

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2015  
 SKOLĒNA DARBA LAPA  
**Lasīšana**

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (10 points)**

**Read the text and circle the correct option (A, B, C or D) for the statements below. An example (0) has been given.**

**BICYCLES UP KILIMANJARO**



How would you spend a ten-day holiday in Africa? Cousins Richard and Nicholas Crane decided to spend their holiday riding bicycles up Mount Kilimanjaro, the highest mountain in Africa.

First, they both love adventure and sport, including walking, swimming and riding bicycles. Second, nobody had done it before. Most of all, they wanted to raise money for Intermediate Technology. This organisation works in the poorer countries of the world to help people with food, water and jobs. In India, for example, Intermediate Technology helped to design a better fishing boat. Money from Bicycles up Kilimanjaro would buy a windpump to get water from under the ground for a hospital at Wajir in northern Kenya.

Richard and Nicholas needed help on Kilimanjaro, and they also needed someone to take photographs, so they found three helpers and a photographer to go with them. Then they had to get food and equipment: tents, clothes, boots, maps, medicine, sleeping bags and, of course, bicycles.

On 26 December 1984, six people and three bicycles arrived at the Marangu Hotel near Kilimanjaro National Park. They told the manager that they wanted to leave early next day and discovered a terrible problem. The manager told them that they were not allowed to do that, one month ago two Australians came with bicycles and were turned away. It took three hours of talks before they were allowed to take their bicycles into the National Park.

Next morning the expedition began. It wasn't easy. In some places they had to carry the bikes. They often fell off, and once they got lost in the snow. Surprisingly, on the third day they met another cyclist who had tried to ride up Kilimanjaro alone, but he had found it too difficult and finished his expedition on foot. On the fifth day they began the last part of the ride. Snow and ice made riding, or even walking, difficult and slow. But at last, all six arrived at the top. In his diary Richard wrote, "New Year's Eve 1984. On top of Kilimanjaro, we, The Highest Cyclists in the World, hoisted our bikes over our heads in celebration."



They came down the mountain in three days. Coming down was more fun: they could ride the bikes fast and easily some of the way, though they still fell off. Almost at the bottom of the mountain they met a Frenchman who couldn't stop laughing.

"Why are you riding bicycles on Kilimanjaro? Now I know what I must do next year: carry a refrigerator to the top!"

They wondered. "What good is a fridge on Kilimanjaro? At least you can ride a bicycle, but a fridge is no help at all..."

"Yes, yes, but with my refrigerator I can keep my drinks cool all the way up the mountain!"

A newspaper article, and later a book about the expedition, raised money for Intermediate Technology - £28,000 by the beginning of 1987. Half of the money paid for a windpump in Wajir. The rest has helped other Intermediate Technology projects. What will the Cranes do next? Don't be surprised if one day you open the newspaper and read, 'Two cousins swim the Atlantic'!

*Example:*

## 0. Cousins Richard and Nicholas Crane

*A wanted to spend a holiday on safari in Africa.****B** had the idea to cycle up a mountain in Africa.**C spent their holidays climbing mountains in Africa.**D spent ten days on the beach in Africa.*

1. Cousins Crane decided to do it because they
  - A** wanted to collect money for charity.
  - B** had never done sports before.
  - C** both enjoyed extreme sports.
  - D** needed money to buy bicycles.
2. Intermediate Technology is an organisation which
  - A** gives money to people.
  - B** buys boats for poor fishermen.
  - C** designs modern products for poor people.
  - D** helps people in poorer countries.
3. What was the aim of the Bicycles up Kilimanjaro project?
  - A** To collect money for hospitals in Kenya.
  - B** To provide water for one hospital.
  - C** To help to build a hospital in Wajir.
  - D** To bring technology to Africa.
4. Richard and Nicholas Crane
  - A** wanted to do everything alone.
  - B** did not want to have their pictures taken.
  - C** had difficulties in getting food and equipment.
  - D** had a team of assistants.
5. In Marangu Hotel they learned that in Kilimanjaro National Park
  - A** two Australian people had disappeared.
  - B** people must not cycle.
  - C** people must not leave the hotel early.
  - D** people usually have problems with the manager.
6. The way up the mountain was difficult because
  - A** they had to finish their expedition on foot.
  - B** they had to ride on snow.
  - C** they met another cyclist.
  - D** the final part of the ride lasted five days.
7. On December 31, 1984 Cousins Crane
  - A** reached the top of Kilimanjaro.
  - B** had a celebration in Kilimanjaro National Park.
  - C** gave their bikes as a gift to their hosts.
  - D** were called The Best Cyclists in the World.
8. The way down
  - A** lasted longer than the way up.
  - B** was less exciting than the way up.
  - C** took less time than the way up.
  - D** was more dangerous.
9. They met a Frenchman who
  - A** wanted to sell refrigerators at the top.
  - B** decided to keep his drinks cool in the fridge.
  - C** made a funny joke about a fridge.
  - D** helped the team to carry their bikes.
10. What happened after the expedition?
  - A** Intermediate Technology organised another expedition.
  - B** Cousins Crane decided to swim across the Atlantic.
  - C** Cousins Crane decided to become writers.
  - D** Intermediate Technology raised £28,000.

Aizpilda  
skolotājs:

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Kopā par  
1. uzd.:

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**Task 2 (10 points)**

**Read the interview with Dr. Sylvia Earle and fill in the gaps by choosing the appropriate question from the list. Write the appropriate letter in the space provided. There are more questions than answers. An example (0) has been given.**

**INTERVIEW WITH DR. SYLVIA EARLE**

Oceanographer Dr. Sylvia Earle is one of the world's best known marine scientists and a National Geographic Explorer.

0.  /

I was born in New Jersey. My parents moved to Florida when I was 12.

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

I never stop asking questions and have a sense of wonder just like a five- year-old kid.

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

Going under water... Saving the ocean... Being a fish...

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

There are many of them. I love to go back to the places I have known over the years. I do whatever I can to make the world understand how much and how fast it's changing.

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

My camera. Taking photographs helps me to remember and to document. Oh, and a bathing suit.

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

First of all, there are much more of us but the planet has not become any larger. The pressure on the land, the air, the water, and the wildlife that keeps us alive is growing.

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

It's because I spend more time than others in the ocean and see things that others don't. You can't care if you don't know and most people simply don't know.

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

It is alive. Oxygen is generated by living creatures. Every fish fertilizes the water; that generates the plankton, which belongs to the food chain and also produces oxygen and uses carbon.

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

What we do or don't do will make a difference. As individuals, everybody can make a difference. Every change in the world always starts with somebody, an individual.

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

If you are good with words, then use words. If you play a musical instrument, write a song and play an instrument. If you draw, use that talent, show people the future through your eyes.

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

We are not just losing the wildlife in the sea, we are losing our life support system — their future and ours. Take away life in the ocean and we don't have a planet that works.



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

<b>A</b>	Do you mean that without the ocean there is no future?
<b>B</b>	What has changed significantly in recent years?
<b>C</b>	Can a single person save the Earth?
<b>D</b>	What do you dream about?
<b>E</b>	What is the single most important problem facing the world?
<b>F</b>	Why is it so important to inform people about harm done to the sea?
<b>G</b>	How did you get to be a scientist or explorer?
<b>H</b>	What is the best place you have ever travelled to?
<b>I</b>	<b>Where did you grow up?</b>
<b>J</b>	Why is the ocean so important to life on Earth?
<b>K</b>	What can't you travel without?
<b>L</b>	How can people help the ocean?

Kopā par  
2. uzd.:

Kopā par  
lasīšanu:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2015  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (10 points)**

**Listen to the conversation in the hotel and fill the gaps with the missing information. Use one or two words or a number.**

Aizpilda skolotājs:

### BUDGET HOTEL ROOMS

*Example: The name of the guest is 0) Mike Adams.*

- |  |           |
|--|-----------|
| The receptionist is giving the guest the 1) _____.                               | 1. _____  |
| The room number is 2) _____.   | 2. _____  |
| The elevators are on the 3) _____.   | 3. _____  |
| Breakfast is served from 4) _____ to 5) _____.                                   | 4. _____  |
| The exercise room is located on the 6) _____.                                    | 5. _____  |
| The wireless internet connection in the room costs 7) _____.                     | 6. _____  |
| The guest has to pay an additional 10 dollars for 8) _____.                      | 7. _____  |
| The guest is not satisfied with 9) _____.  | 8. _____  |
| If the guest cancels his reservation, he will have to pay 10) _____ of the cost. | 9. _____  |
|  | 10. _____ |

Kopā par 1. uzd.:

\_\_\_\_\_

**Task 2 (10 points)**

**Listen to Duncan talking about his trip to Iceland to study sea birds called puffins and mark the sentences as true (T) or false (F).**

**Tick (✓) the appropriate box.**



**PUFFINS**

Statement	True	False
1. Puffins are good at swimming but they are at their best on dry land.		
2. The birds use their feet to change the course of their flight.		
3. Puffins prefer to make their nests in the ground.		
4. Young puffins are hatched in six months.		
5. When young puffins get too lonely, they leave their nests.		
6. For young puffins, it's difficult to fly at night near cities.		
7. The most dangerous place for the puffins are gardens.		
8. Puffins are not particularly scared of people.		
9. Local boys take the injured puffins to hospital.		
10. The speaker believes that a puffin T-shirt is a better souvenir than a puffin mouse mat.		

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Kopā par  
2. uzd.:

Kopā par  
klaus.:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2015  
 SKOLĒNA DARBA LAPA  
*Valodas lietojums*

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

**Task 1 (12 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) is given.**

**VEGETARIANISM IS INCREASING IN THE UK**

Why \_\_\_\_(0)\_\_\_ the tendency to cut out meat from the diet become so popular? \_\_\_\_(1)\_\_\_ vegetarians and vegans choose not to eat meat or animal products for ethical reasons. They are unhappy \_\_\_\_(2)\_\_\_ the bad treatment of the animals and the effects of meat and fish \_\_\_\_(3)\_\_\_ on the environment. Worries about food safety cause many people to stop eating meat. Others choose \_\_\_\_(4)\_\_\_ their diet in this way to improve their health in general. \_\_\_\_(5)\_\_\_ the UK organisation, the Vegetarian Society, a meat-free diet could help reduce the risk of some diseases, as well as other health problems \_\_\_\_(6)\_\_\_ obesity and high blood pressure. Another rising trend in the UK's food culture is related to how \_\_\_\_(7)\_\_\_ food is produced. Many people want their food to be organically farmed. What \_\_\_\_(8)\_\_\_ 'organic' mean exactly? Organic food \_\_\_\_(9)\_\_\_ in a more 'natural' way. Organic farming isn't only concerned with planting crops; animals \_\_\_\_(10)\_\_\_ also be farmed organically. Organic meat is produced without the use of antibiotics. \_\_\_\_(11)\_\_\_ farmed animals also have \_\_\_\_(12)\_\_\_ living conditions, for example, more space and more nutritious food.

*Aizpilda skolotājs:*

0.	<b>A</b>	have	<b>(B)</b>	<b>has</b>	<b>C</b>	do	<b>D</b>	does
1.	<b>A</b>	No	<b>B</b>	Many	<b>C</b>	Much	<b>D</b>	Lots
2.	<b>A</b>	at	<b>B</b>	of	<b>C</b>	about	<b>D</b>	from
3.	<b>A</b>	production	<b>B</b>	producing	<b>C</b>	to produce	<b>D</b>	productive
4.	<b>A</b>	has changed	<b>B</b>	change	<b>C</b>	to change	<b>D</b>	is changing
5.	<b>A</b>	However	<b>B</b>	According to	<b>C</b>	Depends on	<b>D</b>	Anyway
6.	<b>A</b>	such as	<b>B</b>	so	<b>C</b>	similar	<b>D</b>	such
7.	<b>A</b>	yours	<b>B</b>	they	<b>C</b>	you	<b>D</b>	our
8.	<b>A</b>	has	<b>B</b>	is	<b>C</b>	does	<b>D</b>	did
9.	<b>A</b>	was produced	<b>B</b>	is produced	<b>C</b>	is producing	<b>D</b>	was producing
10.	<b>A</b>	have	<b>B</b>	has	<b>C</b>	can	<b>D</b>	able to
11.	<b>A</b>	Organic	<b>B</b>	Organise	<b>C</b>	Organisational	<b>D</b>	Organically
12.	<b>A</b>	worse	<b>B</b>	better	<b>C</b>	as	<b>D</b>	like

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 12.\_\_\_\_  
 Kopā par 1. uzd.:

**Task 2 (8 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).**

**FIRST ENGLISH DICTIONARY**

In 1746 a young writer called Samuel Johnson (0) \_\_\_\_\_ was \_\_\_\_\_ asked to prepare an English dictionary. Johnson worked on this dictionary for nine years, (1) \_\_\_\_\_ the help of six other people. For three years he read the works of hundreds of English writers and found examples of words (2) \_\_\_\_\_ the dictionary. Then he began to write the meaning of the words. He chose not only 'hard' words (3) \_\_\_\_\_ also many ordinary ones. When Johnson's 'A Dictionary of the English Language' appeared in 1755, it was (4) \_\_\_\_\_ success. It explained (5) \_\_\_\_\_ than 42,000 words, and as well as the meaning of each word, it gave the pronunciation and history of the words. He very often gave an example from literature to show how the word was used. Johnson gave as many different meanings of the word (6) \_\_\_\_\_ he could. The dictionary was not perfect: some of Johnson's explanations were harder to understand than the words (7) \_\_\_\_\_, some expressed his personal opinions, and some words (8) \_\_\_\_\_ not listed because he disliked them. However, it remained the most important English dictionary in Britain for more than a century.

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





**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI  
2015  
SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
1. diena**

*Paper 1*

**In the English lesson you are talking about different types of houses people live in. The teacher asks you to discuss:**

- where people live in your village/town/city;
- the rooms and furniture in the flats/houses;
- your favourite place in your flat/house;
- furniture and equipment people didn't have in the past;
- where people will live in the future.

**Questions for the teacher:**

1. What do you like best about the place you live in?
2. Is there anything about your flat/house that you would like to change, why?
3. What would you like to have in your room that you haven't got yet?
4. How do you relax when you're at home?
5. What are your duties at home?

*Paper 2*

**You have to make a presentation on the topic 'The Role of the Internet in Modern Society' for your English class. You and your friend are discussing the positive and negative aspects of using the Internet. Discuss:**

**Discuss:**

- how often you use the Internet and what for;
- if the Internet has made people's lives better;
- how it can help you learn English;
- some negative aspects of using the Internet;
- the sites that you access most often, why.

**Questions for the teacher:**

1. Who uses the Internet the most in your family?
2. Is it dangerous to communicate with people on the Internet? Why?
3. Can you believe all the information on the Internet?
4. Do you think it is a good idea to put photos of friends on social networks?
5. Is playing computer games a good or a bad habit? Why?

*Paper 3*

**You and your friend have to write an article for a school website on the role of friendship. Together you discuss:**

- why people need friends;
- the role of friends in teenagers' lives;
- what makes a good friend;
- how easy or difficult it is to have a friend from a different culture/country;
- possibilities of making friends through social networks.

**Questions for the teacher:**

1. Why do you think friends stop being friends?
2. Who do you turn to when you have problems? Why?
3. Can a parent be a friend? Why/why not?
4. How do people make friends?
5. Do you think that people need a lot of friends? Why/why not?

*Paper 4*

**Some students from Finland are coming to your school and you have to organize an excursion around your school. Decide what you are going to tell them about.**

**Discuss:**

- the history of the school;
- the subjects you have;
- what you like most about your school;
- activities you like doing during lessons,
- projects your school has participated in or is planning to participate in.

**Questions for the teacher:**

1. Why do some people say that school is your second home?
2. What is your favourite subject at school? Why?
3. What do you and your friends like wearing at school?
4. Is learning languages important for you? Why/why not?
5. What do you hope to do in the next few years?

*Paper 5*

**Your teacher has asked you to make a presentation about your interests and leisure time activities for your English class. You are talking to your classmate about the information you should include.**

**Discuss:**

- interests and leisure time activities that people of your age have;
- how and when you became interested in your favourite leisure time activity;
- how one can combine studies and free time activities;
- how a hobby can change a person;
- how you will present the ideas to the group.

**Questions for the teacher:**

1. Can collecting things be interesting? Why/why not?
2. What new activities would you like to try? Why?
3. How can your free time activities make your life better in the future?
4. How can people of your age spend their free time more actively?
5. Which type of activity would be the best for you: climbing, dancing or photography? Why?

*Paper 6*

**Your class is planning to go on a trip in Latvia. The class teacher has asked you and your friend to plan the trip.**

**Discuss:**

- where to go;
- the most suitable season/time to go;
- who to travel with;
- what to take with you;
- where to look for the information about the places you would like to visit.

**Questions for the teacher:**

1. How do you usually travel? Why?
2. Why do people travel?
3. What is the last trip you remember?
4. How do you usually spend your holidays?
5. What are the three things you would take with you if you went to an uninhabited island?

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2015  
SKOLOTĀJA BIĻETES  
***Mutvārdu daļa***  
***2. diena***

*Paper 1*

**You and your friend would like to start an English blog about fashion and clothing and are talking about the information you would like to include.**

**Discuss:**

- the clothes you are wearing now;
- typical clothes, colours, patterns for teenagers;
- types of clothes you wear in different seasons;
- compare what teenagers wear in different countries;
- if a school uniform can be fashionable.

**Questions for the teacher:**

1. Is it important to look good? Why/why not?
2. How do you take care of your clothes?
3. How do you decide which items of clothing to buy?
4. Where do you usually shop for clothes?
5. What is the difference between the clothes you wear at parties and at school?

*Paper 2*

**A friend of yours has decided to get a pet. He/She wants to know your opinion about which pet to get and why?**

**Discuss:**

- your favourite pets, giving reasons;
- what pets are most common in your country;
- what pets you like the least, why;
- why people keep animals as pets;
- what pet your friend should choose and why.

**Questions for the teacher:**

1. Which pet did you dream about when you were a kid? Did you get it?
2. What do your parents/family think of having pets?
3. What should people do to take care of pets?
4. Why do people sometimes decide not to have pets?
5. Is it a good idea to keep wild animals as pets? Why/why not?

*Paper 3*

**In the English lesson you are talking about different sports people do and play.**

football	wrestling	sumo	skating	kick boxing
basketball	tennis	swimming	snowboarding	floorball

**Discuss:**

- which sports you like best, why;
- which sports you would like to try;
- who you usually play sports with;
- why people play/do sports;
- what you would like to change about your sports lessons.

**Questions for the teacher:**

1. Do you like to watch professional sports on television? Why/why not?
2. Which famous athlete would you like to meet? Why?
3. Do you have enough physical activity? Why/why not?
4. Where can people do sports in your city/town/village?
5. How are the Olympic Games different from other competitions?

*Paper 4*

**You and your classmates are asked to discuss your and other people's eating habits.**

**Discuss:**

- kinds of food you eat every day;
- foods that people should or should not eat to stay healthy;
- if eating habits depend on a person's age;
- how people can learn to cook;
- how to prepare your favourite dish.

**Questions for the teacher:**

1. What kinds of food do you like to cook?
2. Where do you usually buy your food?
3. Is the food you eat the best for your health? Why/why not?
4. Do you usually eat fruit and vegetables? If yes, what kinds? If not, why not?
5. How often do you drink milk or water?

*Paper 5*

**In your English lesson you and your classmate are discussing jobs and occupations.**

hairdresser	police officer	fire fighter	shop assistant	flight attendant
businessman	lawyer	farmer	secretary	baker

**Discuss:**

- which one(s) you would be interested in doing;
- which of these jobs are difficult and dangerous, and why;
- if you would like to have a physical or mental job;
- one job you wouldn't like to do, why;
- what professions will be popular in the future.

**Questions for the teacher:**

1. What is your dream job? Do you think it would be possible for you to get this job?
2. Do you think parents should help to choose a profession for their children?
3. Would you rather work inside or outside? Why?
4. When do you have to start thinking about your future profession?
5. Are career lessons important at school? Why?

*Paper 6*

**You go on an exchange visit to a school in another country where you are offered a choice of different free time activities. You and your partner are discussing which activity to choose from:**

going shopping	reading	playing computer games	going roller blading
going to the cinema	chatting	playing sports	going to a museum

- which of these activities are for you and why;
- when and where to do them;
- who you can do these activities with, why;
- what other activities you would like to do afterwards;
- what new activity you would like to take up.

**Questions for the teacher:**

1. Are you a morning or an evening person? What are your mornings/evenings like?
2. Do you ever feel that you waste your free time? How? What can you do about it?
3. If you had more free time, what would you do with it?
4. What are typical activities in summer and in winter?
5. Do you like board games?

*Paper 1*

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- furniture and equipment people didn't have in the past;
- where people will live in the future.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 1. diena

2015

*Paper 2*

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- the role of friends in teenagers' lives;
- what makes a good friend;
- how easy or difficult it is to have a friend from a different culture/country;
- possibilities of making friends through social networks.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa 1. diena

2015

*Paper 4*

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**Discuss:**

- the history of the school;
- the subjects you have;
- what you like most about your school;
- activities you like doing during lessons,
- projects your school has participated in or is planning to participate in.

*Paper 5*

**Your teacher has asked you to make a presentation about your interests and leisure time activities for your English class. You are talking to your classmate about the information you should include.**

**Discuss:**

- interests and leisure time activities that people of your age have;
- how and when you became interested in your favourite leisure time activity;
- how one can combine studies and free time activities;
- how a hobby can change a person;
- how you will present the ideas to the group.

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Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 1. diena

2015

*Paper 6*

**Your class is planning to go on a trip in Latvia. The class teacher has asked you and your friend to plan the trip.**

**Discuss:**

- where to go;
- the most suitable season/time to go;
- who to travel with;
- what to take with you;
- where to look for the information about the places you would like to visit.

*Paper 1*

**You and your friend would like to start an English blog about fashion and clothing and are talking about the information you would like to include.**

**Discuss:**

- the clothes you are wearing now;
- typical clothes, colours, patterns for teenagers;
- types of clothes you wear in different seasons;
- compare what teenagers wear in different countries;
- if a school uniform can be fashionable.

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Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 2. diena

2015

*Paper 2*

**A friend of yours has decided to get a pet. He/She wants to know your opinion about which pet to get and why?**

**Discuss:**

- your favourite pets, giving reasons;
- what pets are most common in your country;
- what pets you like the least, why;
- why people keep animals as pets;
- what pet your friend should choose and why.

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**Paper 3**

**In the English lesson you are talking about different sports people do and play.**

football	wrestling	sumo	skating	kick boxing
basketball	tennis	swimming	snowboarding	floorball

**Discuss:**

- which sports you like best, why;
- which sports you would like to try;
- who you usually play sports with;
- why people play/do sports;
- what you would like to change about your sports lessons.

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Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa 2. diena

2015

**Paper 4**

**You and your classmates are asked to discuss your and other people's eating habits.**

**Discuss:**

- kinds of food you eat every day;
- foods that people should or should not eat to stay healthy;
- if eating habits depend on a person's age;
- how people can learn to cook;
- how to prepare your favourite dish.

*Paper 5*

**In your English lesson you and your classmate are discussing jobs and occupations.**

hairdresser	police officer	fire fighter	shop assistant	flight attendant
businessman	lawyer	farmer	secretary	baker

**Discuss:**

- which one(s) you would be interested in doing;
- which of these jobs are difficult and dangerous, and why;
- if you would like to have a physical or mental job;
- one job you wouldn't like to do, why;
- what professions will be popular in the future.

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Eksāmens angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa 2. diena

2015

*Paper 6*

**You go on an exchange visit to a school in another country where you are offered a choice of different free time activities. You and your partner are discussing which activity to choose from:**

going shopping	reading	playing computer games	going roller blading
going to the cinema	chatting	playing sports	going to a museum

- which of these activities are for you and why;
- when and where to do them;
- who you can do these activities with, why;
- what other activities you would like to do afterwards;
- what new activity you would like to take up.

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**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI  
2015  
ATBILŽU LAPA**

### *Lasišana*

<b>Task 1 BICYCLES UP KILIMANJARO</b>	<b>Task 2 INTERVIEW</b>
1. A	1. G
2. D	2. D
3. B	3. H
4. D	4. K
5. B	5. B
6. B	6. F
7. A	7. J
8. C	8. C
9. C	9. L
10. D	10. A

### *Klausīšanās*

<b>Task 1 BUDGET HOTEL ROOMS</b>	<b>Task 2 PUFFINS</b>
1. key	1. F
2. 360	2. T
3. right	3. T
4. 6.30 / 6.30 am	4. F
5. 10.00 / 10 am	5. F
6. 2nd floor / second floor	6. T
7. 7.95 (a night)	7. T
8. refrigerator / fridge	8. T
9. the hotel / additional costs / extra costs / service / price / hidden charges	9. F
10. 50%	10. F

### *Valodas lietojums*

<b>Task 1 VEGETARIANISM</b>	<b>Task 2 FIRST ENGLISH DICTIONARY</b>
1. B	1. with
2. C	2. for
3. A	3. but
4. C	4. a
5. B	5. more
6. A	6. as
7. D	7. themselves
8. C	8. were
9. B	
10. C	
11. D	
12. B	

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2015  
 DARBA VĒRTĒTĀJĀ 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 bears 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 bears 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 bears 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 with very basic connectors like into sentences 'and' or 'then'.	Very many spelling mistakes cause strain for the reader. Copied words are correct.
0	Not enough to evaluate / The script bears no relevance to the task.				