

DIAGNOSTICĒJOŠAIS DARBS ANĢĻU VALODĀ
9. KLASEI
 2021
 SKOLĒNA DARBA LAPA
Klausīšanās

Vārds _____
 Uzvārds _____
 Klase _____
 Skola _____

Task 1 (10 points)

Listen to the interview. Read the statements and decide whether each statement is True (T) or False (F), according to the text. Check the appropriate box. The task begins with an example (0).

Aizpilda skolotājs:

THE DANCING QUEEN

Statements		T	F
0.	<i>Nora is a professional dancer.</i>	X	
1.	Nora saw a ballet performance in the theatre when she was little.		
2.	Nora has never been taught ballet.		
3.	Nora's mother thought her daughter would have a career in sport.		
4.	Her parents advised her to take up dancing.		
5.	Nora got her first job when she was in her 20s.		
6.	She had to demonstrate her talent to get her next job.		
7.	The entertainment on the ship consisted of dance performances only.		
8.	Nora's longest cruise was across the ocean.		
9.	Nora can go sightseeing just like other passengers.		
10.	Nora is not satisfied with the payment for the job.		

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

Kopā par 1. uzd.:

Task 2 (10 points)

Listen to the recording and complete the sentences with the missing information. The task begins with an example (0).

POST-IT NOTES

Example:

0. Post-it notes have glue on the back.

- 1. The company spent _____ years working on Post-it notes. 1. _____
- 2. The first attempt to make Post-it notes was made in _____ . 2. _____
- 3. Their inventor was working on glue for building _____ . 3. _____
- 4. He failed because his glue was too _____ . 4. _____
- 5. The new glue worked best on the surfaces that were _____ . 5. _____
- 6. The glue was different because it could be _____ . 6. _____
- 7. Spencer's colleague, whose pastime was _____, had an idea how to use the glue. 7. _____
- 8. Fry used the new glue to stick paper to his _____ . 8. _____
- 9. Office workers started to use sticky paper to _____ . 9. _____
- 10. The key factor in making this product has been _____ . 10. _____

Kopā par 2. uzd.:

Kopā par klaus.:

DIAGNOSTICĒJOŠAIS DARBS ANĢĻU VALODĀ
9. KLASEI
 2021
 SKOLĒNA DARBA LAPA
Lasīšana

Vārds _____

Uzvārds _____

Klase _____

Skola _____

Task 1 (10 points)

Read the eight students' opinions about using tablets at school and do the task. Match the statements (1-10) with the opinions (A-H). Select only one letter for each statement. You have to use some letters more than once. An example (0) has been given.

BOOKS OR TABLETS AT SCHOOL

We asked teenagers from different countries to tell us what they think about it.

<p>A Ella, 14, Croatia Not carrying books to school would mean a great comfort for the students and their parents. Good results are not about books. The best education can be given when children use fewer books and more interactive modules, games and video lectures. It would break the myth of "the more books, the better knowledge".</p>	<p>E Haruki, 15, Japan When I read a book, I imagine myself as the character of the story and how I defeat the huge dragon and find the hidden treasure. If we learn only from tablets, which is happening a lot these days, it will not only affect our brains but will also limit our imaginative power.</p>
<p>B Ahmad, 16, Egypt Tablets will give students only information not knowledge. Without books you cannot get a complete education. Books help improve your vocabulary and writing skills. When you read a book, you focus more than when reading from the tablet, because there are fewer distractions, and your analytical thinking skills become stronger.</p>	<p>F Sophie, 13, France In our school the distance between classes is big. My normal school bag with books, copies and a lunch box weighs 8.4 kg. It might not seem a lot, but imagine carrying it several times a day. As I am not very tall and strong, it is really heavy. It has given me terrible backaches.</p>
<p>C Dumitra, 15, Romania Packing a school bag for the next day's lessons requires time and planning. Sometimes we have to think about sharing one textbook with our classmate, or sometimes one subject might require two books. All of this can be solved if we have to put just one tablet into the bag.</p>	<p>G Lakshmi, 16, India Giving every student a tablet would cost a lot, because there are thousands of students in every school in India. In my school the number of lessons was reduced and the time of each was increased to help the students carry fewer books. Students now have to bring four textbooks for only eight lessons a day.</p>
<p>D Leon, 15, Belgium I study in a school where tablets are given. We do all the homework and tests through the apps. The tablets are locked and can work only with a few apps. However, some students managed to crack the software and started playing multiplayer games at the lessons, which led to chaos and very poor results.</p>	<p>H Fredrik, 14, Finland Using tablets at school is work-oriented, because most jobs require the use of technologies. Besides, an average tablet contains up to 64 gigabytes of information. One tablet can hold hundreds of textbooks and save hundreds of trees. Using technology leads to better use of natural resources.</p>

Statements		
0.	<i>Even nowadays getting a good education is impossible without books.</i>	<i>B</i>
1.	Buying tablets for many students could be very expensive.	
2.	Students have to carry more than one book for some school subjects.	
3.	Reading paper books awakens students' creativity.	
4.	Using tablets in schools can help protect the environment.	
5.	A digital school needs more control over the use of IT during lessons.	
6.	Carrying heavy school bags can negatively affect students' health.	
7.	The use of more books does not guarantee better learning.	
8.	Reading a paper book helps you concentrate better.	
9.	Changes in the timetable can help students carry fewer books to school.	
10.	It takes less time to pack one tablet instead of many books into your bag.	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Kopā par
1. uzd.:

Task 2 (10 points)

Read the article and do the task. Choose from the sentences (A–L) the one that fits each gap (1–10). Write the appropriate letter (A–L) in the gap. An example (0) has been given. There is one extra sentence which you do not need to use. Use each sentence only once.

THE TOWN THAT POLAR BEARS BUILT

Churchill is a town in northern Manitoba, Canada, on the west shore of Hudson Bay. (0) I . But like clockwork every autumn, hundreds of polar bears move through town. They are on their way to the freezing bay. (1) _____. The animals have been associated with Churchill since at least 1619.

1. _____

Over the years, the animals' presence has earned the town the name of "Polar Bear Capital of the World." The Smithsonian Channel has a series called "Polar Bear Town." Independent bear guides Dennis Compayre and Kelsey Eliasson take viewers on a journey to meet the marine mammals that call the area home.

Compayre is a native of Churchill. He has been taking photographers and filmmakers to see his bears for more than three decades and has become known as 'the bear man'. (2) _____. In fact, as a boy, polar bears absolutely scared him. "There was always a polar bear in the back of your mind somewhere. We played ball. We did everything else that other kids did. (3) _____", Compayre tells Smithsonian.com.

2. _____

3. _____

Today, Churchill's bear population is bigger than its human population, which is just 813. When Compayre was growing up, the town was 7,000-people strong. (4) _____. It eventually closed in 1980. Back then, there was no such thing as an organized tour group to see the bears. "The only tourists we got came up in the summertime, they were bird watchers. And then we had the people come up to see the whales and the historic sites – but the bear tours, there was never a bear tour to speak of before Len," says Compayre.

4. _____

Len Smith is a local mechanic, who built the first small car to see the bears in 1979. (5) _____. He had approached Smith to devise a form of transportation that would allow him to take groups safely out to Cape Churchill to see the bears. Smith's solution was "Buggy I." When it was finished, Compayre was asked to drive it. At the time, Compayre was still scared of bears. (6) _____.

5. _____

6. _____

(7) _____. "The bears were a bit nervous about us; they had never seen us before. It was new ground for both of us, but it developed after that," he says. Now on his tour, people can expect to see 20 or even 30 polar bears. But things were a bit more difficult in the early days.

7. _____

8. _____

(8) _____. Luckily, the growing bear tourism industry helped. "Without the polar bear business we would have been in deep trouble. The business of bears started, and it slowly grew year by year," says Compayre. "After the fifth or sixth year we thought we had run out of people who wanted to see bears, but that was absolutely wrong."

9. _____

(9) _____. However, the reasons they come are different than when Compayre first started. "Years back, people came to Churchill full of excitement with wonder and joy to see these bears," he says. Now things have changed, because the word is around that this Western Hudson Bay population of bears, Churchill Bears, are going to be the first population of polar bears to become extinct. (10) _____. Unfortunately, that is becoming part of the whole promotional aspect of the tours as well. 'Come and see the bears before it's too late.'"

10. _____

Kopā par
2. uzd.:

Kopā par
lasīšanu:

Sentences	
A	But his relationship with the animals was not always so close
B	When the business first started, visitors on the tour would be lucky if they saw 10 bears, at the most
C	So, now when the tourists come up, they all have a little bit of a lump in their throats because they are looking at a beautiful bear, but they are also looking at a doomed bear
D	But there was always the spectre of the polar bear around the next corner, around the next house
E	It was at the request of Dan Gervitz, a local businessman
F	However, he agreed to serve as both driver and guide
G	There they hunt for seals after the ice packs enough to support their weight
H	After Fort Churchill shut down, the town was at risk of a financial crisis
I	<i>It might be just another dot on the map if not for its seasonal residents of the four-legged variety</i>
J	Most of its residents were associated in one way or another with the joint Canada-United States military fort that was located five miles east of the town
K	He has always been attracted to bears
L	Today, some 10,000 tourists arrive to the town for six weeks in autumn to see them every year

DIAGNOSTICĒJOŠAIS DARBS ANĢĻU VALODĀ
9. KLASEI
 2021
 SKOLĒNA DARBA LAPA
Valodas lietojums

Vārds _____
 Uzvārds _____
 Klase _____
 Skola _____

Task 1 (10 points)

Read the text below and choose the word which best completes each sentence. Write the appropriate letter (A, B, C or D) in the gap. An example (0) has been given.

FASCINATING ISLAND

Scientists have found signs of life on one (0) A the world's newest islands, just four years after it was created by a volcanic eruption. Unofficially known (1) _____ Hunga Tonga-Hunga Ha'apai, it lies in the kingdom of Tonga, and is already nurturing pink flowering plants and seabirds. Tonga is (2) _____ up of over 170 islands in the Pacific Ocean, east of Australia. The unusual island was born (3) _____ December 2014 after an underwater volcano erupted, sending a stream of steam, ash and rock into the air. (4) _____ the ash finally settled, it mixed with the seawater and hardened. A month later, the new island (5) _____. Underwater eruptions can sometimes form little islands, but they usually have shorter life-spans. However, this is one of only three new islands that have appeared in the last 150 years and lasted more (6) _____ a few months.

NASA researcher Dan Slayback found a light-coloured, sticky clay mud on the volcanic mass, which was (7) _____ that left him confused. The scientist did not really know what it was and where it had come from. The animal and plant life is easier to explain. It is likely that the seeds were transported by animals and birds, which probably came from the surrounding islands.

In 2017 NASA predicted that the island could last between six and 30 years. Now it seems that rain is destroying the ground, so, if heavy rain (8) _____, there is a real chance that the island might only be there for a decade or so. Despite this, the fact that (9) _____ island exists at all is astonishing. "We (10) _____ one chance to see an island like this since we got modern satellite imagery. It's a fascinating volcano," said the volcanologist.

Aizpilda skolotājs:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Kopā par 1. uzd.:

0.	A	of	B	with	C	at	D	in
1.	A	for	B	like	C	with	D	as
2.	A	making	B	make	C	made	D	makes
3.	A	from	B	on	C	at	D	in
4.	A	When	B	Why	C	Where	D	Which
5.	A	are formed	B	were formed	C	was formed	D	is formed
6.	A	than	B	then	C	long	D	longer
7.	A	anything	B	something	C	nothing	D	everything
8.	A	continued	B	will continue	C	continues	D	continue
9.	A	an	B	a	C	–	D	the
10.	A	have only had	B	only has	C	only have	D	had only had

Task 2 (10 points)

Fill each of the numbered gaps in the following passage. Use only one word in each gap. The task begins with an example (0).

BANDY



Bandy is (0) a team winter sport played (1) _____ ice, in which skaters use sticks to direct a small ball into the opposing team's goal. The sport is a form of hockey and is similar to football, ice hockey and field hockey. Like football, the game (2) _____ normally played in 45-minute long halves. There are eleven players in (3) _____ team, and the bandy field is about the (4) _____ size as a football pitch.

Based on (5) _____ number of participating athletes, bandy is the world's second-most favourite winter sport (6) _____ ice hockey, which is the most popular. The first national bandy league (7) _____ created in Sweden in 1902. (8) _____ bandy and ice hockey were played in Europe (9) _____ the 20th century. Ice hockey ended (10) _____ being more popular than bandy in most of Europe mostly because it had become an Olympic sport.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Kopā par 2. uzd.: _____

Kopā par val.liet.: _____

**DIAGNOSTICĒJOŠAIS DARBS
ANĢĻU VALODĀ
9. KLASEI
2021
ATBILŽU LAPA**

Lasīšana

Task 1 BOOKS OR TABLETS	Task 2 THE TOWN THAT POLAR BEARS BUILT
1. G	1. G
2. C	2. A
3. E	3. D
4. H	4. J
5. D	5. E
6. F	6. F
7. A	7. B
8. B	8. H
9. G	9. L
10. C	10. C

Klausīšanās

Task 1 THE DANCING QUEEN	Task 2 POST-IT NOTES
1. F	1. 12
2. F	2. 1968
3. T	3. planes
4. F	4. weak
5. F	5. flat
6. T	6. reused / used again
7. F	7. singing / choir / singing in a choir
8. T	8. music book / book
9. T	9. leave messages
10. F	10. creativity

Valodas lietojums

Task 1 FASCINATING ISLAND	Task 2 BANDY
1. D	1. on
2. C	2. is
3. D	3. each
4. A	4. same
5. C	5. the
6. A	6. after
7. B	7. was
8. C	8. Both
9. D	9. in / during
10. A	10. up

DIAGNOSTICĒJOŠAIS DARBS ANĢĻU VALODĀ
9. KLASEI
2021
SKOLOTĀJA BIĻETES
Mutvārdu daļa

Paper 1

Task 1

Role play

You would like to take part in a competition in which you can win a free online English course.

Together you should discuss:

- how important English is in your daily life;
- what challenges there are when learning English;
- what a good English lesson is;
- why you would like to win the course;
- what you could do to help your classmates learn English.

Task 2

Interview

Questions for the teacher to ask:

1. What are three good things about your school?
2. Are you a good learner? Why?
3. What other languages would you like to learn? Why?
4. Are some school subjects more important than others? Why/Why not?
5. What knowledge and skills are necessary to be a successful person?

Paper 2

Task 1

Role play

A friend of yours would like to start learning a new foreign language in his free time. He asks you both to share your learning experience and give him some advice. Together you should discuss:

- what you like and dislike about learning foreign languages;
- which foreign language he should learn and why;
- the best ways to remember new words;
- what else can help him learn a foreign language;
- what you remember about your first English lessons.

Task 2

Interview

Questions for the teacher to ask:

1. What foreign language would you like to start learning? Why?
2. What could you do to become better at English?
3. Do you prefer working in groups or alone? Why?
4. What skills can help you learn better?
5. Why do people need to learn foreign languages?

*Paper 3**Task 1**Role play*

You are organising a career day at school. Together you should discuss:

- when and where in the school the career day will take place;
- what activities you would like to organise;
- who you will invite as a guest speaker and why;
- what questions you would ask your guest speaker;
- what else can help students make their career choices.

*Task 2**Interview*

Questions for the teacher to ask:

1. Do you have any work experience? Please describe it. If not, why not?
2. What skills do you need for your dream job?
3. Can your hobby become your future profession? Why/Why not?
4. Who can influence your decision about your future profession?
5. Why are some jobs more popular than others?

*Paper 4**Task 1**Role play*

Your English teacher has asked you to make a presentation about the weather and how it influences people's lives. Together you should discuss:

- what to include in your presentation;
- where to find the information;
- what a good presentation is;
- how to make your presentation more appealing;
- what each of you will be responsible for.

*Task 2**Interview*

Questions for the teacher to ask:

1. How do you know what the weather will be like tomorrow?
2. What jobs depend on the weather? Why?
3. Have you ever had your activities ruined by bad weather? What happened?
4. Is it possible to experience extreme weather in Latvia?
5. How can the weather influence your mood?

*Paper 5**Task 1**Role play*

You and your friend are organising a class lesson with a guest speaker. Together you should:

- decide on the topic of the lesson and explain why;
- agree on who to invite as a guest speaker;
- suggest three questions you could ask your guest speaker;
- plan what your classmates will need to do to get ready for the lesson.
- discuss how you will share what you have learned during the lesson.

*Task 2**Interview***Questions for the teacher to ask:**

1. Which is your favourite subject? Why?
2. What do you like doing in your class? Why?
3. What achievements are you proud of?
4. Who is your role model and why?
5. Would you like to be famous? Why?

*Paper 6**Task 1**Role play*

Students from Ireland are visiting your school next year. You should organise a meet-and-greet party. Together you should discuss:

- where you could organise it;
- how to present your school;
- what food and drinks to serve at the party;
- how to make the party more interesting;
- what each of you will be responsible for.

*Task 2**Interview***Questions for the teacher to ask:**

1. Are you good at organising activities? Why/Why not?
2. Which country would you like to have an exchange programme with?
3. What do you and your friends have in common?
4. How can students benefit from exchange programmes at school?
5. Why do people choose to have many online friends?

*Paper 7**Task 1**Role play*

Your English teacher has asked you to organise activities for a Safer Internet Day at your school. Together you should discuss:

- what Internet safety rules to focus on;
- what activities to organise;
- who to invite as a guest speaker;
- how to attract more people's attention;
- what difficulties you may have in organising the event.

*Task 2**Interview***Questions for the teacher to ask:**

1. Why do people spend so much time on the Internet?
2. Is it correct to share information about other people online? Why/Why not?
3. How do you use the Internet for learning?
4. Should parents control what you do on the Internet? Why/Why not?
5. Should you believe everything you find on the Internet? Why/Why not?

*Paper 8**Task 1**Role play*

Your school is involved in the Erasmus+ project with students from different European countries. You are going to start the project by presenting your local area. Together you should discuss:

- how you can present your area to other partners;
- which three best things in your neighbourhood to tell them about;
- what you would like the students to know about Latvia;
- how to make your presentation more attractive;
- how to inform the local people about the project.

*Task 2**Interview***Questions for the teacher to ask:**

1. What country would you like to visit? Why?
2. Do you prefer city or country life? Why?
3. What are the biggest problems of living in cities?
4. What can you personally do to make your area a better place to live in?
5. How will cities in the future be different?

*Paper 9**Task 1**Role play*

Your biology teacher has asked you to make a presentation in English on the use of plastic in everyday life. Together you should discuss:

- what you know about plastic and its use;
- why it is important to discuss the use of plastic;
- what to include in the presentation;
- how to make your presentation more convincing;
- what each of you will be responsible for.

*Task 2**Interview*

Questions for the teacher to ask:

1. Do you pay attention to how much waste you produce?
2. How can we reduce the amount of plastic we produce?
3. What other dangers is the planet facing today?
4. Why is it good to recycle paper and plastic?
5. How can you know that the product you are buying is friendly to the environment?

*Paper 10**Task 1**Role play*

One of your classmates would like to take a pet from a pet shelter and asks you for advice. Together you should discuss:

- how to decide which pet to get;
- why it is good to adopt a pet from a shelter;
- what you should do to be a responsible pet owner;
- what problems you may have if you have a pet;
- what advice you will give your friend.

*Task 2**Interview*

Questions for the teacher to ask:

1. What can having a pet teach you?
2. What pet would you like to have? Why?
3. Why do people like visiting zoos?
4. What can be done to help pet shelters?
5. Do pets make good gifts? Why/Why not?

*Paper 11**Task 1**Role play*

You have decided to take part in an international project which helps to promote reading among teenagers. Together you should discuss:

- why this project is important;
- what activities you will organise;
- which people you could involve in the project and how;
- how you will inform your schoolmates about the project;
- what challenges you might have during the project.

*Task 2**Interview*

Questions for the teacher to ask:

1. Do you like reading books? Why/Why not?
2. How do you choose what to read?
3. Should there be a must-read list? Why/Why not?
4. Do you prefer to read a book or watch a film based on this book?
5. Do you think reading will be different in the future? Why/Why not?

*Paper 12**Task 1**Role play*

You and your classmate would like to start learning a new language. Together you should discuss:

- what language it would be, giving two reasons;
- the best way to learn it (a language course, on your own, etc), why;
- how to help each other,
- what habits can help you learn a language,
- the challenges you might have.

*Task 2**Interview*

Questions for the teacher to ask:

1. Why do you think it is important to learn languages?
2. Do you prefer talking to people face to face or online? Why?
3. What language do you wish you could speak? Why?
4. Do you listen to podcasts and programmes in other languages? If yes, what topics are your favourite? If not, why not?
5. Do you read books in foreign languages?

*Paper 1**Task 1**Role play*

You would like to take part in a competition in which you can win a free online English course. Together you should discuss:

- how important English is in your daily life;
- what challenges there are when learning English;
- what a good English lesson is;
- why you would like to win the course;
- what you could do to help your classmates learn English.

*Task 2**Interview*

Answer the questions asked by the teacher.

VIS C

Valņu ielā 2, Rīgā, LV-1050



Diagnosticējošais darbs angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa

2021

*Paper 2**Task 1**Role play*

A friend of yours would like to start learning a new foreign language in his free time. He asks you both to share your learning experience and give him some advice. Together you should discuss:

- what you like and dislike about learning foreign languages;
- which foreign language he should learn and why;
- the best ways to remember new words;
- what else can help him learn a foreign language;
- what you remember about your first English lessons.

*Task 2**Interview*

Answer the questions asked by the teacher.

*Paper 3**Task 1**Role play*

You are organising a career day at school. Together you should discuss:

- when and where in the school the career day will take place;
- what activities you would like to organise;
- who you will invite as a guest speaker and why;
- what questions you would ask your guest speaker;
- what else can help students make their career choices.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISCS

Valņu ielā 2, Rīgā, LV-1050



Diagnosticējošais darbs angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2021

*Paper 4**Task 1**Role play*

Your English teacher has asked you to make a presentation about the weather and how it influences people's lives. Together you should discuss:

- what to include in your presentation;
- where to find the information;
- what a good presentation is;
- how to make your presentation more appealing;
- what each of you will be responsible for.

*Task 2**Interview*

Answer the questions asked by the teacher.

*Paper 5**Task 1**Role play*

You and your friend are organising a class lesson with a guest speaker. Together you should:

- decide on the topic of the lesson and explain why;
- agree on who to invite as a guest speaker;
- suggest three questions you could ask your guest speaker;
- plan what your classmates will need to do to get ready for the lesson.
- discuss how you will share what you have learned during the lesson.

*Task 2**Interview*

Answer the questions asked by the teacher.

VIS C

Valņu ielā 2, Rīgā, LV-1050



Diagnosticējošais darbs angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2021

*Paper 6**Task 1**Role play*

Students from Ireland are visiting your school next year. You should organise a meet-and-greet party. Together you should discuss:

- where you could organise it;
- how to present your school;
- what food and drinks to serve at the party;
- how to make the party more interesting;
- what each of you will be responsible for.

*Task 2**Interview*

Answer the questions asked by the teacher.

*Paper 7**Task 1**Role play*

Your English teacher has asked you to organise activities for a Safer Internet Day at your school. Together you should discuss:

- what Internet safety rules to focus on;
- what activities to organise;
- who to invite as a guest speaker;
- how to attract more people's attention;
- what difficulties you may have in organising the event.

*Task 2**Interview*

Answer the questions asked by the teacher.

VIS C

Valņu ielā 2, Rīgā, LV-1050



Diagnosticējošais darbs angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2021

*Paper 8**Task 1**Role play*

Your school is involved in the Erasmus+ project with students from different European countries. You are going to start the project by presenting your local area. Together you should discuss:

- how you can present your area to other partners;
- which three best things in your neighbourhood to tell them about;
- what you would like the students to know about Latvia;
- how to make your presentation more attractive;
- how to inform the local people about the project.

*Task 2**Interview*

Answer the questions asked by the teacher.

*Paper 9**Task 1**Role play*

Your biology teacher has asked you to make a presentation in English on the use of plastic in everyday life. Together you should discuss:

- what you know about plastic and its use;
- why it is important to discuss the use of plastic;
- what to include in the presentation;
- how to make your presentation more convincing;
- what each of you will be responsible for.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISC

Valņu ielā 2, Rīgā, LV-1050



Diagnosticējošais darbs angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2021

*Paper 10**Task 1**Role play*

One of your classmates would like to take a pet from a pet shelter and asks you for advice. Together you should discuss:

- how to decide which pet to get;
- why it is good to adopt a pet from a shelter;
- what you should do to be a responsible pet owner;
- what problems you may have if you have a pet;
- what advice you will give your friend.

*Task 2**Interview*

Answer the questions asked by the teacher.

*Paper 11**Task 1**Role play*

You have decided to take part in an international project which helps to promote reading among teenagers. Together you should discuss:

- why this project is important;
- what activities you will organise;
- which people you could involve in the project and how;
- how you will inform your schoolmates about the project;
- what challenges you might have during the project.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISC

Vaiļņu ielā 2, Rīgā, LV-1050



Diagnosticējošais darbs angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2021

*Paper 12**Task 1**Role play*

You and your classmate would like to start learning a new language. Together you should discuss:

- what language it would be, giving two reasons;
- the best way to learn it (a language course, on your own, etc), why;
- how to help each other,
- what habits can help you learn a language,
- the challenges you might have.

*Task 2**Interview*

Answer the questions asked by the teacher.

DIAGNOSTICĒJOŠAIS DARBS
ANĢĻU VALODĀ
9. KLASEI
 2021
 DARBA VĒRTĒTĀJĀ LAPA

Runa (20 punkti)

P.	Task achievement	Interaction	Accuracy	Fluency	Pronunciation
4	Task is achieved and communicated successfully.	Intended meaning is communicated. Initiates and maintains interaction.	A wide range of everyday vocabulary accurately used; large range of grammar structures used with a few errors.	Utterances are even and fluent.	Accurate and consistent use of most aspects of pronunciation.
3	Task is achieved though some of the task requirements are lacking.	Communicates main ideas; some difficulties in initiation.	Moderate range of vocabulary. Quite accurate use of grammar structures.	Although utterances are sometimes hesitant, the speaker is able to keep conversation going.	Intonation and pronunciation is quite accurate.
2	Task requirements are partly achieved.	Communicates main ideas in limited contexts; initiation rare.	Restricted range of vocabulary and grammar structures, sufficient for basic communication only.	Utterances halting and fragmentary except for short routine sentences and memorised phrases.	Frequent errors sometimes cause unintelligibility.
1	Does not know what to do to fulfil the task.	Great difficulty in communication. Unable to initiate.	Very restricted range of vocabulary; usually inadequate grammar.	Speech is slow, exceedingly halting and stumbling. Difficult to perceive continuity.	Speech is largely unintelligible.
0	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.

Diagnosticējošais darbs angļu valodā 9. klasei. Rakstīšana. Darba vērtējuma lapa.

Writing, Task 1 (15 points)

P.	Task achievement	Vocabulary	Grammar	Organisation
4	Fulfills the task quite convincingly; all content points are developed.	Has sufficient vocabulary used accurately to complete the task.	Uses frequently used constructions with few errors which do not lead to communication breakdown.	/
3	Completes the task only generally; all content points are mentioned but may lack development.	Moderate range of vocabulary; the ideas are generally clear.	Uses simple structures correctly; occasional systematic errors are possible, though the message is clear.	
2	Attempts to complete the task; some of the content points are missing.	Restricted range of simple everyday vocabulary; errors may cause misunderstandings.	Restricted range of grammar structures; errors may cause misunderstandings.	
1	Very difficult to spot any required content points, though the text has some relevance to the task.	Very basic vocabulary with frequent mistakes; occasionally is unable to express ideas clearly.	Generally inadequate grammar; unable to produce basic grammar structures and patterns.	
0	Not enough to evaluate / The script has no relevance to the task.			

Task 2 (25 points)

P.	Task achievement	Vocabulary	Grammar	Organisation	Spelling
5	Completes the task convincingly; all required content points are mentioned and appropriately developed.	Uses a wide range of everyday vocabulary accurately.	Shows good control of different grammatical structures and sentence patterns.	The organisation is clear and appropriate to the task; paragraphs are linked; uses connectors.	There are rare nonsystematic spelling mistakes in more complex words.
4	Completes the task only generally; all content points are mentioned but some of them may lack development.	Moderate range of everyday vocabulary; few errors occur and these do not hinder the message.	Quite accurate use of frequently used grammar structures; some minor errors.	The organisation is reasonably appropriate to the task; some evidence of linking sentences into paragraphs.	A few spelling mistakes which do not cause misunderstanding.
3	Produces a text in a list of points; all content points are mentioned but not developed.	Limited range of everyday vocabulary, occasionally misused.	Reasonably accurate use of basic grammatical structures and patterns; systematic errors may occur.	Some evidence of organisation; some ideas are linked; there may be no paragraphs. Can use the most frequently occurring connectors, e.g., <i>and, but, because</i> .	Repetitive spelling mistakes which can sometimes affect the meaning.
2	Attempts to complete the task; at least one of the required points mentioned; very little relevant information.	Very limited range of vocabulary; can produce very simple everyday expressions; misuse of some words.	Grammar sufficient for basic communication only; mistakes appear in simple structures.	Little organisation present. The text mostly consists of a sequence of separate sentences.	Frequent spelling errors are distracting and often interfere with the meaning.
1	Very difficult to spot any of the required points, though the text has some relevance to the task.	Very basic vocabulary with frequent mistakes, occasionally is unable to express ideas clearly.	Shows little control of simple grammatical structures and sentence patterns.	Shows the ability to link words or groups of words into sentences with very basic connectors like 'and' or 'then'.	Very many spelling mistakes cause strain for the reader. Copied words are correct.
0	Not enough to evaluate / The script has no relevance to the task.				

**Eksāmens svešvalodā (angļu valodā) 9. klasei
RUNĀŠANAS PRASMES VĒRTĒJUMS**

Skola _____

Intervētāja vārds, uzvārds _____ Datums _____

Vērtētāja vārds, uzvārds _____

N.p.k.	Skolēna vārds	Skolēna uzvārds	Task achievement (4)	Interaction (4)	Accuracy (4)	Fluency (4)	Pronunciation (4)	Total (20)
1.								
2.								
3.								
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25.								

Vērtētāja paraksts _____