

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

 2011. gada 31. maijā  
 SKOLĒNA DARBA LAPA  
**Lasīšana**

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (13 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). The first one has been done for you.**

**FRIENDS FOR LIFE**

The concept of trained dogs acting as eyes for those who could not see developed at the beginning of the 20<sup>th</sup> century in Germany in an unusual school. The pupils were not humans, but dogs who were taught how to lead people who were blind. The idea caught on quickly, and guide dogs or Seeing Eye dogs as they are also known, began to be trained in many countries. They are now a familiar sight. These patient and loyal animals lead their blind companions everywhere they go, giving them the possibility to make their way in the world almost as well as sighted persons.

Not every breed of dog makes a good guide. Seeing Eye dogs must be alert at all times, so dogs that are not attentive are not suitable. Labrador retrievers, German shepherds and boxers make excellent guides because they are smart, easy to train, and usually get along well with people. During its training, the dog is taken to many kinds of busy places. This is to get it used to anything that might happen. A dog is trained in large stores, noisy airports and crowded restaurants. It rides on buses and in taxis. It is pushed and poked, and it learns to ignore anything that might cause its attention to wander.

The Seeing Eye dog is responsible for steering its owner carefully past any obstacles. On busy sidewalks, the dog must skillfully weave its way around other pedestrians to make sure its owner doesn't get pushed.

A guide dog has to stop to tell its owner to take a step up or down. But even though it learns to be obedient, a guide dog is also taught that sometimes it must disobey. For example, if its owner tells it to cross a street when a car is coming, it won't move until it is safe to cross. While it is being trained, a guide dog is never punished for making a mistake; instead, it is being encouraged to do better by being rewarded when it behaves correctly.

When the training is complete, a guide dog is assigned to its new owner. The two of them need to be compatible because they will be together for a long time. The size, weight and nature of both are taken into account. A heavy-set person might be more comfortable with a large dog while a person who spends most of the day inside probably will not want to be matched with a frisky dog that needs plenty of exercise. From the beginning, a strong bond needs to form between the dog and the owner.

		<b>T</b>	<b>F</b>	<b>NM</b>
0.	<i>The idea about Seeing Eye dogs was born in Germany.</i>	X		
1.	Originally dogs were pupils in an ordinary school.			
2.	The idea spread fast around the world.			
3.	Dogs are the most patient and loyal of all animals.			
4.	No matter what the breed, dogs are easy to train and make excellent guides.			
5.	Dogs are trained in different crowded places.			
6.	The dog is taught not to pay attention to the surrounding people and things.			
7.	When walking on street, the dog must skillfully walk straight pushing pedestrians away.			
8.	Whenever there is any change in the level of the sidewalk the dog has to warn its owner by stopping.			
9.	The Seeing Eye dog has to obey its owner at any times.			
10.	The dog always has to obey to be rewarded.			
11.	The owner has to sign papers when receiving the dog after the training is done.			
12.	The dog and its owner have to match in size, weight and nature.			
13.	A good relationship between the owner and the dog should be established from the beginning.			

Aizpilda skolotājs:

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

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

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

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

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

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

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

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

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

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

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

Kopā par  
1. uzd.: \_\_\_\_\_



**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2011. gada 31. maijā  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (9 points)**

Aizpilda skolotājs:

## THEFT

**Listen to a conversation that takes place in a police office. A person is reporting a stolen item. Help the policewoman fill in the form with the missing information.**

### Description of the item

1.	Name of item	1) _____	1. _____
2.	Date when stolen	2) _____, 3) _____ (month) (date)	2. _____ 3. _____
3.	Time	4) _____	4. _____
4.	Make	<b>Nokia</b>	
5.	Colour	5) _____	5. _____
6.	Place of incident	<b>High Street</b>	

### Information about the owner

1.	First name	<b>Brian</b>	
2.	Surname	6) _____	6. _____
3.	Address	7) _____, 8) _____ Street (number) (name of the street)	7. _____ 8. _____
4.	Telephone number	9) _____	9. _____

Kopā par 1. uzd.:  
 \_\_\_\_\_

**Task 2 (11 points)****HISTORY OF COCA-COLA**

**Listen to the story and mark the following statements as True (T) or False (F).  
Tick the appropriate box. Look at the example.**

- |  | T                                   | F                        |          |
|--|-------------------------------------|--------------------------|----------|
| 0. <i>The person who created Coca-Cola was an American.</i>          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |          |
| 1. Coca-Cola was invented by Pemberton in 1896.                      | <input type="checkbox"/>            | <input type="checkbox"/> | 1. ____  |
| 2. This drink consisted of seven different components.               | <input type="checkbox"/>            | <input type="checkbox"/> | 2. ____  |
| 3. Even today the components are not made public.                    | <input type="checkbox"/>            | <input type="checkbox"/> | 3. ____  |
| 4. Only one person in the world knows them.                          | <input type="checkbox"/>            | <input type="checkbox"/> | 4. ____  |
| 5. The first Coca-Cola had the same composition as today.            | <input type="checkbox"/>            | <input type="checkbox"/> | 5. ____  |
| 6. It was thick syrup to which still water was added.                | <input type="checkbox"/>            | <input type="checkbox"/> | 6. ____  |
| 7. Coca-Cola's name comes from its two original ingredients.         | <input type="checkbox"/>            | <input type="checkbox"/> | 7. ____  |
| 8. Later plain water was changed for a carbonated one.               | <input type="checkbox"/>            | <input type="checkbox"/> | 8. ____  |
| 9. After some years Pemberton sold his company for a lot of money.   | <input type="checkbox"/>            | <input type="checkbox"/> | 9. ____  |
| 10. The owners of the Coca-Cola company have not changed since then. | <input type="checkbox"/>            | <input type="checkbox"/> | 10. ____ |
| 11. Manufacturing of the drink is still concentrated in the USA.     | <input type="checkbox"/>            | <input type="checkbox"/> | 11. ____ |

Kopā par  
2. uzd.:

Kopā par  
klaus.:

**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2011. gada 31. maijā  
SKOLĒNA DARBA LAPA  
*Valodas lietojums*

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (13 points)**

**Choose the best word to fill the gap.**

**EARTHQUAKE HITS BRITAIN: the biggest tremor in 25 years**

On 27th February 2008, something very unusual (0) B in the UK; there was a rather large earthquake.

It was the (1) \_\_\_\_\_ earthquake in 25 years in the UK. (2) \_\_\_\_\_ was felt in a large area across the country too, both in the north of Scotland and in the south of England. The epicentre (3) \_\_\_\_\_ the earthquake was in a small town in Lincolnshire, (4) \_\_\_\_\_ is an area about two and a half to three hours north of London (5) \_\_\_\_\_ car. A magnitude of 5.2 (6) \_\_\_\_\_ on the Richter scale.

There were (7) \_\_\_\_\_ of reports in the news from people who felt the earth move. One (8) \_\_\_\_\_ said, "We had loads of vibrating and wall shaking and stuff, noise coming off the roof. I came outside - the chimney's on the floor!"

(9) \_\_\_\_\_ man who spoke to the BBC (10) \_\_\_\_\_ the moment the earthquake occurred, "Everything was shaking. As soon as it happened we all (11) \_\_\_\_\_ outside and saw everyone else down the street, coming out and just realised it was an earthquake".

(12) \_\_\_\_\_ British people would be surprised to learn that there (13) \_\_\_\_\_ 200-300 earthquakes in Britain every year - but most of them are so small, they go unnoticed.

- |     |                 |                   |                   |                   |
|-----|-----------------|-------------------|-------------------|-------------------|
| 0.  | A happens       | <b>B happened</b> | C was happening   | D had happened    |
| 1.  | A bigger        | B biggest         | C larger          | D big             |
| 2.  | A It            | B They            | C Their           | D Its             |
| 3.  | A by            | B in              | C of              | D to              |
| 4.  | A what          | B where           | C whose           | D which           |
| 5.  | A in            | B on              | C by              | D to              |
| 6.  | A is registered | B was registered  | C were registered | D was registering |
| 7.  | A lots          | B many            | C lot             | D much            |
| 8.  | A men           | B persons         | C people          | D man             |
| 9.  | A another       | B other           | C others          | D else            |
| 10. | A describe      | B described       | C was describing  | D was described   |
| 11. | A went          | B were going      | C had gone        | D gone            |
| 12. | A more          | B much            | C most            | D little          |
| 13. | A is            | B was             | C were            | D are             |

Aizpilda skolotājs:

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

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

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

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

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

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

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

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

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

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

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

Kopā par 1. uzd.:

\_\_\_\_\_

**Task 2 (7 points)****Complete the gap with ONE suitable word.****MY CHILDHOOD VILLAGE**

La Alberca, (0) where I spent my childhood, is a small village in Salamanca province. I lived there with my parents until I (1) \_\_\_\_\_ fourteen years old. I remember playing after school (2) \_\_\_\_\_ my friends, who were my neighbours. We normally played in the main square, which was the (3) \_\_\_\_\_ where everybody met. After playing for more or less two hours, my sister and I always went home.

My sister, who is two years older (4) \_\_\_\_\_ I am, took care of me. We were very close friends and today we are still very close. When we arrived home, we had to (5) \_\_\_\_\_ our homework, and after dinner we went to bed.

I liked my parents' house, which was located in the main square. It had four floors, and my family always lived on the third floor. Even though the house was (6) \_\_\_\_\_ big, my sister and I shared the (7) \_\_\_\_\_ room. I loved to be with my sister in our room because it was where we talked about things and shared our "secrets."

*Agustina Pascual Calam, Spain*

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

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

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

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

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

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

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

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

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2011. gada 31. maijā  
 SKOLĒNA DARBA LAPA  
**Rakstīšana**

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

**Task 1 (15 points)**

### SPORT EVENT

***You are chatting on the Internet about sport events. Write a message describing a sport event at your school.***

*You have to write between 60 and 80 words.*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Task achievement	Vocabulary	Grammar	Organisation	Total





**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2011. gada 31. maijā un 1. jūnijā  
SKOLOTĀJA BIĻĒTES  
*Mutvārdu daļa*

*Paper 1*

**You were reading a teenage magazine and noticed a letter from a teenager published there.**

*Dear All,*

*I have a problem. This is my last year at school and I work very hard to make good grades. I also sing in the choir two times a week and play football and volleyball three times a week after lessons. I have many friends and I usually chat with them over the Internet in the evenings and we spend a lot of time together over the weekends. Sometimes I have to skip lunch or breakfast because I don't have enough time. I am tired and often I don't even have time to get enough sleep. I know I have to change my lifestyle. What should I do?*

*Rob*

**Talk to your partner and discuss:**

- what you like about Rob's lifestyle
- what things Rob should change about his lifestyle
- what your typical day is like and if it is different from Rob's
- what advice you can give Rob

**Questions for the teacher:**

1. How active is your lifestyle? Do you do any sport in your free time?
2. Do you have regular meals and enough sleep?
3. What's your favourite food and how healthy is your diet?
4. How much time do you usually spend in front of the TV or computer?
5. What can young people do to be more healthy? What do you do?

*Paper 2*

**A contest called The Best Festival is being organised in your school. To take part in the contest you have to make a poster showing the best festival you have attended or a special occasion that you like to celebrate.**

**Talk to your partner and discuss:**

- what festivals and special occasions people celebrate in Latvia
- what special occasions you celebrate with your family
- what your favourite festival or special day is
- which festival you will show on the poster
- how you will present the information on the poster

**Questions for the teacher:**

1. What special occasions do you celebrate with your family?
2. How do you usually celebrate special occasions and what exactly do you do on these days?
3. What festivals or special occasions do you celebrate at school?
4. Are there any special occasions that you celebrate with your friends? How do you celebrate them?
5. If you could take part in any festival, which would you choose? Why?

*Paper 3*

**Your penfriend from England is writing a report about professions and jobs in different countries and has asked you to help him. He wants to know what jobs and professions are popular in Latvia and what your future plans are.**

**Talk to your partner and discuss:**

- what the most popular jobs and professions in Latvia are
- what jobs your family members have and what exactly they have to do
- what profession you would like to learn in the future, what your dream job is
- what you are good at and what qualities you have and how it will help you do your work
- who can help you decide what profession is best for you

**Questions for the teacher:**

1. What part-time jobs can teenagers do after school and during the summer holidays?  
Where can they work?
2. Do you have any work experience? If yes, what kind?
3. Do you ever help your parents in the house or in the garden?
4. Do you think it is important and useful for a teenager to have some work experience?  
Why?
5. What are your future plans? What are you going to do when you finish school?

*Paper 4*

**Your pen friend Anna from England is working on a project about rules that teenagers have in different countries and has asked you to help her. She wants you to talk to your classmate and find out what rules teenagers have in Latvia.**

**Talk to your classmate and discuss:**

- what rules you have at your school, what things you have to do there
- what you are not allowed to do at school
- what duties you have to do at home, how you help your parents
- what your parents don't allow you to do at home
- what rules you do not really like and what rules in your opinion are very good

**Questions for the teacher:**

1. What is your typical day like? Describe it.
2. Who does the housework in your family?
3. How do you help your parents around the house?
4. Can you name some rules that your school has? Do you always follow them?
5. If you could change some rules at your school, what would you change?

*Paper 5*

**This year your class is organising the Sports Day at your school. Your teacher has asked you to help plan the day.**

**Talk to your classmate and discuss:**

- the best place for the event (outdoors or indoors)
- when to start and finish the day
- different activities the students can take part in
- how to invite the students and teachers
- what else is necessary (music, decorations etc.)

**Questions for the teacher:**

1. How important is sport in your life? Do you like doing sport?
2. What is your favourite sport and what do you like about it?
3. What do you usually do in PE lessons and what do you like about them?
4. What events does your school usually organise during the school year?
5. Have you ever helped organise an event at school or out of school?

*Paper 6*

**Your pen friend Alice from England lives in London. She is writing an essay about living in the country and in the city and she has asked you to help her with some ideas.**

**Talk to your classmate and discuss:**

- why it is good to live in the country
- why it is good to live in the city
- what problems people can have living in the city or in the country
- where you live and what the advantages of living in your town/village are
- where you would like to live when you grow up and why

**Questions for the teacher:**

1. Where do you think life is more comfortable – in the country or in the city? Why?
2. What are the disadvantages of living in the country/in the city?
3. What transport can people use to travel in cities and to get from place to place?
4. What is the most convenient type of transport? Why?
5. What transport do you and your family use to travel?

*Paper 7*

**Your pen friend John from England is writing a report on different ways how teenagers can get information about what is happening all over the world and has asked you to help him with some ideas.**

**Talk to your classmate and discuss:**

- the most popular ways how teenagers can find out about what is happening in their country and in the world
- what information young people can get watching TV and reading newspapers
- what kind of news teenagers can find in magazines
- why the Internet is so popular with young people
- how you learn about events that happen in the world

**Questions for the teacher:**

1. What is the best way to get information about what is happening in the world? Why?
2. How much time do you usually spend watching TV? What programmes do you like to watch?
3. How much time do you usually spend using the Internet? What kind of information do you get on the Internet?
4. Do you use the Internet to communicate with people? Why? Why not?
5. What do you usually read in magazines and newspapers?

*Paper 8*

**A group of students from Scotland are visiting your school and your teacher has asked you to show them around.**

**Talk to your classmate and discuss:**

- information about the school they might find interesting
- classrooms you could visit
- other facilities you could show (library, gym, computer room)
- area around the school
- questions you could ask them about their school

**Questions for the teacher:**

1. How often do you travel with your family or classmates and what places do you usually visit?
2. What types of transport do you usually use to travel from place to place?
3. What types of transport are the most convenient? Why?
4. Which place in Latvia would you recommend to visit?
5. What place (city or country) would you really like to visit?

*Paper 9*

**Your English teacher has asked you and your classmate to choose one film both of you have seen and give a short presentation about it in front of your class. Talk to your classmate and decide what film you can tell your class about and what exactly you can say about it.**

**You should discuss:**

- what kind of film it was, the title
- what the film was about
- the actors
- what you liked/disliked and why
- where the others can see this film
- what you are going to tell the others about the film

**Questions for the teacher:**

1. How often do you watch films and what types of films do you like?
2. How do you prefer to watch them - on TV, at the cinema? Why?
3. What was the last film you saw? Did you like it? Why?
4. Do you prefer watching films or TV series? Why?
5. Can watching a film help you learn a language? How?

*Paper 10*

**Your friend Alice is going away for 6 months to study in England. You want to surprise her and decide to cook dinner for her. Your classmate has agreed to help you.**

**Talk to your classmate and decide what you could cook for Alice. Discuss:**

- what each of you can cook
- what your favourite dishes are
- what food you and your friend dislike
- your eating habits
- your menu for dinner

**Questions for the teacher:**

1. How important are friends in your life? Do you have many friends?
2. Can your parents or brothers/sisters be your friends?
3. Describe your best friend. What kind of a person is he or she?
4. Where do you usually have your birthday party? Why there?
5. Who do you usually celebrate your birthday with?

**Paper 1**

**You were reading a teenage magazine and noticed a letter from a teenager published there.**

*Dear All,*

*I have a problem. This is my last year at school and I work very hard to make good grades. I also sing in the choir two times a week and play football and volleyball three times a week after lessons. I have many friends and I usually chat with them over the Internet in the evenings and we spend a lot of time together over the weekends. Sometimes I have to skip lunch or breakfast because I don't have enough time. I am tired and often I don't even have time to get enough sleep. I know I have to change my lifestyle. What should I do?*

*Rob*

**Talk to your partner and discuss:**

- what you like about Rob's lifestyle
- what things Rob should change about his lifestyle
- what your typical day is like and if it is different from Rob's
- what advice you can give Rob

**Paper 2**

**A contest called The Best Festival is organised in your school. To take part in the contest you have to make a poster showing the best festival you have attended or a special occasion that you like to celebrate.**

**Talk to your partner and discuss:**

- what festivals and special occasions people celebrate in Latvia
- what special occasions you celebrate with your family
- what your favourite festival or special day is
- which festival you will show on the poster
- how you will present the information on the poster

*Paper 3*

**Your penfriend from England is writing a report about professions and jobs in different countries and has asked you to help him. He wants to know what jobs and professions are popular in Latvia and what your future plans are.**

**Talk to your partner and discuss:**

- what the most popular jobs and professions in Latvia are
- what jobs your family members have and what exactly they have to do
- what profession you would like to learn in the future, what your dream job is
- what you are good at and what qualities you have and how it will help you do your work
- who can help you decide what profession is best for you

*Paper 4*

**Your pen friend Anna from England is working on a project about rules that teenagers have in different countries and has asked you to help her. She wants you to talk to your classmate and find out what rules teenagers have in Latvia.**

**Talk to your classmate and discuss:**

- what rules you have at your school, what things you have to do there
- what you are not allowed to do at school
- what duties you have to do at home, how you help your parents
- what your parents don't allow you to do at home
- what rules you do not really like and what rules in your opinion are very good



*Paper 5*

**This year your class is organising the Sports Day at your school. Your teacher has asked you to help plan the day.**

**Talk to your classmate and discuss:**

- the best place for the event (outdoors or indoors)
- when to start and finish the day
- different activities the students can take part in
- how to invite the students and teachers
- what else is necessary (music, decorations etc.)

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2011. gada 31. maijā un 1. jūnijā

*Paper 6*

**Your pen friend Alice from England lives in London. She is writing an essay about living in the country and in the city and she has asked you to help her with some ideas.**

**Talk to your classmate and discuss:**

- why it is good to live in the country
- why it is good to live in the city
- what problems people can have living in the city or in the country
- where you live and what the advantages of living in your town/village are
- where you would like to live when you grow up and why

VISC

Vaļņu ielā 2, Rīgā, LV-1050

*Paper 7*

**Your pen friend John from England is writing a report on different ways how teenagers can get information about what is happening all over the world and has asked you to help him with some ideas.**

**Talk to your classmate and discuss:**

- the most popular ways how teenagers can find out about what is happening in their country and in the world
- what information young people can get watching TV and reading newspapers
- what kind of news teenagers can find in magazines
- why the Internet is so popular with young people
- how you learn about events that happen in the world

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2011. gada 31. maijā un 1. jūnijā

*Paper 8*

**A group of students from Scotland are visiting your school and your teacher has asked you to show them around.**

**Talk to your classmate and discuss:**

- information about the school they might find interesting
- classrooms you could visit
- other facilities you could show (library, gym, computer room)
- area around the school
- questions you could ask them about their school

VISC

Vaļņu ielā 2, Rīgā, LV-1050

*Paper 9*

**Your English teacher has asked you and your classmate to choose one film both of you have seen and give a short presentation about it in front of your class. Talk to your classmate and decide what film you can tell your class about and what exactly you can say about it.**

**You should discuss:**

- what kind of film it was, the title
- what the film was about
- the actors
- what you liked/disliked and why
- where the others can see this film
- what you are going to tell the others about the film

*Paper 10*

**Your friend Alice is going away for 6 months to study in England. You want to surprise her and decide to cook dinner for her. Your classmate has agreed to help you.**

**Talk to your classmate and decide what you could cook for Alice. Discuss:**

- what each of you can cook
- what your favourite dishes are
- what food you and your friend dislike
- your eating habits
- your menu for dinner

## IESKAITE EKSĀMENS ANĢĻU VALODĀ

### 9. KLASEI

2011. gada 31. maijā  
DARBA VĒRTĒTĀJA LAPA

#### Marking Scales Year 9, 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 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 convincingly, mentions relevant information	Has sufficient vocabulary to complete the task, used accurately	Uses frequently used constructions with few errors	
3	Completes the task only generally, task components are mentioned, the text might be childish	Moderate range of vocabulary describing everyday situations	Quite accurate use of grammar structures, occasional errors	Organisation is appropriate to the task
2	Attempts to complete the task, some of the points are missing	Restricted range of simple everyday vocabulary	Restricted range of grammar structures, occasionally inadequate for clear communication	Makes an attempt to organise the text, apparent problems with paragraphing, ideas might be jumbled
1	Very difficult to spot any required points	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.			

**Task 2 (25 points)**

P.	Task achievement	Vocabulary	Grammar	Organisation	Spelling
5	Completes the task convincingly, mentions all required points, gives a detailed description/ reasons/ explanation	Uses a wide range of everyday vocabulary accurately	Shows good control of different grammatical structures and sentence patterns	The organisation is appropriate to the task, sentences are organised in logical paragraphs, uses connectors	There are no spelling mistakes
4	Completes the task, but the description is not very convincing, childish, describes in a list of points	Moderate range of everyday vocabulary, few errors	Quite accurate use of various grammar structures, some minor errors	The organisation is clear and appropriate to the task. Can use the most frequently occurring connectors	A few spelling mistakes
3	Produces a text in a list of points, little information is relevant, gives separate facts or statements	Limited range of everyday vocabulary, occasionally faulty	Quite accurate use of basic grammatical structures and patterns, only some mistakes	Some evidence of organisation, problems with paragraphing	Repetitive spelling mistakes
2	Attempts to complete the task, some of the points are missing, very little relevant information	Very limited range of vocabulary, can produce very simple everyday expressions, wrong use of some words	Grammar sufficient for basic communication only, mistakes in simple structures	Little organisation present. The text consists of a sequence of separate sentences or facts, ideas may be jumbled	Frequent spelling errors are distracting
1	Very difficult to spot any required points	Very basic vocabulary with frequent mistakes, occasionally is unable to express ideas clearly	Shows little control of simple grammatical structures and sentence patterns	Some attempt at organisation. Shows the ability to link words into sentences.	Very many spelling mistakes cause strain for the reader
0	Not enough to evaluate.				

**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2011. gada 31. maijā  
ATBILŽU LAPA

**Lasīšana**

*Task 1*

1. F
2. T
3. NM
4. F
5. T
6. T
7. F
8. T
9. F
10. F
11. NM
12. T
13. T

*Task 2*

1. I
2. G
3. A
4. E
5. J
6. C
7. H

**Klausīšanās**

*Task 1*

1. phone/mobile phone
2. June
3. 13
4. this morning / in the morning
5. black
6. Green
7. 34
8. Grove
9. 07768 478244

*Task 2*

1. F
2. F
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. F
11. F

**Valodas lietojums**

*Task 1*

1. biggest
2. it
3. of
4. which
5. by
6. was registered
7. lots
8. man
9. another
10. described
11. went
12. most
13. are

*Task 2*

1. was / turned
2. with
3. place
4. than
5. do
6. quite/very / rather / pretty / so
7. same