



## DIAGNOSTIC TEST – 4<sup>th</sup> GRADE

Student's Name: \_\_\_\_\_

Grade & Section: 4<sup>th</sup> \_\_\_\_\_ Date: \_\_\_\_\_

### LEARNING SITUATION

Los estudiantes de cuarto grado participarán este año en diversas actividades escolares donde necesitarán **comprender información, comunicarse con otros y expresar sus ideas en inglés** sobre temas cercanos a su realidad como el clima, las actividades diarias, las invitaciones sociales, las normas de convivencia y el cuidado del planeta.

Para planificar mejor las actividades del año escolar, el docente necesita conocer **qué habilidades en inglés ya dominan los estudiantes y cuáles necesitan fortalecer.**

Por ello, los estudiantes desarrollarán una evaluación donde **leerán textos breves, escribirán mensajes y participarán en una actividad oral**, demostrando cómo usan el inglés para comunicarse en situaciones reales.

## Part 1: Reading Comprehension (Lee)

# 1

I. Read the following texts and answer the questions.

### Weather and Activities

Many people enjoy different activities depending on the weather.

When the weather is sunny, people like going to the beach, playing sports, or having picnics.



On rainy days, people usually stay at home, watch movies, read books, or cook with their family.



In many cities, people check the weather forecast to plan their activities for the week.



However, climate change is affecting weather conditions around the world.



Some places experience stronger storms, hotter summers, and longer droughts.



Because of this, many young people are organizing campaigns to protect the environment.

**A.) Obtiene información:**

1. What do people like doing when the weather is sunny?	2. What do people usually do on rainy days?	3. Why do people check the weather forecast?
a) sleeping	a) stay at home and watch movies	a) to learn new languages
b) going to the beach	b) go swimming	b) to plan their activities
c) studying	c) travel to other cities	c) to buy clothes

**B.) Infiere información:**

4. Why are young people organizing campaigns?	a) to become famous b) to protect the environment c) to travel around the world
5. What could happen if climate change continues?	a) the weather may become more extreme b) people will stop working c) the seasons will disappear completely



**C.) Reflecting on the Text**

6. Do you think climate change affects your city? Why?

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**PART 2: WRITING (ESCRIBE)**

**2**

**II. Writing different types of texts.**

A.) Write **sentences** describing the daily routines in the pictures. Use expressions like: always, sometimes, usually, every day. Follow the example.

6-7 SENTENCIAS 10 PUNTOS

**Example:** I always wake up at 6:30 a.m.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

B.) Write a **short invitation message** (5–6 lines) to invite a friend to a social event.

**1. GREETING**  
(e.g., Dear [Friend's Name], Hi, Hello!)

**2. EVENT**  
(e.g., Birthday Party, Picnic, School Play)

**3. DATE/TIME**  
(e.g., Saturday, June 15 at 4 PM)

**4. PLACE**  
(e.g., My House, Central Park, School Gym)



C.) Write a **short formal letter** (8–10 lines) to help protect the planet. Follow the example:

**1. GREETING**  
(e.g., Dear [Friend's Name], Hi, Hello!)

**2. INCLUDE IDEAS ABOUT:**

- climate change
- protecting nature

**3. OFFER SOLUTIONS:**

- Recycling
- Using bicycles
- Using solar panels

[Your Name]  
[Your Address]  
[Date]  
Dear Mr./Ms. [Addressee's Last Name or Title],  
I am writing to you today because I am concerned about...  
First, I believe that climate change is already affecting us because...  
Protecting nature is also crucial because...  
For example, if we all start to by...  
Sincerely,  
[Your Name]

**CLIMATE CHANGE**

**PROTECTING NATURE**

III. Listen to the audio and choose the correct answer.

**AUDIO 1 (L1.1) DIAGNOSTIC EVALUATION: LISTENING EXERCISES**

**A. OBTENE INFORMACIÓN (LISTENING FOR SPECIFIC INFORMATION)**

1. What are the speakers talking about?



**B. Weather & Activities?**



2. What activity do they mention doing?

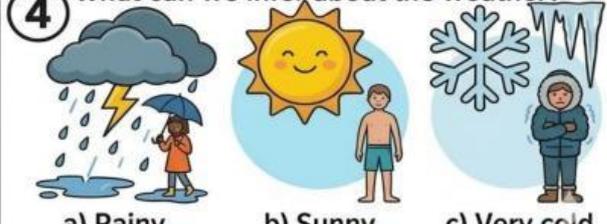
a) Going to the beach      b) Studying at home      c) Playing video games

3. How does the speaker feel about the weather?



Happy      Angry      Bored

4. What can we infer about the weather?



a) Rainy      b) Sunny      c) Very cold

**AUDIO 2 (L4.2) DIAGNOSTIC EVALUATION: LISTENING EXERCISES C & D**

5. What event are the speakers talking about?

a) A school meeting      b) A social invitation      c) A trip



a) A school meeting      b) A social invitation      c) A trip

6. What does one speaker invite the other to do?



a) Go to a party      b) Study together      c) Go shopping

**D. Infiere e interpreta**

7. How does the second speaker respond to the invitation?



a) Accepts the invitation      b) Refuses the invitation      c) Does not understand

8. Why does the speaker respond that way?



a) They are busy      b) They don't like the event      c) They prefer another activity

**EVALUACIÓN DE SPEAKING (15 minutos)**

**A. INTERACCIÓN PERSONAL**  
CONTESTA LAS PREGUNTAS DEL PROFESOR

Q1: What activities do you like when the weather is sunny?



¿Qué actividades te gustan cuando el día está soleado?

Q2: What do you usually do on weekends?



¿Qué sueles hacer los fines de semana?

**B. JUEGO DE ROLES (INVITACIONES)**

**ESTUDIANTE A**  
INVITA A ESTUDIANTE B

Ejemplo:  **Sábado**

Would you like to come to my birthday party on Saturday?

¿Te gustaría venir a mi fiesta de cumpleaños el sábado?

**ESTUDIANTE B**  
RESPOND

**✓ ACEPTANDO**

“Yes, I'd love to!”  
“¡Sí, me encantaría!”  ACEPTAR

**✓ RECHAZANDO RESPETUOSAMENTE**

“I'm sorry, I can't. I have other plans.”  
“Lo siento, no puedo. Tengo otros planes.”  RECHAZAR