2
• <b>Coherence</b>	Easy to understand. A clearly coherent text. Ideas are laid in a logical, clear and well-ordered manner.	2/2
LANGUAGE		
• <b>Cohesion:</b>	The text is organized in four paragraphs. Use of cohesive devices and linking sentences.	2/2
• <b>Grammatical accuracy:</b>	The text shows correctness and control of the use of 2º year ESO structures.	2/2
• <b>Spelling accuracy structure:</b>	Most words are written correctly, only some occasional mistakes ( <i>"toghether"</i> ).	2/2
• <b>Lexical range:</b>	Rich and varied vocabulary for 2 <sup>nd</sup> year ESO. Use of expressions from higher level ( <i>"get on really well"</i> , <i>"take care of each other"</i> ).	2/2
<b>General overview:</b> The candidate responds appropriately to the task given, using the adequate language for 2º year ESO level.		<b>TOTAL</b>  <b>14/14</b>





### III. IRAKURKETA PROZESUAK

#### ITEMAREN ERANTZUNAREN MOTA ETA TESTU MOTAK

- ❖ Irakurketa prozesuak: Taula ondorengo iturritik jasoa. 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.

<https://www.educacion.navarra.es/documents/713364/714655/dbh7.pdf/a303e59a-2a9a-46e6-a481-0a221f4b4dac>

❖ **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.

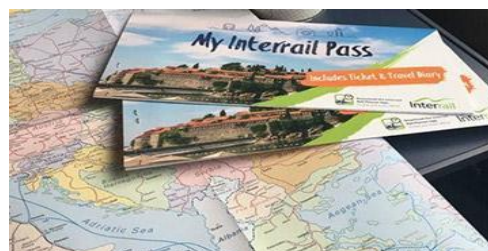
## IV. KOADERNOA SOLUZIOEKIN

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

### Listening

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

*INTERRAILING: to travel using an international rail pass, which permits unlimited travel through many countries via train*



- 0. Example:** Jackie has recently travelled from ...Portugal ...to the UK.
- 1.** Jackie says that travelling by train \_\_\_\_\_ flying.
- A. is as expensive as
  - B. is not as pleasant as
  - C. is less expensive than
  - D. **probably takes more time than**
- 2.** When Jackie was a teenager, she did interrailing and she went from the UK to **Greece**.
- 3.** Talking about interrailing... Which of the following statements is TRUE?
- A. Interrail passes were valid for more than a month.
  - B. Jackie's train ticket cost 20 pounds.
  - C. It was only for people over 26.
  - D. **You could travel anywhere in Europe.**
- 4.** This year we commemorate **50** years of interrailing.
- 5.** Now, interrailing is very popular with ...

- A. students.
- B. retired people.
- C. middle-aged travelers.
- D. both young and old people.

6. Richard says that Copper Canyon is **bigger** and deeper than the Grand Canyon.

7. One of the following statements is FALSE:

Richard's journey on the Copper Canyon train...

- A. took him about 10 hours.
- B. took him only along the coast.
- C. was five hundred km long.
- D. was the most amazing train journeys he's ever taken.

8. Jackie and Richard think that travelling by train in Vietnam and Thailand was...

- A. slow and boring.
- B. a great experience.
- C. very tiring and sleepless.
- D. funny but quite uncomfortable.

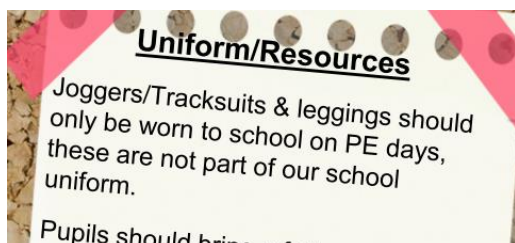
9. Jackie and Richard ...

- A. have just been to Paris.
- B. have bought the train tickets for Paris.
- C. still like travelling long distances by train.
- D. want to go to Paris by train.

## Reading 1

**PART 1.** For each question, choose the best answer (a, b or 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.** Camps run for one or two weeks at two Scottish locations – Crieff and Edinburgh – with campers divided into 'cabin groups' of 8-10 who are the same gender, roughly the same age and a mix of nationalities.



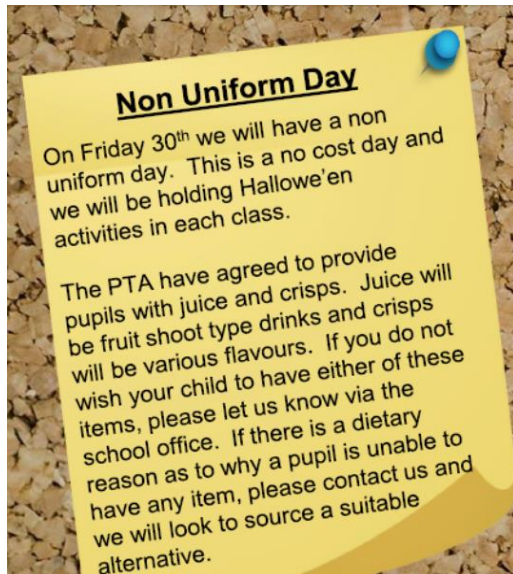
- A. Camp Cooper takes place in two different places.**
- B. 8 to 10-year-olds attend the camp.
- C. Camp Cooper is a camp for Scottish children.

**11.**



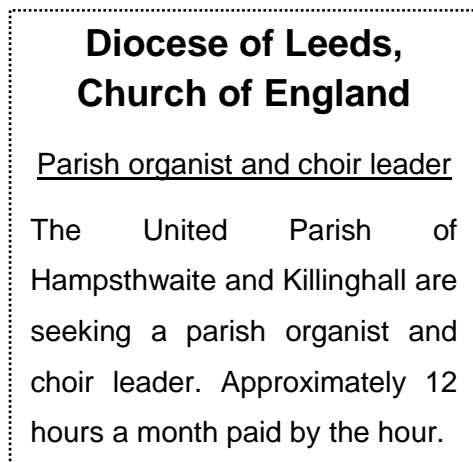
- A. From April 26th school meals will be cheaper.
- B. The cheapest menu is £ 1.70.
- C. School meals will cost less than £ 2.00.**

12.



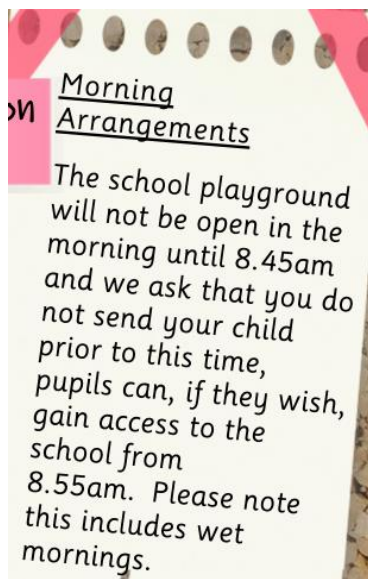
- A. Uniforms are optional at this school.
- B. Children who cannot have crisps do not go to school on Friday 30<sup>th</sup>.
- C. Juice and crisps will be free.

13.



- A. Full-time vacancy offered.
- B. Musician wanted, no more 12 hours a month.
- C. Salary will depend on the number of hours worked.

14.



- A. Pupils cannot enter school before 8.55 am.
- B. Pupils are allowed to enter school at 8.45 on wet mornings.
- C. Pupils can stay on the playground before 8.45.



**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
<u>Example:</u> <i>Drinking and eating are not allowed!</i>	A B C D E F G <b>H</b>
<b>15.</b> You don't need to take the stairs any more.	<b>A</b> B C D E F G
<b>16.</b> We're looking for the owner of a piece of jewellery. Come to pick it up!	A B C D E F <b>G</b>
<b>17.</b> You have to pay in advance.	A B <b>C</b> D E F G
<b>18.</b> Stay safe! In hot weather, drink as much as you need to stay cool.	A B C <b>D</b> E F G
<b>19.</b> Every week they'll be changed or removed.	A <b>B</b> C D E F G

**A**

**NOTICE**  
ELEVATOR BACK  
IN SERVICE

**B**



**C**

**Parkville Bowling Lanes**  
21 de enero · 🌐

Give us a call at  
410-444-6100 to reserve  
a lane. Reservations  
are based on prepay only

**D**



**E**



**F**



**G**

### Lost necklace

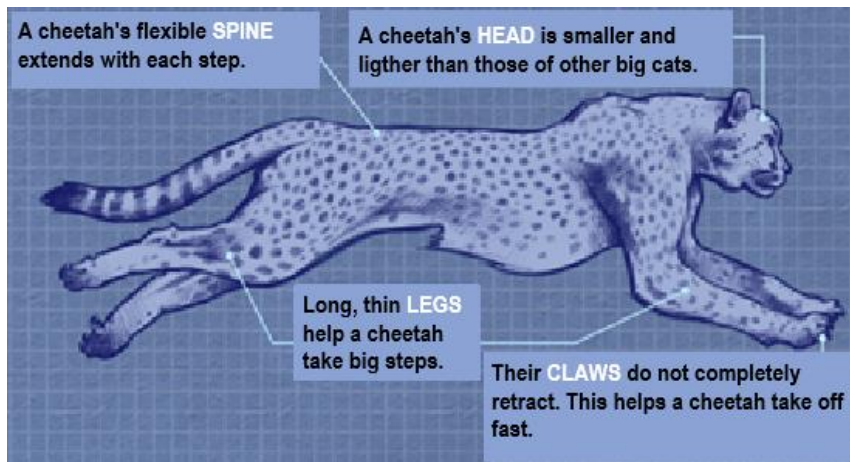
A silver necklace that had been found last year is still at reception. If you have lost this please come and collect at your earliest convenience.

📅 17 March 2022    📁 Lost and Found

**H**



## Reading 2 - Cheetahs



Nearly all wild cheetahs can be found in sub-Saharan Africa, where they live in the savannah plains and open forests. A small population lives in Iran, although only a few dozen remain here.

These big cats' bodies grow to between 1.1 and 1.4 meters long, plus a tail measuring 65 cm to 80 cm. Their weight ranges from 34 kg to 54 kg, males can be a bit heavier. Cheetahs have a pale-yellow coat with black dots on the upper parts, and are white on the belly.

The fastest land animal in the world, a cheetah can reach 112 km/h in just three seconds – that is faster than a sports car accelerates! Its body is prepared for speed, with long legs, a long spine, adapted claws to stick to the ground and a long tail for balance.

Cheetahs are carnivores and live off other animals they find on Africa's plains, including rabbits, gazelles and birds. These strong felines hunt during the day to avoid competition from other meat-eaters such as lions, hyenas and leopards. First, they use their exceptional eyesight to look carefully at their habitat before choosing their prey. Then, when the time is right, they sprint, knock down their victim and kill it with a bite to the throat. As sprinting at such mega speeds uses a lot of energy, it lasts less than a minute.

Cheetahs are usually found in groups, consisting of a mother and her young cubs (who stay together for around six months after leaving the mother) or a group of males who live and hunt together. Adult females, however, tend to be solitary. Females usually give birth to between two to eight cubs at a time. She takes care of them until they are 16 to 24 months old and able to look after themselves. Sadly, this beautiful animal is in danger of extinction by loss of habitat, lack of prey<sup>1</sup>, as well as conflict with humans. Today, only an estimated 9,000-12,000 are living in Africa.

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<sup>1</sup> PREY: *an animal that is hunted and killed for food by another animal*



**20.** This text can appear in...

- A. a book of history.
- B. a newspaper.
- C. a science magazine.
- D. a travel magazine.

**21.** Only TWO of these statements about Cheetahs are true. Underline them:

- A. All their body is pale yellow.
- B. Females are as heavy as males.
- C. Most of them live in sub-Saharan Africa.
- D. Their head is heavier than those of other big cats.
- E. Their tails measure less than 60 centimetres.
- F. They can weigh more than 50 kilos.

**22.** Cheetahs...

- A. are built for speed.
- B. are faster than any other bird, fish or mammal.
- C. can reach 130 km/h.
- D. use their claws for balance.

**23.** When they hunt, cheetahs...

- A. choose their preys during the night.
- B. kill their preys with their claws.
- C. look out and surprise their victims.
- D. run after their victims for a long time.

**24.** According to the text, which of the following sentences are true and which ones are false?

	True	False
A. Cheetahs only eat small mammals.		X
B. Adult males and females are both quite solitary.		X
C. Females can have as many as eight cubs.	X	
D. Cheetah babies are looked after by their mother only for 6 months.		X

**25.** In which paragraph do we learn about their family system?

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

**26.** Complete the sentence:

Cheetahs are in danger of extinction because of the loss of territory, the lack of food and **conflict with humans**.

**27.** One title for this article could be...

- A. CHEETAHS, the most beautiful mammal.
- B. CHEETAHS, a fast, fierce and ferocious animal.
- C. CHEETAHS, the last feline of Asia.
- D. CHEETAHS, the last feline of the Savannah.

## Reading 3

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



Prof. Yuval Noah Harari interview

**JOURNALIST:** Hi Yuval! What can you tell us (0)... **about** ... ancient humans?

**YUVAL:** We're used to being the only humans in the world, but if you go back hundreds of thousands of years, the world was actually populated by (1) **many** different types of humans living in different places – some big, some small, and often quite different to (2) **us**. It's a remarkable realisation!

**J:** It's so cool to think that (3) **there** were once loads of other types of humans around at the same time. What were some of the others (4) **like**?

**YUVAL:** In 2004, scientists on the island of Flores in Indonesia found bones of ancient humans who were just 1m (5) **tall** and had very small heads the size of grapefruits!

**J:** Woah! Who were they and how (6) **did** they get there?

**YUVAL:** Ancient humans reached Flores almost a million years ago (7) **before** it was an island. But then sea waters rose and it was cut off from the rest of Asia. There wasn't (8) **much** food on this island, so scientists think that the smallest humans had the best chance of survival as they didn't need to eat a lot. Then these smaller people had kids and they (9) **became** smaller and smaller, generation (10) **after** generation.

**J:** You're (11) **also** famous for writing about technology. Should parents be worried about their kids using social media?

**YUVAL:** Technology is at the centre of our lives, so kids need to engage with it. But adults need to teach (12) **them** how to do that in a responsible way.

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

ALSO	BEFORE	BECAME	DID
LIKE	MANY	MUCH	TALL
THEM	AFTER	THERE	US

1	MANY	7	BEFORE
2	US	8	MUCH
3	THERE	9	BECAME
4	LIKE	10	AFTER
5	TALL	11	ALSO
6	DID	12	THEM

## Writing

**29.** Last month you went on a day trip with your school. In about 125 words write a school essay about that day. Use the tips below:

- When and where you went and what you took with you.
- Who you sat with on the bus and why.
- What you saw and did there.
- How you felt about the school trip.