

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2018  
 SKOLĒNA DARBA LAPA  
**Lasīšana**

Vārds \_\_\_\_\_  
 Uzvārds \_\_\_\_\_  
 Klase \_\_\_\_\_  
 Skola \_\_\_\_\_

**Task 1 (10 points)**

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

**SUMMER JOBS FOR TEENAGERS**

Should teenagers work part-time in summer? Here are the opinions of teenagers from different countries:

<p><b>A</b>  <b>Faiz, Malaysia</b>                      I think that teenagers should work in summer. Since the economic crisis, parents don't have enough money to support their children's education fees. So, by working part-time in summer, teens can help their parents. Parents will be proud to have a child helping them to make the financial situation better.</p>	<p><b>E</b>  <b>Fumiyo, Japan</b>                      In my country about 30% of teenagers work part-time. The main reason they work is to buy clothes, electronic devices and designer goods. I know that only few of them have to work to make money for college, the majority of students want to spend their own money just on entertainment.</p>
<p><b>B</b>  <b>Alberto, Spain</b>                      I believe that students can earn pocket money by doing part-time jobs, so they won't count on their parents to buy computers, mobile phones or other things they need. At the same time, they can learn to be independent.</p>	<p><b>F</b>  <b>Yeong, Korea</b>                      In my opinion, if you want to do something well, you can't do two things at the same time. School statistics show that students who have worked in summer don't have enough time to rest. Back in school, they often have concentration problems in lessons, so their grades drop. They also have less social life.</p>
<p><b>C</b>  <b>Fernando, Costa Rica</b>                      As I see it, the responsibility of students is school and they should study even in summer. When teens begin to earn their own money, school often becomes less important for them. I think that parents have responsibility for the family, so they should also pay for everything their children need.</p>	<p><b>G</b>  <b>Stephanie, USA</b>                      I balance school, cheerleading, National Honor Society and volunteering at the hospital. I also decided to apply for a job this summer. If a student is both active and smart enough to handle a part-time job, he or she can benefit greatly.</p>
<p><b>D</b>  <b>Eve, Poland</b>                      To work or to rest? I honestly believe that teenagers should be able to make that choice themselves. I think teenagers shouldn't be stopped from working in summer or have such a hard time finding a job. Teenagers are highly motivated people, who have a desire to work and are good at it.</p>	<p><b>H</b>  <b>Claudiu, Romania</b>                      I would really like to work in summer! But there are only a few vacancies, but hundreds of kids who wish to work part-time. Teens also have no qualifications. If the company has two candidates for a job, and one has experience and the other is just a school kid, who do you think would get the job?</p>

Aizpilda skolotājs:

<b>Statements</b>	
<i>0. Teenagers should have the opportunity to decide themselves to work or to rest in summer.</i>	<i>D</i>
1. It is a bad idea <u>not</u> to allow teens to work.	
2. Most students spend their money to have some fun.	
3. Teenagers should work to save money for their education.	
4. Working in summer has negative effects on teenagers' lives.	
5. There is much competition for teenagers in finding a job.	
6. Working in summer teaches teens to think and act themselves.	
7. Successful students can combine studies and work.	
8. Those teenagers who have already worked have an advantage in getting a job.	
9. It is not good for teens to do different things at the same time.	
10. When teenagers start working, they often forget about studies.	

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

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

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10. \_\_\_\_\_

Kopā par  
1. uzd.:

\_\_\_\_\_

**Task 2 (10 points)**

**Read the text and fill in the gaps (1-10) with the phrases (A–L) given underneath. Each phrase can be used only once. There are more phrases than necessary. An example (0) has been given.**

**RED NOSE DAY**

There's one special day in Britain when you can see lots of people (0) J wearing red clown noses. This is known as Red Nose Day. It's arranged by a charity organisation 'Comic Relief' whose aim is to collect money for people in need. As the name suggests, the day involves wearing red noses (1) \_\_\_\_\_, which you can find in various supermarkets and charity shops. The main thing is that red noses are not sold and you cannot buy them, but you can leave a small sum of money (a donation) and just take one. The exact sum of the donation is not fixed. You can leave (2) \_\_\_\_\_ you want.

'Comic Relief' was started in 1985 by the writer Richard Curtis and the comedian Lenny Henry. At that time, people in Ethiopia were suffering from hunger and something had to be done. The idea was simple. Richard and Lenny decided to gather a group of popular British comedians to give public performances. This way they would collect money (3) \_\_\_\_\_ in desperate need. They also hoped to inform people about poverty in Africa. Richard and Lenny strongly believed that laughter is (4) \_\_\_\_\_ to fight tragedy, poverty and injustice.

The first Red Nose Day was held on 5 February 1988, when (5) \_\_\_\_\_ as a National Day of Comedy. It was held again the following year and thereafter every year since then. The event is widely celebrated in the UK and many people consider it to be (6) \_\_\_\_\_ national holiday.

On Red Nose Day money-raising events take place all over the country. To attract more people to the idea of charity many schools have non-uniform days. On these days the pupils (7) \_\_\_\_\_ something red as part of their non-uniform outfit. The charity states that the aim of Red Nose Day is to bring about positive and lasting change in the lives of poor and disadvantaged people. So every good (8) \_\_\_\_\_ other people's immediate needs is appreciated.

Currently, the main supporters of Red Nose Day are the BBC, Sainsbury's supermarket chain and British Airways. The day culminates in a live 'telethon' event on BBC One, starting in the evening and going through into (9) \_\_\_\_\_ of the morning. This is like a television marathon that shows different events all day long. The BBC shows lots of short comic performances and reports of how the money will be spent. People also upload videos of (10) \_\_\_\_\_ on different video platforms and social networks.

Since 1985 there have been all kinds of noses: plastic, soft, noses shaped like dinosaurs, noses that looked like faces, noses that made noises. So, if you ever happen to be in the UK on Red Nose Day, you will understand why you find people wearing red noses and doing silly things. It's all for a good cause.

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

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

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

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

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

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

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8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Kopā par  
2. uzd.:Kopā par  
lasīšanu:

Phrases	
<b>A</b>	to help people
<b>B</b>	a type of unofficial
<b>C</b>	as much as
<b>D</b>	frankly speaking
<b>E</b>	made of plastic or foam
<b>F</b>	the early hours
<b>G</b>	it was launched
<b>H</b>	deed that addresses
<b>I</b>	have to wear
<del><b>J</b></del>	<i>all over the country</i>
<b>K</b>	local charity events
<b>L</b>	the best weapon

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2018  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

Vārds \_\_\_\_\_  
 Uzvārds \_\_\_\_\_  
 Klase \_\_\_\_\_  
 Skola \_\_\_\_\_

**Task 1 (10 points)**

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

Aizpilda skolotājs:

**PARKRUN**

0. Parkrun is much shorter than a marathon.

1. The length of parkrun is \_\_\_\_\_ miles.

2. It was \_\_\_\_\_ done in London by a small number of runners.

3. It is an \_\_\_\_\_ club of runners.

4. There are \_\_\_\_\_ prizes for the winners.

5. The aim of the run is to \_\_\_\_\_ people of all ages.

6. The participants do not need to be \_\_\_\_\_ to take part in the run.

7. The run takes place every week on \_\_\_\_\_.

8. In Scotland the race starts at \_\_\_\_\_ because the mornings can be quite dark.

9. The run never takes place on the \_\_\_\_\_.

10. In the biggest parkruns there can be over a \_\_\_\_\_ participants.

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_

Kopā par 1. uzd.:

\_\_\_\_\_

**Task 2 (10 points)**

**Nick and Wendy talk about their trip to Stockholm. They discuss their impressions of Stockholm. Listen to their talk and mark if the statement is true (T) or false (F).**

**VISITING STOCKHOLM**

Statements	T	F
1. Nick and Wendy visited Sweden a while ago.		
2. They <u>did not</u> experience heavy rain during the trip.		
3. Some Swedish people think travelling to other countries is better than staying in their country.		
4. One of them caught a cold during the trip.		
5. Swedish people love spending their summers on islands that are close to Stockholm.		
6. The old city centre was built in medieval times.		
7. You get a more beautiful view when you walk in the city instead of riding on the boat.		
8. Wendy enjoys modern architecture.		
9. They could observe IKEA design elements in the city.		
10. Wendy prefers walking tours to bus trips.		

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Kopā par  
2. uzd.:

\_\_\_\_\_

Kopā par  
klaus.:

\_\_\_\_\_

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2018  
 SKOLĒNA DARBA LAPA  
*Valodas lietojums*

Vārds \_\_\_\_\_  
 Uzvārds \_\_\_\_\_  
 Klase \_\_\_\_\_  
 Skola \_\_\_\_\_

**Task 1 (10 points)**

**Read the text below and choose the word or phrase which best completes each sentence. Circle A, B, C or D. An example (0) has been given.**

**PRINCE OF WALES**

King of England Edward I had conquered Wales in the second half of the 13<sup>th</sup> century. The two great Welsh leaders had been killed so the Welsh people \_\_ (0) \_\_ no great leader, but there were several chieftains\* – most of whom were jealous of one \_\_ (1) \_\_. The people wanted to be ruled not by an English King, but by a Prince of Wales, born in Wales, of royal blood, and not speaking English or French. They wanted a prince whose life was good, and who had not done anything bad to any man – though they could not agree \_\_ (2) \_\_ this prince should be. The people were certainly asking \_\_ (3) \_\_, but Edward, after a little thought, told \_\_ (4) \_\_ to ask all the chiefs and their followers to come to Caernarvon Castle in a week's time where he would give them what they had asked - a Prince of Wales who fulfilled all their wishes.



The next week the great square outside the castle \_\_ (5) \_\_ crowded with excited people. Edward stepped from a window onto the balcony in front of the castle. Behind him was a knight carefully carrying Edward's shield \_\_ (6) \_\_ his hands. On the shield was a bundle covered with a blanket. The \_\_ (7) \_\_ crowd was excited but silent, waiting for Edward to \_\_ (8) \_\_.

*Aizpilda skolotājs:*

Edward: "Leaders and people of Wales, you have asked for a prince and I have promised you one to rule over you, of royal birth. There is \_\_ (9) \_\_ prince. (He turns to the knight behind, lifts the blanket, and shows a small baby.) My son, a prince of royal blood, born a week ago, in Wales, in Caernarvon Castle; he speaks no word of English, and has wronged no man alive. Edward, Prince of Wales!"

The chiefs were angry and disappointed, but the Welsh people were pleased. And from that day \_\_ (10) \_\_ eldest son of the King and Queen of England has always been the Prince of Wales.

\* a chieftain – the leader or head of a group, especially of a clan or tribe

0.	A	have	<b>B</b>	had	C	has	D	were
1.	A	other	B	the other	C	another	D	others
2.	A	which	B	who	C	that	D	what
3.	A	a lot	B	a lot of	C	lots	D	many
4.	A	their	B	them	C	they	D	us
5.	A	is	B	will be	C	was	D	were
6.	A	on	B	in	C	at	D	with
7.	A	all	B	hole	C	hall	D	whole
8.	A	speak	B	promise	C	ask	D	tell
9.	A	our	B	you're	C	yours	D	your
10.	A	a	B	the	C	an	D	–

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

Kopā par 1. uzd.:

**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).**

**CASTELLS – HUMAN TOWERS**

The Catalan tradition of building human towers or *castells* (the Catalan word for ‘castle’) originated in Valls, in Catalonia. Since the 1980s the phenomenon has become increasingly popular and widespread. In 2010, the castells were classified (0) \_\_\_\_\_ by \_\_\_\_\_ UNESCO as one of *the Masterpieces of the Oral and Intangible Heritage*.



Although it is popular (1) \_\_\_\_\_ many parts of Spain, you must go to (2) \_\_\_\_\_ birthplace to find the (3) \_\_\_\_\_ skilled castellers.

To the casual observer, it may seem that (4) \_\_\_\_\_ are no rules when building and taking down a castell, but that is (5) \_\_\_\_\_ true. The castell must (6) \_\_\_\_\_ built in strict order. People make up teams so that every team member can help. One can only imagine how (7) \_\_\_\_\_ care and effort the team put in to ensure everyone’s safety. The castell, like any other construction of this size, must have firm foundations. As with any finished piece (8) \_\_\_\_\_ construction, it looks easy once it is finished but this is not (9) \_\_\_\_\_ hard work but also dangerous. Strength, balance and courage are the qualities that are looked (10) \_\_\_\_\_.

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

Kopā par 2. uzd.:

\_\_\_\_\_

Kopā par val.liet.:

\_\_\_\_\_





**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2018  
 ATBILŽU LAPA

**Lasīšana**

<b>Task 1</b> Summer Jobs	<b>Task 2</b> Red Nose Day
1. D	1. E
2. E	2. C
3. A	3. A
4. F	4. L
5. H	5. G
6. B	6. B
7. G	7. I
8. H	8. H
9. F	9. F
10. C	10. K

**Klausīšanās**

<b>Task 1</b> Parkrun	<b>Task 2</b> Visiting Stockholm
1. 3,1	1. F
2. first	2. T
3. informal	3. T
4. no	4. F
5. encourage/motivate	5. F
6. sporty/athletic/fast	6. T
7. Saturdays	7. F
8. 9:30	8. F
9. streets	9. T
10. thousand	10. T

**Valodas lietojums**

<b>Task 1</b> Prince of Wales	<b>Task 2</b> Castells
1. C	1. in
2. B	2. its
3. A	3. most
4. B	4. there
5. C	5. not
6. B	6. be
7. D	7. much
8. A	8. of
9. D	9. only
10. B	10. for

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2018  
SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
**1. diena**

*Paper 1*

**Your class is going to take part in an adventure activity in the forest. You and your friend are responsible for organising it. Together you should discuss:**

- what to wear during the activity;
- what difficulties you may have in the forest (weather, insects, etc.);
- when and how long it will be;
- how to make this day memorable;
- what each of you will be responsible for.

**Questions for the teacher to ask:**

1. Why are adventure activities popular?
2. Have you ever participated in an adventure activity? If yes, what was it like? If no, would you like to? Why?
3. Why can adventure activities be dangerous?
4. Do you think you would be a good member of a team? Why/why not?
5. What do you suggest to make the adventure memorable?

*Paper 2*

**You would like to inform your partner class in Italy about the Song and Dance Festival. You and your friend are going to make a short video. Together you should discuss:**

- why this festival is so popular in Latvia;
- what to include in the film (interviews, performances, parade, etc.);
- who will help you make the film;
- what each of you will be responsible for;
- how your school is going to participate.

**Questions for the teacher to ask:**

1. Would it be interesting for you to participate in the Song and Dance Festival? Why/why not?
2. Can anyone learn to sing or dance? Give reasons for your answer.
3. What do you enjoy about music lessons at school?
4. Can singing or dancing help you choose a profession? Give reasons for your answer.
5. What famous singer or group would you like to hear live? Why?

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*Paper 3*

**You and your classmate must prepare a radio programme to broadcast on the school radio. Together you should discuss:**

- topics for discussion (sports, music, school news, birthdays, contests, exhibitions, etc.);
- a person to interview;
- music to play;
- the day and time of day for the broadcast;
- how classmates can help you prepare the programme.

**Questions for the teacher to ask:**

1. Do you like the idea of school radio? Why/why not?
2. How do you relax during breaks between lessons?
3. Do you listen to the radio? Why/why not?
4. Would you like to work on radio or TV? Why/why not?
5. What can you do to make school life more colourful?

*Paper 4*

**You and your classmate organise a friendship match between your class and your friends from Finland. Together you should discuss:**

- what game to play and why exactly this game;
- what you need for the game (e.g. sports equipment, clothes, team's name, logo, etc.);
- time and place of the game;
- tasks for the fans (e.g. outfit, posters, photos, film, etc.);
- how to share the information about the event and the results of the match.

**Questions for the teacher to ask:**

1. Have you ever been in a sports team? What was it like?
2. What sport are you interested in and what is the best thing about it?
3. Would you like to be a famous athlete? Why/why not?
4. What makes a good team captain?
5. Do you agree that there is too much sport on TV and on the Internet? Why/ why not?

*Paper 5*

**On the last day of school after receiving your reports you and your classmate are organising a pancake afternoon. Together you should discuss:**

- where to organise it;
- what pancakes to make and how;
- where to lay the table and what else to put on the table;
- how to make the party more entertaining (music, quizzes, games, etc.);
- what each of you will be responsible for.

**Questions for the teacher to ask:**

1. How do you feel at the end of a school year? Why?
2. What is the best way to spend your summer holiday?
3. What is the most memorable holiday you have ever had?
4. What is the best way to learn to cook?
5. What food is better to cook in the summer?

*Paper 6*

**The teacher has asked you and your classmate to read a book in English and then to present it to the class. Together you should discuss:**

- why reading in English is a good idea;
- what kind of book you would like to read (poetry, novel, biography, etc.);
- where you can get a book in English;
- what you do with unknown words in the story;
- how you can present the book.

**Questions for the teacher to ask:**

1. What do you think of reading e-books?
2. What is better for you – to read a book or watch a film? Why?
3. How do you choose what to read?
4. Do you like learning poems by heart? Why/why not?
5. What can you learn from fairy tales?

*Paper 1*

**Your class is going to take part in an adventure activity in the forest. You and your friend are responsible for organising it. Together you should discuss:**

- what to wear during the activity;
- what difficulties you may have in the forest (weather, insects, etc.);
- when and how long it will be;
- how to make this day memorable;
- what each of you will be responsible for.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa

1. diena

2018

*Paper 2*

**You would like to inform your partner class in Italy about the Song and Dance Festival. You and your friend are going to make a short video. Together you should discuss:**

- why this festival is so popular in Latvia;
- what to include in the film (interviews, performances, parade, etc.);
- who will help you make the film;
- what each of you will be responsible for;
- how your school is going to participate.

*Paper 3*

**You and your classmate must prepare a radio programme to broadcast on the school radio. Together you should discuss:**

- topics for discussion (sports, music, school news, birthdays, contests, exhibitions, etc.);
- a person to interview;
- music to play;
- the day and time of day for the broadcast;
- how classmates can help you prepare the programme.

VISCS

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa

1. diena

2018

*Paper 4*

**You and your classmate organise a friendship match between your class and your friends from Finland. Together you should discuss:**

- what game to play and why exactly this game;
- what you need for the game (e.g. sports equipment, clothes, team's name, logo, etc.);
- time and place of the game;
- tasks for the fans (e.g. outfit, posters, photos, film, etc.);
- how to share the information about the event and the results of the match.

*Paper 5*

**On the last day of school after receiving your reports you and your classmate are organising a pancake afternoon. Together you should discuss:**

- where to organise it;
- what pancakes to make and how;
- where to lay the table and what else to put on the table;
- how to make the party more entertaining (music, quizzes, games, etc.);
- what each of you will be responsible for.

VIS C

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

1. diena

2018

*Paper 6*

**The teacher has asked you and your classmate to read a book in English and then to present it to the class. Together you should discuss:**

- why reading in English is a good idea;
- what kind of book you would like to read (poetry, novel, biography, etc.);
- where you can get a book in English;
- what you do with unknown words in the story;
- how you can present the book.

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2018  
SKOLOTĀJA BIĻETES  
***Mutvārdu daļa***  
**2. diena**

*Paper 1*

**Students from Estonia are coming to your school. You and your friend should organise an excursion around your *city/ town/ village*. Decide what you are going to tell them. Together you should discuss:**

- day and time to meet up;
- where to take Estonian students;
- how to get there;
- interesting facts about the place;
- what local products to give to them.

**Questions for the teacher to ask:**

1. How do you prefer to travel? Why?
2. Why do people travel?
3. What country would you like to visit most? Why?
4. Would you like to be an exchange student? Why/why not?
5. What would you improve in your hometown if you could?

*Paper 2*

**You and your classmate have to plan and organise a class party. Together you should discuss:**

- what kind of party it will be;
- where it will take place;
- what you have to do to organise the party;
- what music and games for the party to choose;
- what will make your party special.

**Questions for the teacher to ask:**

1. What parties do you like/ not like? Why?
2. What clothes do you wear at parties?
3. Which party would you enjoy most?
4. What is the most common food at teenagers' parties?
5. What party would you organise at school if you could?

*Paper 3*

**You are asked to participate in an international survey about the use of social networking sites. Your English teacher has asked you and your friend to discuss your use of the internet and social networking sites. Together you should discuss:**

- what social networking sites are popular among your classmates;
- how many social network profiles you have and how often you use them;
- which social network you never use and why;
- what information you should not share on the internet;
- how social networks can help you.

**Questions for the teacher to ask:**

1. How often do you check your email or text messages?
2. Where do you get the latest news from?
3. What are the advantages of social networking?
4. How often do you visit your school website? What do you read there?
5. Do you follow any famous person on Instagram (or other social networking site)? Why/why not?

*Paper 4*

**You and your friend want to take part in a competition “School of the Year 2018”. Together you should discuss:**

- what makes your school special (history, competitions, sport achievements, etc.);
- rules of the school;
- school traditions and values;
- your favourite school subjects;
- how you are going to present your school.

**Questions for the teacher to ask:**

1. What out-of-class activities can you do at your school?
2. What can you do to make your school better?
3. Is homework necessary? Why/why not?
4. Should students wear school uniforms? Why/why not?
5. What new subjects would you like to learn in your school?

*Paper 5*

**Your school is organising a charity week. Your class has decided to help a pet rescue centre. Together you should discuss:**

- what to do to help;
- how to prepare for the event;
- how to attract more people to the event;
- what activities can be organised after the event;
- what each of you will be responsible for.

**Questions for the teacher to ask:**

1. Have you taken part in any charity events or been a volunteer? How? If not, why?
2. Why is it necessary to help?
3. How do you feel when you help somebody?
4. What can help more – words or actions?
5. If someone gave you a thousand euros, would you donate any money to charity?

*Paper 6*

**You and your friend are organising a class bike tour. Together you should discuss:**

- where, when and how long it will be;
- what difficulties you may have during the tour (weather, clothes, etc.);
- what to take with you to the tour;
- how to make this day memorable;
- what each of you will be responsible for.

**Questions for the teacher to ask:**

1. Do you like riding a bike? Why/why not?
2. How do you keep fit?
3. Have you taken part in sports competitions? Why/why not?
4. What sport would you like to try? Why?
5. Would you like to have more sports lessons in your school? Why/why not?

*Paper 1*

**Students from Estonia are coming to your school. You and your friend should organise an excursion around your *city/ town/ village*. Decide what you are going to tell them. Together you should discuss:**

- day and time to meet up;
- where to take Estonian students;
- how to get there;
- interesting facts about the place;
- what local products to give to them.

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Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa

2. diena

2018

*Paper 2*

**You and your classmate have to plan and organise a class party. Together you should discuss:**

- what kind of party it will be;
- where it will take place;
- what you have to do to organise the party;
- what music and games for the party to choose;
- what will make your party special.

*Paper 3*

**You are asked to participate in an international survey about the use of social networking sites. Your English teacher has asked you and your friend to discuss your use of the internet and social networking sites. Together you should discuss:**

- what social networking sites are popular among your classmates;
- how many social network profiles you have and how often you use them;
- which social network you never use and why;
- what information you should not share on the internet;
- how social networks can help you.

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Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2. diena

2018

*Paper 4*

**You and your friend want to take part in a competition “School of the Year 2018”. Together you should discuss:**

- what makes your school special (history, competitions, sport achievements, etc.);
- rules of the school;
- school traditions and values;
- your favourite school subjects;
- how you are going to present your school.

*Paper 5*

**Your school is organising a charity week. Your class has decided to help a pet rescue centre. Together you should discuss:**

- what to do to help;
- how to prepare for the event;
- how to attract more people to the event;
- what activities can be organised after the event;
- what each of you will be responsible for.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2. diena

2018

*Paper 6*

**You and your friend are organising a class bike tour. Together you should discuss:**

- where, when and how long it will be;
- what difficulties you may have during the tour (weather, clothes, etc.);
- what to take with you to the tour;
- how to make this day memorable;
- what each of you will be responsible for.

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2018  
 DARBA VĒRTĒTĀJĀ LAPA

**Speaking**

<b>P.</b>	<b>Task achievement</b>	<b>Interaction</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>
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.

**Writing, Task 1 (15 points)**

P.	Task achievement	Vocabulary	Grammar	Organisation
4	Fulfils 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 basic 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 quite 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</i> , <i>but</i> , <i>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 or facts.	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.								
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Vērtētāja paraksts \_\_\_\_\_