

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2017  
 SKOLĒNA DARBA LAPA  
*Lasīšana*

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

**Task 1 (10 points)**

**Read the text and decide whether the statements are true, false or not mentioned. Tick the appropriate box – true (T), false (F) or not mentioned (NM). An example (0) has been given.**

**A DAY IN THE LIFE OF A TEENAGER’S PHONE**

*Lily’s phone shares an average day in the life of Lily.*

I wake her up at seven am. Well, in reality, it rarely works. I make this beeping sound and then finally she opens her eyes, rolls over and presses the snooze. This means I have to go through the whole uncomfortable beeping again. When she is finally out of bed, which is half an hour later than she should be, she picks me up to check the time, and also the weather. After eating some toast, she puts me in her jacket pocket, plugs in her headphones and listens to music on her way to school. Sometimes I tune in to the radio. If it is raining, she will take the bus and read a book on the app. It is very useful because you always have a book to read, even when you cannot fit one in your bag.

When we finally get to school, I get turned on silent and put in her bag. She takes me out only during the break time. I store pictures of what she has been doing at the weekend – concerts, shopping, meeting people – and she shows them to her friends. I do not mind, because I like the attention. Or else she will check Twitter, to see what people are doing. She will try to write a funny joke that can be said in 140 characters, but the bell usually goes for the end of break before that happens.

I usually get ignored for the rest of the day. If she is bored she will check her emails or messages, but not often, for if I’m caught, the teacher will put me in the dark depths of her desk, which is not fun for Lily or me. It is so boring in there. At lunchtime I will usually be pulled out of her bag again and used to surf the net, or to play some new song that she likes.

On the way home, I get turned up to full volume again, and she texts her parents to let them know she is on her way home. Then, if she is on her own, she will listen to music again or chat with her friends. If she stops off in the corner shop to buy a bar of chocolate or a packet of biscuits, I will come out again, as she keeps her money in my case. Or if she goes to borrow a book from the library, I get pulled out again, because her library card is in my case as well.

In the evening I often get used to check any important projects saved on my calendar, or to text her friends a joke or a question about school. Then it is the end of another long day, and she switches the alarm on again, and we both go to sleep. If she stays up late messaging her friends, we stay awake until I get too tired, and then, I let my battery run out.

*Aizpilda skolotājs:*

| Statements   | T | F | NM |
|--|---|---|----|
| 0. Lily’s mum wakes her up.  |   | X |    |
| 1. Lily always gets up immediately after her alarm goes off.             |   |   |    |
| 2. Lily listens to music or reads an e-book on her way to school.        |   |   |    |
| 3. At school Lily’s phone is in her bag with its sound turned off.       |   |   |    |
| 4. Lily mostly spends her weekends at home.                              |   |   |    |
| 5. If her teacher notices the phone, she returns it only to her parents. |   |   |    |
| 6. Parents give Lily a lift home.  |   |   |    |
| 7. Lily sometimes buys some snacks on her way home.                      |   |   |    |
| 8. Lily keeps her money in a purse.                                      |   |   |    |
| 9. Lily borrows books from the library for her school projects.          |   |   |    |
| 10. If she texts till late, she has to charge her phone.                 |   |   |    |

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Kopā par 1. uzd.:

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**Task 2 (10 points)**

**Read the text and do the task. Write the letter (A-L) of the appropriate phrase in the gap (1-10). Use each phrase only once. There is one extra phrase which you do not need to use. An example (0) has been given.**

**HOW TO MANAGE POCKET MONEY**

As a teenager, you may regularly face one problem – (0) \_\_\_\_ / \_\_\_\_ . In today's world, the majority of parents give pocket money or a monthly allowance to their teenage kids. So how do you as a teenager make the best use of this allowance? Let's explore.

The first thing you must remember is that pocket money is not easy money (1) \_\_\_\_ . A lot of teenagers do not understand the importance of pocket money and only think of it as a means to get what they want. But keep in mind that pocket money is an excellent way for you to learn such things as (2) \_\_\_\_ .

Pocket money can be of two types – free money and earned money. Free money is when you receive an allowance without you having to work for it. The second type – earned money – is when you (3) \_\_\_\_ to earn an allowance.

Ok, you must be thinking – pocket money is meant to be spent, so why are we talking of saving? This is because the rule of financial planning is (4) \_\_\_\_ . When you receive your pocket money for the week or the month, first put aside a small amount as saving. It is important to put your savings away in a separate place and do not keep them along with the money used for expenses.

Saving is one important aspect of your pocket money. But the more important is to stop (5) \_\_\_\_ . You can grow money only if you save and you can save only if you spend less than you receive.

When the month begins, plan your monthly budget by deciding what you need to buy. There may be some cases when you (6) \_\_\_\_ . Include these in your budget.

Control your expenses on a daily basis. Remember that (7) \_\_\_\_ . Think of innovative ways of spending time with your friends which does not involve spending money. This can include (8) \_\_\_\_ .

Another thing to control your expenses is to avoid carrying all the pocket money you get in your wallet. Instead keep it in a piggy bank or in an envelope. Take only what you (9) \_\_\_\_ with a small amount of extra cash when you go out. This way, you will not spend more than was planned.

Receiving pocket money or an allowance from your parents teaches you to become financially disciplined and independent. Spend your pocket money wisely, save regularly and plan your investments sensibly to become (10) \_\_\_\_ .

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| Phrases             |  |
|---------------------|--|
| <b>A</b>            | every penny counts                                       |
| <b>B</b>            | for the purpose of spending                              |
| <b>C</b>            | playing football or going to the park or beach           |
| <b>D</b>            | saving, budgeting, goal setting and financial discipline |
| <b>E</b>            | more financially happy in life                           |
| <b>F</b>            | spending is better than saving                           |
| <b>G</b>            | unnecessary spending                                     |
| <b>H</b>            | want new clothes or to watch a movie                     |
| <del><b>I</b></del> | <b>money management</b>                                  |
| <b>J</b>            | have to do a particular task or chore                    |
| <b>K</b>            | to save first and spend later                            |
| <b>L</b>            | may need during the day                                  |

Kopā par  
2. uzd.:Kopā par  
lasīšanu:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2017  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (10 points)**

**Listen to the dialogue and write answers to the questions.**  
**The task begins with an example (0).**

Aizpilda skolotājs:

**INSPECTOR BROWN**

0. Who is Inspector Brown talking to? the manager .
1. What is the police inspector asking questions about? \_\_\_\_\_ . 1. \_\_\_\_\_
2. Where does the manager invite the officer? \_\_\_\_\_ . 2. \_\_\_\_\_
3. What time exactly did the robbery take place? \_\_\_\_\_ . 3. \_\_\_\_\_
4. Did the post office work at lunch time? \_\_\_\_\_ . 4. \_\_\_\_\_
5. How many robbers were there altogether? \_\_\_\_\_ . 5. \_\_\_\_\_
6. What was the woman's hair colour? \_\_\_\_\_ . 6. \_\_\_\_\_
7. What was the woman wearing? \_\_\_\_\_ . 7. \_\_\_\_\_
8. What was the specific feature of one man's face? \_\_\_\_\_ . 8. \_\_\_\_\_
9. How much money did the robbers steal? \_\_\_\_\_ . 9. \_\_\_\_\_
10. What means of transport did the robbers use? \_\_\_\_\_ . 10. \_\_\_\_\_

Kopā par  
1. uzd.:

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**Task 2 (10 points)**

**Listen to the recording and choose the right market for each statement. Use only one tick (✓) for each statement. You have to tick 10 times. The task begins with an example (0).**

**MARKETS OF LONDON**

| Statements  | Brick Lane Market | Borough Market | Smithfield Market |
|---|-------------------|----------------|-------------------|
| 0. It is located in East End London.                  | ✓                 |                |                   |
| 1. It is quite expensive.                             |                   |                |                   |
| 2. It sells not only food.                            |                   |                |                   |
| 3. It requires the customers to wear special clothes. |                   |                |                   |
| 4. It is the oldest food market.                      |                   |                |                   |
| 5. It sold farm animals in the past.                  |                   |                |                   |
| 6. It offers cheap meals.                             |                   |                |                   |
| 7. It sells products from Italy and Spain.            |                   |                |                   |
| 8. It is most popular among chefs.                    |                   |                |                   |
| 9. It opens very early in the morning.                |                   |                |                   |
| 10. It is often visited by young people.              |                   |                |                   |

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Kopā par  
2. uzd.:

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Kopā par  
klaus.:

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**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2017  
 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.**

**SHOPPING BAGS**

Shopping bags are \_\_ (0) \_\_ but they have created major environmental \_\_ (1) \_\_ around the world. About 500 billion plastic shopping bags are \_\_ (2) \_\_ by customers each year around the globe. Hundreds of millions of these bags \_\_ (3) \_\_ away annually. Studies have shown that \_\_ (4) \_\_ about 1% to 3% of plastic shopping bags are recycled. This has created a load of plastic bags in landfills, streets and waters throughout the world.

In the late 1980s and 1990s, plastic bags \_\_ (5) \_\_ responsible for causing floods in most of Bangladesh. Experts found that many people were throwing out their plastic bags as litter. The drainage systems throughout the country became \_\_ (6) \_\_ with them and it caused the floods. Animals have also suffered. In Western Europe, marine biologists \_\_ (7) \_\_ that many whales have died from eating plastic bags. The whales swallow them. This damages their insides and eventually kills them. Lots of flamingos and pelicans who \_\_ (8) \_\_ food along the shores have died after eating a plastic bag.

To fight these problems, many stores and governments are trying to find \_\_ (9) \_\_ to plastic shopping bags. In Ireland, for example, there is a law that makes customers who use a plastic shopping bag pay a tax of 15 cents. In places like Japan, some stores offer a small discount to shoppers who bring \_\_ (10) \_\_ own reusable bag for carrying home purchases.

*Aizpilda skolotājs:*

|     |          |             |            |                |          |            |          |              |
|-----|----------|-------------|------------|----------------|----------|------------|----------|--------------|
| 0.  | <b>A</b> | comfortable | <b>(B)</b> | <b>useful</b>  | <b>C</b> | impossible | <b>D</b> | important    |
| 1.  | <b>A</b> | talks       | <b>B</b>   | cases          | <b>C</b> | issues     | <b>D</b> | questions    |
| 2.  | <b>A</b> | made        | <b>B</b>   | used           | <b>C</b> | brought    | <b>D</b> | sold         |
| 3.  | <b>A</b> | throw       | <b>B</b>   | will be thrown | <b>C</b> | are thrown | <b>D</b> | were thrown  |
| 4.  | <b>A</b> | only        | <b>B</b>   | almost         | <b>C</b> | often      | <b>D</b> | more than    |
| 5.  | <b>A</b> | have been   | <b>B</b>   | are            | <b>C</b> | had        | <b>D</b> | were         |
| 6.  | <b>A</b> | blocked     | <b>B</b>   | stuck          | <b>C</b> | full       | <b>D</b> | stuffed      |
| 7.  | <b>A</b> | are finding | <b>B</b>   | have found     | <b>C</b> | will find  | <b>D</b> | can find     |
| 8.  | <b>A</b> | look after  | <b>B</b>   | look for       | <b>C</b> | look at    | <b>D</b> | look up      |
| 9.  | <b>A</b> | ways        | <b>B</b>   | solutions      | <b>C</b> | answers    | <b>D</b> | alternatives |
| 10. | <b>A</b> | its         | <b>B</b>   | along          | <b>C</b> | their      | <b>D</b> | themselves   |

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Kopā par 1. uzd.:

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**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).**

**TEENAGER STARTS OWN RESCUE CENTRE**

While most teenagers' summer plans (0) are to party, sleep in or watch a lot of TV, 13-year-old Marisa Milford's summer plans are completely different. Instead of doing (1) \_\_\_\_\_ the average teen does during summer, Milford has started her own pet rescue in her Florida home.

The White Oak Animal Rescue (2) \_\_\_\_\_ located in Milford's own backyard and it opened just two months (3) \_\_\_\_\_. The teenager might not have the space, the funding and all the necessary tools to save dozens (4) \_\_\_\_\_ pets at a time, but the few animals she rescues get the chance to live and find forever homes.

(5) \_\_\_\_\_ young animal rescuer helps the pets by finding them new homes. She cares for them and works with them to get them socialized and trained (6) \_\_\_\_\_ getting adopted, but she knows she still needs a (7) \_\_\_\_\_ of help.

(8) \_\_\_\_\_ the moment White Oak Animal Rescue has two kittens and two dogs (9) \_\_\_\_\_ need forever homes, and the young girl's wish is for all of them to get a good home. "It is sad to see them go home without you," said Milford, "but for every adopted dog (10) \_\_\_\_\_ are thousands waiting to take its place."

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Kopā par  
2. uzd.:Kopā par  
val.liet.:





**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2017  
SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
**1. diena**

*Paper 1*

**TV game show**

**Your classmate is chosen to participate in a TV game show for teenagers. You are going to take part as fans and introduce your school in a short film.**

**Discuss:**

- how you feel about this fact;
- how to help the participant get ready for the show;
- what to include in the film about your school and local area;
- how to be different from other fan teams;
- what each of you will be responsible for.

**Questions for the teacher to ask:**

1. Why are game shows popular?
2. What does the participant have to be like?
3. What kind of a show would you like to participate in? Why?
4. Do you think you could participate in a show? Why/why not?
5. What is your favourite topic you would like to answer questions about? Why?

*Paper 2*

**Sports day**

**Your school organises a sports day. You are asked to help your sports teacher.**

**Discuss:**

- how to inform others about the day;
- what each class should prepare;
- what games or races you can suggest;
- how to organise the day (prizes, entertainment etc.);
- who to invite.

**Questions for the teacher to ask:**

1. Why do so many people like sport?
2. What kind of lifestyle do athletes have? Why?
3. Would you like to do sport for a living? Why/Why not?
4. How many hours of sport a week should children do at school? Why?
5. What do you do to be active? What do you recommend?

*Paper 3***Organising a lesson outdoors**

**Your English teacher has asked you to help organise a lesson outdoors.**

**Discuss:**

- why having a lesson outdoors is a good idea;
- where in the neighbourhood to take the class to and why;
- what you could do outdoors to learn English;
- what you need for the lesson;
- what to set as homework after an outdoor lesson.

**Questions for the teacher to ask:**

1. How do you think computers can be used for learning English?
2. Can listening to English songs be useful for learning English? Why?/Why not?
3. Where else apart from school can you study English?
4. Why is learning languages important for you?
5. Would you like to participate in an exchange program and live for some time abroad? Why?/Why not?

*Paper 4***The day of job shadowing**

**You and your friend have decided to take part in the day of job shadowing.**

**Discuss:**

- which job to shadow;
- why you have chosen this job to shadow;
- what questions to ask the person about his/her job;
- how to share your experience with your classmates;
- how to thank the person for the time spent with you.

**Questions for the teacher to ask:**

1. Why do we need the day of job shadowing?
2. Where can you learn about different jobs?
3. Can a hobby help you choose a profession?
4. At what age do you think you have to know what you will do in the future? Why?
5. What job would you like to do in the future? Why?

*Paper 5***Boat ride**

**Your class is going on a 2-day boat ride along a river.**

**Discuss:**

- where you are going;
- what to take with you;
- safety during the trip;
- where to stay;
- what to do in the evening.

**Questions for the teacher to ask:**

1. Why is travelling popular?
2. Is there one best place you have been to? Describe it.
3. What types of travelling are popular in Latvia?
4. What is the safest way to travel and why?
5. What season is the best for travelling and why?

*Paper 6***Zoo**

**Your teacher has asked you to make a presentation about an animal in the zoo. You and your friend decide to visit it first.**

**Discuss:**

- which animal to choose for the presentation and why;
- where to find the information;
- what to include in the presentation;
- the best time to go to the zoo;
- how you are going to present your project.

**Questions for the teacher to ask:**

1. When were you last at the zoo and what do you remember about your visit?
2. What are the positive and negative aspects of keeping animals in zoos?
3. What animal ability would you like to have (e.g. flying, breathing under water etc.)? Why?
4. Are there any animals or insects that you are afraid of? What do you do when you see them?
5. Did/Do you have any pets? What was/ What is it like? If no, why?

*Paper 1***TV game show**

**Your classmate is chosen to participate in a TV game show for teenagers. You are going to take part as fans and introduce your school in a short film.**

**Discuss:**

- how you feel about this fact;
- how to help the participant get ready for the show;
- what to include in the film about your school and local area;
- how to be different from other fan teams;
- what each of you will be responsible for.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 1. diena

2017

*Paper 2***Sports day**

**Your school organises a sports day. You are asked to help your sports teacher.**

**Discuss:**

- how to inform others about the day;
- what each class should prepare;
- what games or races you can suggest;
- how to organise the day (prizes, entertainment etc.);
- who to invite.

VISC

Vaļņu ielā 2, Rīgā, LV-1050

*Paper 3***Organising a lesson outdoors**

**Your English teacher has asked you to help organise a lesson outdoors.**

**Discuss:**

- why having a lesson outdoors is a good idea;
- where in the neighbourhood to take the class to and why;
- what you could do outdoors to learn English;
- what you need for the lesson;
- what to set as homework after an outdoor lesson.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 1. diena

2017

*Paper 4***The day of job shadowing**

**You and your friend have decided to take part in the day of job shadowing.**

**Discuss:**

- which job to shadow;
- why you have chosen this job to shadow;
- what questions to ask the person about his/her job;
- how to share your experience with your classmates;
- how to thank the person for the time spent with you.

*Paper 5***Boat ride**

**Your class is going on a 2-day boat ride along a river.**

**Discuss:**

- where you are going;
- what to take with you;
- safety during the trip;
- where to stay;
- what to do in the evening.

VIS

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 1. diena

2017

*Paper 6***Zoo**

**Your teacher has asked you to make a presentation about an animal in the zoo. You and your friend decide to visit it first.**

**Discuss:**

- which animal to choose for the presentation and why;
- where to find the information;
- what to include in the presentation;
- the best time to go to the zoo;
- how you are going to present your project.

VIS

Vaļņu ielā 2, Rīgā, LV-1050

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2017  
SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
**2. diena**

*Paper 1*

**Sports festival**

**You find out that your class is going to take part in the semi-final of a sports festival.**

**Discuss:**

- how you feel about the news;
- how to present your class;
- what to wear, what name and logo to choose;
- how to get to the place;
- what to take with you.

**Questions for the teacher to ask:**

1. What does active lifestyle mean to you?
2. What changes happen in the class when everybody does things together?
3. Do you remember a time when your class took part in a competition or festival? What was it like?
4. What kind of activities do you prefer – brain or physical activities? Why?
5. Do you argue with friends when you do things together? If yes, what about?

*Paper 2*

**Cleaning day**

**Your teacher has asked you to organise your school spring cleaning.**

**Discuss:**

- what needs cleaning in or around the school;
- what you need to clean in your classroom;
- how to get others to participate on the cleaning day;
- who will be responsible for what;
- how to make the day memorable.

**Questions for the teacher to ask:**

1. What makes spring cleaning different from regular cleaning?
2. Describe a chore you do regularly.
3. How do you feel when the flat/house is clean?
4. Do you take part in the big cleanup over all Latvia (*Lielā talka*)? Why?/Why not?
5. What is the best invention that helps with the housework? Why?

*Paper 3***Film in English**

**Your teacher has asked you to find a film in English for the English lesson.**

**Discuss:**

- what kind of film would be the best for your class (romantic movie, comedy etc.);
- suggest a film that you have seen recently;
- where to find the film;
- how to organise the event (food, classroom arrangement etc.);
- what to set as homework after watching the film.

**Questions for the teacher to ask:**

1. Do you like watching films? Why/why not?
2. Where is it better to watch a film – at home or at the cinema? Why?
3. Do you prefer watching films alone or with your friends? Why?
4. Do you have a favourite actor/actress? If yes, why is he/she your favourite?
5. Is watching films in the lessons of English a good idea? Why/ Why not?

*Paper 4***Dinner**

**Your exchange classmate from Germany would like to make dinner for his/ her host family. He asks you and your friend to help.**

**Discuss:**

- what to cook and what products you need;
- how to prepare it;
- how long it takes;
- what you need to lay the table;
- what each of you can do.

**Questions for the teacher to ask:**

1. What is your favourite food and who cooks it?
2. Is home-made food tastier? Why/why not?
3. What do you think of table manners?
4. How much attention do you pay to what you eat? Why/why not?
5. How important is it to eat healthily? Why/why not?

*Paper 5***Birthday party**

**You and your classmate are invited to your friend's birthday party.**

**Discuss:**

- what gift to bring with you and where to get it;
- what time and where to meet;
- what to wear;
- what activity to suggest for the birthday party;
- when to be back home.

**Questions for the teacher to ask:**

1. How often do you go out? Where do you go to?
2. Do you have your favourite place to go to after school? Why is it your favourite?
3. Where else apart from parties can you have fun? Why?
4. Can activities outside class help with studies? If yes, how? If no, why?
5. What to do if you can't get to the party you are invited to?

*Paper 6***Meeting in summer**

**You are now finishing elementary school. You would like to meet your classmates during your summer holidays before the new school year starts.**

**Discuss:**

- where and when to meet;
- what to do with your classmates;
- how to inform classmates about the event;
- how to make the day memorable;
- what each of you will be responsible for.

**Questions for the teacher to ask:**

1. How often do you meet your friends? Why/why not?
2. What do you usually do together?
3. Which holiday is your favourite? Why?
4. How can the weather influence your day?
5. Do you plan your holidays? Why/why not?

*Paper 1***Sports festival**

**You find out that your class is going to take part in the semi-final of a sports festival.**

**Discuss:**

- how you feel about the news;
- how to present your class;
- what to wear, what name and logo to choose;
- how to get to the place;
- what to take with you.

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Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 2. diena

2017

*Paper 2***Cleaning day**

**Your teacher has asked you to organise your school spring cleaning.**

**Discuss:**

- what needs cleaning in or around the school;
- what you need to clean in your classroom;
- how to get others to participate on the cleaning day;
- who will be responsible for what;
- how to make the day memorable.

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*Paper 3***Film in English**

**Your teacher has asked you to find a film in English for the English lesson.**

**Discuss:**

- what kind of film would be the best for your class (romantic movie, comedy etc.);
- suggest a film that you have seen recently;
- where to find the film;
- how to organise the event (food, classroom arrangement etc.);
- what to set as homework after watching the film.

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Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 2. diena

2017

*Paper 4***Dinner**

**Your exchange classmate from Germany would like to make dinner for his/ her host family. He asks you and your friend to help.**

**Discuss:**

- what to cook and what products you need;
- how to prepare it;
- how long it takes;
- what you need to lay the table;
- what each of you can do.

*Paper 5***Birthday party**

**You and your classmate are invited to your friend's birthday party.**

**Discuss:**

- what gift to bring with you and where to get it;
- what time and where to meet;
- what to wear;
- what activity to suggest for the birthday party;
- when to be back home.

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Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 2. diena

2017

*Paper 6***Meeting in summer**

**You are now finishing elementary school. You would like to meet your classmates during your summer holidays before the new school year starts.**

**Discuss:**

- where and when to meet;
- what to do with your classmates;
- how to inform classmates about the event;
- how to make the day memorable;
- what each of you will be responsible for.

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**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2017  
 DARBA VĒRTĒTĀJA LAPA

**Speaking**

| 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.                                       |

**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.          | Organisation is appropriate to the task. The text is connected. |
| 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.                               | Makes an attempt to organise the text; ideas might be jumbled.  |
| 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.                    | Is able to link words into sentences.                           |
| 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, 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 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 ANĢĻU VALODĀ**  
**9. KLASEI**  
2017  
ATBILŽU LAPA

### **Lasīšana**

| <b>Task 1</b> Teenager's phone | <b>Task 2</b> Pocket money |
|--------------------------------|----------------------------|
| 1. F                           | 1. B                       |
| 2. T                           | 2. D                       |
| 3. T                           | 3. J                       |
| 4. F                           | 4. K                       |
| 5. NM                          | 5. G                       |
| 6. F                           | 6. H                       |
| 7. T                           | 7. A                       |
| 8. F                           | 8. C                       |
| 9. NM                          | 9. L                       |
| 10. T                          | 10. E                      |

### **Klausīšanās**

| <b>Task 1</b> Robbery                | <b>Task 2</b> Markets of London |
|--------------------------------------|---------------------------------|
| 1. (the) robbery                     | 1. Borough Market               |
| 2. (the) office                      | 2. Brick Lane Market            |
| 3. 12.30 / half past twelve          | 3. Smithfield Market            |
| 4. yes / yes, it did                 | 4. Borough Market               |
| 5. 3 / three / one woman and two men | 5. Smithfield Market            |
| 6. blond                             | 6. Brick Lane Market            |
| 7. sunglasses                        | 7. Borough Market               |
| 8. beard                             | 8. Smithfield Market            |
| 9. 514 pounds                        | 9. Smithfield Market            |
| 10. (a) bike                         | 10. Brick Lane Market           |

### **Valodas lietojums**

| <b>Task 1</b> Shopping bags | <b>Task 2</b> Rescue centre |
|-----------------------------|-----------------------------|
| 1. C                        | 1. what                     |
| 2. B                        | 2. is                       |
| 3. C                        | 3. ago                      |
| 4. A                        | 4. of                       |
| 5. D                        | 5. The/This                 |
| 6. A                        | 6. before                   |
| 7. B                        | 7. lot                      |
| 8. B                        | 8. At                       |
| 9. D                        | 9. that/which               |
| 10. C                       | 10. there                   |

**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.      |               |                 |                      |                 |              |             |                   |            |
| 4.      |               |                 |                      |                 |              |             |                   |            |
| 5.      |               |                 |                      |                 |              |             |                   |            |
| 6.      |               |                 |                      |                 |              |             |                   |            |
| 7.      |               |                 |                      |                 |              |             |                   |            |
| 8.      |               |                 |                      |                 |              |             |                   |            |
| 9.      |               |                 |                      |                 |              |             |                   |            |
| 10.     |               |                 |                      |                 |              |             |                   |            |
| 11.     |               |                 |                      |                 |              |             |                   |            |
| 12.     |               |                 |                      |                 |              |             |                   |            |
| 13.     |               |                 |                      |                 |              |             |                   |            |
| 14.     |               |                 |                      |                 |              |             |                   |            |
| 15.     |               |                 |                      |                 |              |             |                   |            |
| 16.     |               |                 |                      |                 |              |             |                   |            |
| 17.     |               |                 |                      |                 |              |             |                   |            |
| 18.     |               |                 |                      |                 |              |             |                   |            |
| 19.     |               |                 |                      |                 |              |             |                   |            |
| 20.     |               |                 |                      |                 |              |             |                   |            |
| 21.     |               |                 |                      |                 |              |             |                   |            |
| 22.     |               |                 |                      |                 |              |             |                   |            |
| 23.     |               |                 |                      |                 |              |             |                   |            |
| 24.     |               |                 |                      |                 |              |             |                   |            |
| 25.     |               |                 |                      |                 |              |             |                   |            |

Vērtētāja paraksts \_\_\_\_\_