



Gobierno de Navarra
Departamento de Educación

Servicio de Inspección Educativa
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Notebook of correction

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DIAGNOSTIC EVALUATION

2nd YEAR OF

COMPULSORY SECONDARY EDUCATION

ENGLISH LITERACY

Name / surname(s):

School:

Group:

City / Town:

Date:

Listening

We will begin with a listening test.

- First, read the first 7 questions (2 minutes).
- Listen carefully to the recording. You will hear the recording twice.
- After each part you will have time to answer the questions.
- For each question you have to circle the right answer (A, B, C or D) as in the previous tests.

Reading

You will also read **3 texts** and answer 10 questions by choosing the best option (A, B, C or D).

Writing

Lastly, you will write a short composition, following some instructions.



The whole test lasts 60 minutes.

- Listening -

🌍 AMAZING AMAZON 🌍

Answer the following questions. You will hear the recording twice.

2011 is the U.N. International Year of Forests, so today we are going to talk about the world's biggest rainforest, the Amazon Rainforest.

From: <http://www.podcastsinenglish.com>



1. What percentage of the Amazon Rainforest is in Brazil?

- A. 16%
- B. 30%
- C. 36%
- D. 60%

2. How many countries share the Amazon Rainforest?

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Criteria of correction		
Code	Marks	Answer
0	0	An incorrect or incomplete response.
1	1	<ul style="list-style-type: none">• <i>Nine</i>• <i>9</i>

3. What is the surface area of the Amazon?

- A. 5.00 square kilometres.
- B. 55.000 square kilometres.
- C. 550.000 square kilometres.
- D. 5.500.000 square kilometres.

4. The Amazon contains 2.5 million _____ species?

- A. insect
- B. bird
- C. plant
- D. mammal

5. Why is it a problem if the trees of the Amazon disappear?

.....

Criteria of correction		
Code	Marks	Answer
0	0	An incorrect or incomplete response.
1	1	If the trees go, the medicine goes too. [Accept any answer in similar terms, even if the grammar is not completely right]

6. It seems that today an area as big as three football grounds is destroyed...

.....

Criteria of correction		
Code	Marks	Answer
0	0	An incorrect or incomplete response.
1	1	Every minute. [Accept also any answer that has minor spelling mistakes]

7. How can you summarise the recording in ONE sentence?

- A. The Amazon rainforest is very important for medicine.
- B. The Amazon rainforest is important for many reasons.
- C. The Amazon rainforest has got enormous dimensions.
- D. We are destroying the Amazon rainforest gradually.

Reading 1

Answer the questions about the website below:



→ [home](#)

[want to get involved?](#)

[about iwalk](#)

[who's walking](#)

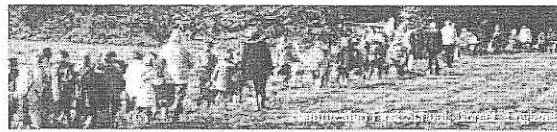
[resources](#)

[photos](#)

[downloads](#)

[other events/programs](#)

International Walk to School Month is October 2010



In 2009, a record 40 countries participated in International Walk to School Month, the entire month of October dedicated to walking to school.

→ learn more about the month

International Walk to School Month gives children, parents, school teachers and community leaders an opportunity to be part of a global event as they celebrate the many benefits of walking. In 2009, millions of walkers from around the world walked to school together for various reasons — all hoping to create communities that are safe places to walk.

→ event photos

Submit photos of your event to be included in our searchable directory of photos from around the world.

[go to photo submission](#)

→ want to get involved?

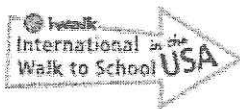
Visit your country's web page and send an email to the country coordinator. Don't see your country? Fill out this brief form to let us know.

[go to country signup](#)

→ iwalk award applicants

Find out about the winner of the second IWALK Award, and read all the applications to gather ideas for your own programs and events.

[go to award apps](#)



What is the walk

Learn why International Walk to School was created and when it began.



Who's walking?

A record 40 countries participated in 2009 International Walk to School events, and new countries are joining all the time.



Why walk?

Read about the many reasons people and communities walk to school.



Site maintained by the [National Center for Safe Routes to School](#) of the University of North Carolina Highway Safety Research Center, USA, for the IWALK Steering Committee.
[Web Site Terms and Conditions](#)

8. How many countries took part in 2009 International Walk to School Month?

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Criteria of correction		
Code	Marks	Answer
0	0	An incorrect or incomplete response.
1	1	40

9. What can people do with the photographs they take?

.....

.....

Criteria of correction		
Code	Marks	Answer
0	0	An incorrect or incomplete response.
1	1	They can submit the photos of their event. [Accept any answer in similar terms, even if the grammar is not completely right]

10. Your school in Navarra wants to take part in this event, they must...

- A. Visit the Spanish website and then send an email to the Spanish coordinator.
- B. Send an email to the Spanish coordinator and then visit the Spanish website.
- C. Send an email to the American coordinator and then visit their webpage.
- D. Fill out a form for them to know that you want to get involved.

11. You can find information about when this project began, clicking on...

- A. About iwalk
- B. What is the walk
- C. Who's walking?
- D. Why walk?

12. When you click on iwalk award applicants,...

- A. you can find information about how to get a prize with IWALK.
- B. you can discover why this event was created and find out new ideas.
- C. you can see who won a prize on the second edition of IWALK.
- D. you can find out all the programs and events for the next years.

13. What is the objective of this webpage?

- A. To beat the record number of participants.
- B. To promote the advantages of walking.
- C. To collect pictures about the event.
- D. To give some prizes to walkers.

Reading 2

Read the text and answer the questions that follow:

ENERGY FOODS

Publicity always makes big promises about energy drinks and nutrition bars. Some advertisements say that they'll increase energy and alertness, others that they offer extra nutrition, and some even say that they improve your athletic performance or powers of concentration. But once the effects have gone you're mostly getting a big dose of sugar and caffeine. So is it a good idea to eat or drink these products?



Know the negative side. An occasional power drink or food bar is probably OK. But here are some facts to keep in mind about food bars or energy drinks.

They contain excessive sugar and calories. Did you know that some energy bars and drinks contain hundreds of calories? That may be OK for athletes who burn lots of calories in high-intensity activities, like competitive cycling. But for many teens the extra sugar and calories just contribute to obesity and tooth decay.

Energy drinks are often full of caffeine. Caffeine may be legal, but it is a stimulant drug. It can cause side effects like nervousness, upset stomach, headaches, and sleep problems — all of which get you down, not power you up! Large amounts of caffeine can have even more serious side effects (including fast or irregular heartbeats, high blood pressure and hallucinations), especially for people who have certain medical problems.

Food bars don't make good meal replacements. Although lots of energy drinks and nutrition bars have some vitamins and minerals added, they can't give you all the different nutrients your body needs to grow, develop, play sports, and handle your daily activities. The only way to get that is by eating a balanced diet and not missing any meals.

They may contain mysterious ingredients. In addition to caffeine and sugar, some brands of energy drinks and food bars can have ingredients whose safety and effectiveness haven't been tested — things like guarana (a source of caffeine) and taurine (an amino acid which intensifies caffeine's effect).

These ingredients may cause problems for people who are taking certain medications or have health problems. So play it safe. Always be careful before you eat or drink any kind of energy supplement.

Adapted from http://kidshealth.org/teen/food_fitness/nutrition/energy.html

14. Some publicity campaigns promise that if you eat or drink energy foods...

- A. you will feel very nervous and alert.
- B. you will be more intelligent.
- C. you will get big quantities of sugar.
- D. you will be better at sports.

15. Caffeine can cause problems...

- A. to your stomach, your heart and your sleep.
- B. to your stomach, your head and your back.
- C. to your sleep, your back and your head.
- D. to your sleep, your heart and your eyes.

16. Where in the text can you find information about the importance of having breakfast, lunch and dinner every day?

- A. They contain excessive sugar and calories.
- B. Energy drinks are often full of caffeine.
- C. Food bars don't make good meal replacements.
- D. They may contain mysterious ingredients.

17. What are the TWO negative effects of taking too much sugar or extra calories?

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Criteria of correction		
Code	Marks	Answer
0	0	An incorrect or incomplete response.
1	1	Obesity or tooth decay
2	2	Obesity and tooth decay

18. Only ONE of these sentences is TRUE.

- A. Teenagers do not need extra sugar or calories in their diet.
- B. It is wrong for athletes to have power drinks.
- C. Caffeine is an illegal stimulant drug.
- D. Energy foods give you all the nutrients you need.

19. Some energy drinks and food bars contain mysterious ingredients. Which TWO are mentioned in the text?

.....

.....

Criteria of correction		
Code	Marks	Answer
0	0	An incorrect or incomplete response.
1	1	Guarana or taurine.
2	2	Guarana and taurine.

20. The author of this text...

- A. is completely against energy foods.
- B. is absolutely in favour of energy foods.
- C. does not give his opinion about energy foods.
- D. thinks that people must be careful with these foods.

Reading 3

healthy living

This is an entry written by a teenager for a blog about healthy living.

Dear bloggers, this is the first ① I write in a blog but I think the topic is very interesting.

My name is Ana, I'm 14 and I live in Madrid. I've got short brown hair and brown eyes. I'm thin and tall, but not too much. I think my habits are very healthy. I do a lot of ② along the week –but not every day because some days we get a lot of ... ③ at school 😊!

I ... ④ go cycling with my friends on Saturdays, I play badminton on Tuesdays and Thursdays and I always ... ⑤ a lot in summer. Yesterday was Tuesday but I didn't play badminton because my best friend has got a broken leg 😞.

I also think I have a healthy diet ... ⑥ at home we eat a lot of fruit and ... ⑦ My dad loves pasta so we eat pasta at least twice a week, and we also eat a lot of fish, especially when mum cooks 😊.

... ⑧ I had cereal, toast and yoghurt for breakfast, then I had vegetables and fish for lunch –my favourite, and finally I made myself a big salad for dinner because my parents were eating out. Oh! I forgot..., I also had a biiiiig ham *bocadillo* at school 😊.

Posted by Ana on 25th April at 18.45

21. Type the word that corresponds to each number

homework	because	yesterday	vegetables
time	exercise	swim	usually

① time

② exercise

③ homework

④ usually

⑤ swim

⑥ because

⑦ vegetables

⑧ Yesterday

Criteria of correction		
Code	Marks	Answer
0	0	No right answers.
1 – 8 Number of correct answers.	1 – 8 Number of correct answers.	<p>Correct answers:</p> <p> ① time ⑤ swim ② exercise ⑥ because ③ homework ⑦ vegetables ④ usually ⑧ Yesterday </p> <p>[Enter in <i>Educa</i> the number of correct answers]</p>

Writing

Write a similar blog entry of about 10 lines talking about the type of exercise that you do, what you usually eat and what you ate yesterday. You can follow Ana's entry as a model.

Organize your ideas with this chart:

1 st paragraph	<p>Introduce yourself. Talk about the sport and exercise you do:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2 nd paragraph	<p>The type of food you usually eat at home and who cooks it:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
3 rd paragraph	<p>What you ate yesterday:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



..... and I live in

Planning

Task	Planning	
	Adequacy	
	Coherence	
	Cohesion	
Language	Grammatical accuracy	
	Spelling accuracy	
	Lexical Range	
Total		

How to mark the composition

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

Marking the composition

The 14 marks of the writing task are divided into **TASK** (6) and **LANGUAGE** (8).

The **TASK** aspect comprises **PLANNING**, **ADEQUACY** and **COHERENCE**:

PLANNING	<p>The written text has to respond to the planning of structures, vocabulary, paragraphs, etc. that are going to be used.</p> <p>The student needs to plan in schematic form what will be developed more thoroughly later: single ideas, short phrases, vocabulary related to the topic, connectors that may be useful later, the anticipated number of paragraphs, etc.</p> <p>In this particular case the student may mention in schematic form:</p> <p>An introduction of himself/herself (name, age, place of residence, physical description) and the type of exercise (the most frequent sports) s/he usually does (adverbs of frequency, time expressions).</p> <p>The type of food (the most common things) s/he eats at home and who cooks them (family members).</p> <p>What s/he ate the previous day (the most common things).</p>
ADEQUACY	<p>The text must respond appropriately to the task given and in the length required. Besides, it must meet the requirements regarding layout, mode of discourse, register (e.g. an argumentative e-mail in Standard English).</p> <p>In this particular example we contemplate an expository text. The student has to write a blog entry about healthy habits in about 10 lines in which s/he deals with the kind of exercise s/he does and what s/he usually eats.</p> <p>All the details that are requested in the introduction have to be dealt with to consider the task satisfactory and the language has to be informal or standard.</p>
COHERENCE	<p>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.</p>

The **LANGUAGE** aspect comprises COHESION, GRAMMATICAL ACCURACY, SPELLING ACCURACY and LEXICAL RANGE.

COHESION	<p>The text must contain the right cohesive devices –connectors, paragraphs, etc.</p> <p>In this particular composition the expected cohesive devices for 2nd ESO are <i>AND</i>, <i>BUT</i> and <i>BECAUSE</i>. Cohesion can also be expressed through the use of sentences ordered in a logical (or chronological) way even if no other cohesive devices are used. Basic time expressions like <i>in the morning</i>, <i>in the afternoon</i>, etc. can also be used as means of cohesion. And also the use of different paragraphs to differentiate pieces of information.</p>
GRAMMATICAL ACCURACY	<p>The text has to show correctness and control of the use of the structures that must have been mastered by the end of 2nd ESO.</p> <p>In this composition students are expected to use mainly the present simple and the simple past of the verb <i>to be</i> and other basic regular and irregular verbs (<i>have</i>, <i>eat</i>, <i>play</i>, <i>go</i>, <i>do</i>), the order of the different elements in the sentence (subject + verb + complements), the position of the adjective in front of the noun, the position of adverbs and phrases of frequency, the basic use of prepositions of time and place –<i>in</i>, <i>at</i>, <i>on</i>, etc.</p>
SPELLING ACCURACY	<p>The text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 2nd ESO. Occasional mistakes are acceptable in less frequent words.</p>
LEXICAL RANGE	<p>The text must show the lexical richness and variety expected by the end of 2nd ESO.</p> <p>In this composition the expected vocabulary is:</p> <p>Nouns –food: <i>cereal</i>, <i>yogurt</i>, <i>toast</i>, <i>pasta</i>, <i>fish</i>, <i>meat</i>, <i>milk</i>, <i>apple</i>, etc.</p> <p>Nouns –sports: <i>swimming</i>, <i>football</i>, <i>aerobics</i>, <i>ballet</i>, etc.</p> <p>Verbs: <i>be</i>, <i>have</i>, <i>eat</i>, <i>play</i>, <i>do</i>, <i>go</i>, <i>like</i>, etc.</p> <p>Adjectives for physical description: <i>brown</i>, <i>short</i>, <i>tall</i>, <i>thin</i>, etc.</p>

ASSESSMENT CRITERIA

		MARKS		
		0	1	2
TASK	PLANNING	There is no previous planning	Partial or incomplete planning	Adequate planning (there is a scheme, clear notes and ideas etc.)
	ADEQUACY	None of the points in the instructions are mentioned	Just some points in the instructions are mentioned; the number of words is correct; the layout is not adequate	All the points in the instructions are mentioned; the number of words is appropriate; the layout is adequate
	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
LANGUAGE	COHESION	No cohesion 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 nd year ESO structures	Some acceptable grammatical errors on 2 nd year ESO structures	Mainly adequate use of 2 nd year ESO structures
	SPELLING ACCURACY	Spelling mistakes in basic vocabulary	Accuracy in usual words but some spelling mistakes in less common words	Most words are written correctly, some occasional mistakes (no more than four 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 nd year ESO

Only the total mark is to be introduced in EDUCA.

SOME SAMPLE MARKED COMPOSITIONS

Below there are three authentic samples of marked compositions written by 2nd year ESO pupils and the marks given for Task and Language as well as a general comment on each composition. When these compositions were presented to the pupils they were not asked to introduce themselves or write about who cooked at their homes.

SAMPLE Nº 1:

1 st paragraph	<p>The sport and exercise you do:</p> <ul style="list-style-type: none"> • Play tennis • Swim • Physical education at school
2 nd paragraph	<p>The type of food you usually eat at home:</p> <ul style="list-style-type: none"> • Rice or pasta • Meat or fish • Fruit
3 rd paragraph	<p>What you ate yesterday:</p> <ul style="list-style-type: none"> • Milk for breakfast • Meat and rice • Pasta and fish

2. Now write your entry ✍:

Hello, this is the first time I write in a blog.
 I think my habits are not very healthy. I don't do a lot of exercise along the week because I have a lot of homework and I have to study for the exams. Sometimes I go to the swimming pool with my friends.
 I think I have a healthy diet, at home we eat pasta or rice, meat or fish and a piece of fruit.
 Yesterday I had milk for breakfast, meat and rice for lunch and pasta and fish for dinner.
 Posted by Irene.

TASK	PLANNING	Adequate planning (scheme, clear and enough notes etc.)	2
	ADEQUACY	All the points given in the instructions are mentioned; the number of words is appropriate; the layout is appropriate	2
	COHERENCE	Easy to understand. A clearly coherent text	2
LANGUAGE	COHESION	Cohesive devices used for linking sentences and paragraphs. No serious mistakes	2
	GRAMMATICAL ACCURACY	In general, adequate use of 2 nd year ESO grammatical structures	2
	SPELLING ACCURACY	Words written correctly	2
	LEXICAL RANGE	Rich and varied vocabulary for 2 nd year ESO	2
TOTAL			14

SAMPLE Nº 2:

1 st paragraph	<p>The sport and exercise you do:</p> <ul style="list-style-type: none"> • Run • Dance •
2 nd paragraph	<p>The type of food you usually eat at home:</p> <ul style="list-style-type: none"> • Pasta • Fish • Vegetables
3 rd paragraph	<p>What you ate yesterday:</p> <ul style="list-style-type: none"> • Vegetables of first • Past of second •

2. Now write your entry ✍:

Hello, My name is Cristina. I'm fourteen years old and I'm from Arguedas. I'm going to talk about that I like me. Normally I practice sport, for example run, and I love dance, when I dancing I enjoy a lot. The food of normally I eat is pasta, fish and vegetables, I like all a lot. Yesterday I did eat, of first vegetables and of second past.

TASK	PLANNING	Partial planning, incomplete	1
	ADEQUACY	Just some points in the instructions are mentioned; the number of words is appropriate	1
	COHERENCE	Main ideas easily understood, although there are some incoherent points that make comprehension difficult at some parts	1
LANGUAGE	COHESION	No cohesive devices are used	0
	GRAMMATICAL ACCURACY	Basic mistakes on 2 nd year ESO structures	0
	SPELLING ACCURACY	Correctness on usual words but some spelling mistakes on less common words	1
	LEXICAL RANGE	Vocabulary is not rich or varied, enough to express the main ideas, though	1
TOTAL			5

SAMPLE N° 3:

1 st paragraph	The sport and exercise you do: <ul style="list-style-type: none"> • basketball • sleep. • X
2 nd paragraph	The type of food you usually eat at home: <ul style="list-style-type: none"> • fish / chicken • pasta • vegetables vegetables / biscuit.
3 rd paragraph	What you ate yesterday: <ul style="list-style-type: none"> • • ? •

2. Now write your entry ✍:

Hello, my name is Sergio, and home in Urdienna. My day ~~as day~~ is a day.
My favourite food is pasta, because, eat : biscuit, fish, chicken, salad,
NO hobbies, because play at basketball usually.

TASK	PLANNING	Partial planning, incomplete	1
	ADEQUACY	Just some points in the instructions given are covered, the number of words is not appropriate	1
	COHERENCE	Incoherent text	0
LANGUAGE	COHESION	No cohesive devices are used	0
	GRAMMATICAL ACCURACY	Basic mistakes in the use of 2 nd year ESO grammatical structures	0
	SPELLING ACCURACY	Correctness on usual words but some spelling mistakes on less common words	1
	LEXICAL RANGE	Limited range of vocabulary	0
	TOTAL		3