

**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2010. gada 1. jūnijā  
SKOLĒNA DARBA LAPA  
*Lasīšana*

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (10 points)**

**Read the text and circle the correct answer.**

**Thomas Lipton**

A son of poor Irish immigrants, Lipton grew up near Glasgow. He left school at the age of ten (1860) to help support his family and in 1865 sailed to America to work as a manual labourer and later manage a successful New York grocery store. It was here that he learned all the tricks and techniques of advertising and salesmanship that he later used to great effect when selling groceries and tea back in England and Scotland.

He returned to Glasgow and worked for a couple of years in the grocery shop run by his parents. By the age of 21 (1871), he had opened his own store, where he practised the retailing skills he had learned in America. His imaginative marketing and clever publicity stunts brought his new venture rapid success. By 1914 he had 500 outlets. His success was based on bulk purchasing a limited range of goods and selling them at cut-price rates with low-profit margins.

In 1890, already a millionaire, Lipton wanted to go on vacation and booked a passage to Australia. On the way, he broke his journey in Ceylon. He had an interest in tea as a product to sell in his shops. He couldn't have picked a better time. Because the economic effects of the coffee blight\* were drastically affecting Ceylon, Lipton naturally chose this island as the inexpensive source for his tea. He bought four former coffee plantations and could fully control his company's tea quality and price.

Lipton's genius was not in the area of growing tea but in the marketing and distribution of the final product. His capacity to invent clever slogans and make effective advertising campaigns is legendary. Instead of selling it loose from the chest, Lipton packed his tea in brightly-coloured packets bearing the slogan "Straight from the tea gardens to the tea pot."

His 300 shops throughout England soon could not keep up with the growing demand for his inexpensive product, and so Lipton teas became available in other stores around Britain. The name of Lipton had migrated from a chain of grocery stores and became a trademark soon to be famous world-over. In 1897 Queen Victoria, a big fan of the Lipton tea brand, elevated Thomas Lipton to knighthood.

\* *plant disease*

0. <i>Thomas Lipton was born in</i> a) <i>an Irish family.</i> b) <i>an English family.</i> c) <i>a Scottish family.</i> d) <i>an American family.</i>	Aizpilda skolotājs:
1. Thomas Lipton spent his childhood a) in Ireland. b) close to England. c) near New York. d) outside Glasgow.	1. ____
2. Thomas Lipton went to the USA a) to continue schooling. b) after visiting Glasgow. c) at the age of fifteen. d) together with his family.	2. ____
3. In New York Thomas Lipton learned to be a) a sailor. b) a shop manager. c) a stuntman. d) an engineer.	3. ____
4. He was _____ when his shop started to sell things. a) younger than 21 b) in his mid-20ies c) older than 21 d) just 21	4. ____
5. The planned destination of his vacation journey was a) Ceylon. b) Britain. c) The Middle East. d) Australia.	5. ____
6. In Ceylon Lipton a) bought and sold coffee plantations. b) used old coffee plantations for growing tea. c) involved himself in coffee business. d) bought plantations and left the island.	6. ____
7. Lipton's key to success was that he a) sold fresh tea from the plantations. b) first dried the leaves of the tea and then sold them. c) combined effective advertisements with eye-catching packages. d) sold tea loose from the chest.	7. ____
8. His tea was a) sold in small amounts. b) very expensive. c) not very popular in Britain. d) sold in large amounts.	8. ____
9. Thomas Lipton a) developed his own brand. b) owned a trade agency. c) migrated from Ceylon. d) travelled around Britain.	9. ____
10. Queen Victoria a) joined Lipton's business. b) hated Lipton but liked his tea. c) liked Lipton tea. d) preferred other tea brands to Lipton tea.	10. ____ Kopā par 1. uzd.: _____

**Task 2 (10 points)**

**Read the interview 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. One (0) has been given as an example.**

**CLIMB EVERY MOUNTAIN**0. A

I remember being in the Alps when I was about 11 for a skiing holiday with my parents and thinking that I liked getting away from the city life.

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

I am still searching, but Mendoza in western Argentina comes close. Great climate, terrific ice cream, beautiful parks and the vineyard tours aren't bad either. The way of life suits me, everyone is very relaxed and open. It is easy to spend the day in the park thinking of great plans and future expeditions.

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

I have been to a fair number of places that would perhaps rank in the top ten of most travellers' lists. There are a few places along the Karakoram Highway that definitely take the cake. Any place where dishes in a 'restaurant' are cleaned with diverted sewerage from the street wins it for me.

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

They are people who have an outline of what they would like to achieve, but are flexible to change. I always create a basic structure to every trip, otherwise I feel like I am not squeezing enough in. There are always so many things to do and see. I watch so many travellers from Katmandu and Nepal who do not have a plan and consequently end up wasting so much time and seeing nothing.

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

People who are travelling the world on a dollar a day. I like good food and having fun is a top priority. Sitting anywhere and cooking on my camping stove in the corner of the room is not my cup of tea.

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

Carlo Buhler, one of the world's greatest alpinists. He was the reason I decided to become a climber. I read an article of his when I was very young in a climbing magazine. He discussed the hardships in climbing. He never said the summit was the achievement; it was the first step on the mountain. The fact you tried was what counted.

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

Falling 60 feet onto a ledge while off route on a big wall in California and cracking my tailbone and several lumbar vertebrae. I was about 500 feet off the ground hanging below my climbing partner. The fall had caused all the climbing equipment to pull out of the wall and we both were attached to the wall by one single piece of protection. We had to abseil down and then walk a considerable way back to the tent. Unfortunately, I was walking so slowly that I had to spend the night out at 14,000 feet in October. It was a long night and a cold bed of rocks.

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

Everything necessary.

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

I really like Portishead and Bob Marley.

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

The ease of communications. I am away for so much of the year on expeditions – it is great to be able to keep in touch with people. I also like how quickly one can get around. I have been able to climb mountains in central Nepal one month and then be in northern Pakistan the next.

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

People putting ambition before friendship. I have witnessed this often on the mountain. Many climbers have become very selfish and are willing to let other people do all the hard work for them and then when it suits them they take advantage of everybody else's hard work.

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

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

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

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

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

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

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

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

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

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

Kopā par  
2. uzd.:Kopā par  
lasīšanu:

- 
- A** *What was the first overseas place you visited?*
  - B** Who is the most memorable person you have encountered?
  - C** What worries you about the world today?
  - D** What music do you like to listen to?
  - E** What essentials do you always pack?
  - F** Where is your idea of hell?
  - G** What is the highest mountain you have climbed so far?
  - H** What do you enjoy about the world today?
  - I** Who are your worst travel companions?
  - J** Worst moments?
  - K** Where is your idea of heaven on Earth?
  - L** Who are your best travel companions?

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2010. gada 1. jūnijā  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (10 points)**

**You will hear a text about four different wedding ceremonies. The information about them has been summed up in a table. Listen to the text and fill in the empty boxes.**

*Aizpilda skolotājs:*

### Unusual Weddings

Weddings	1	2	3	4
Whose wedding was it? (from the speaker's point of view)	<i>sister's</i>	<i>two friends'</i>	6) _____	<i>no information</i>
Where did the ceremony take place?	<i>on the beach</i>	<i>under water</i>	7) _____	8) _____
Why had the couple chosen that place and type of wedding?	1) _____ _____ _____	2) _____ _____ _____	<i>didn't have much money, wanted something special</i>	<i>they had their first date there and they love horses</i>
Number of guests	<i>no information</i>	3) _____	<i>no information</i>	<i>no information</i>
The couple was wearing	<i>traditional Balinese costumes</i>	4) _____ _____	<i>traditional clothes</i>	9) _____ _____
The style of music played	<i>Balinese</i>	<i>no information</i>	<i>no information</i>	10) _____
Would the listener like to have a wedding like that?	<i>would love to</i>	5) _____	<i>yes</i>	<i>no</i>

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_  
 Kopā par 1. uzd.: \_\_\_\_\_

**Task 2 (10 points)**

**Listen to the text, circle the correct option or fill in the gaps with the missing information. Look at the example.**

**April Fool's Day Joke**

**Example:** The event took place in:

- a) Bristol.
- b) Birmingham.**
- c) Ireland.

1. It happened in \_\_\_\_\_. 1. \_\_\_\_\_
2. Rag Week is the time when:
  - a) people play practical jokes on each other.
  - b) students spend nights on the main street.
  - c) young people collect money for charity.2. \_\_\_\_\_
3. Alan and two of his friends were woken up at \_\_\_\_\_. 3. \_\_\_\_\_
4. The boys had had only some \_\_\_\_\_ hours' sleep. 4. \_\_\_\_\_
5. One of Alan's friends called the police to inform them that the road workers:
  - a) were drilling at an unsuitable time.
  - b) were victims of a Rag Week stunt.
  - c) were students playing a practical joke.5. \_\_\_\_\_
6. The other friend went to the workers and:
  - a) started an argument with them.
  - b) asked them to join the Rag Week stunt.
  - c) told them about a joke planned by some students.6. \_\_\_\_\_
7. The police came to the place and:
  - a) ordered the workers to stop work.
  - b) accused the workers of starting work too early.
  - c) fired the road workers immediately.7. \_\_\_\_\_
8. The workers:
  - a) ignored the police and did not stop their work.
  - b) laughed about the policemen but stopped the work.
  - c) asked the policemen to take off the uniforms.8. \_\_\_\_\_
9. The police and the workers:
  - a) finally understood this practical joke.
  - b) were very angry about this joke.
  - c) punished Alan and his friends later.9. \_\_\_\_\_
10. Alan and friends:
  - a) enjoyed the scene but were arrested afterwards.
  - b) were found and taken to the police
  - c) amused themselves watching it all.10. \_\_\_\_\_

Kopā par  
2. uzd.:

\_\_\_\_\_

**Kopā par  
klaus.:**

\_\_\_\_\_

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2010. gada 1. jūnijā  
 SKOLĒNA DARBA LAPA  
**Valodas lietojums**

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

**Task 1 (10 points)**

**Read the text and choose the correct answer. There is an example given.**

*Aizpilda skolotājs:*

**Soap operas**

Watching TV is (0) a popular pastime in the UK. But (1) \_\_\_\_\_ kind of programmes do British people like to watch? Well, the most popular TV programmes are dramas that are usually (2) \_\_\_\_\_ at least four hours every week. They are dramas that show ordinary life of one neighbourhood (3) \_\_\_\_\_ the UK – we call these dramas ‘soap operas’.

In the early days of TV, there (4) \_\_\_\_\_ often dramas on during the day. In those days, it was common for the husband to go to work and for the wife to stay at home and (5) \_\_\_\_\_ after the house and the children. Most of these daytime dramas were aimed at entertaining the housewives (6) \_\_\_\_\_ would traditionally be at home, probably (7) \_\_\_\_\_ the washing. Companies selling washing powder would advertise (8) \_\_\_\_\_ products when these dramas were on. Therefore the word ‘soap’ was used.

The word ‘opera’ was used because lots of dramatic events, like murders, divorces, and affairs happened probably (9) \_\_\_\_\_ more often than they would in a normal neighbourhood.

So, if you (10) \_\_\_\_\_ to experience one of these dramas, try ‘Coronation Street’, ‘Eastenders’ or ‘Emmerdale’ and enjoy the ‘soap’.

<b>0</b>	<i>an</i>	<u>a</u>	<i>the</i>	<i>this</i>
<b>1</b>	which	what	whose	who
<b>2</b>	in	at	down	on
<b>3</b>	to	at	in	with
<b>4</b>	are	is	was	were
<b>5</b>	look	sit	stay	be
<b>6</b>	which	whose	who	while
<b>7</b>	watching	making	having	doing
<b>8</b>	its	their	our	his
<b>9</b>	less	much	few	many
<b>10</b>	want	like	would	must

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_  
 Kopā par  
 1. uzd.: \_\_\_\_\_

**Task 2 (10 points)****Complete the text with the correct tense of the verb in the brackets.****Valentine's Day**

It's the time of the year when couples (0) show (*show*) their love for each other by sending cards, flowers and chocolates. But Valentine's Day is not only about showing love: in recent years it (1) \_\_\_\_\_ (become) big business. Last year in the UK alone, more than 20 million pounds (2) \_\_\_\_\_ (spend) on flowers, and in the United States people (3) \_\_\_\_\_ (pay) over 1 billion dollars to buy chocolates.

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

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

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

Although Valentine's Day has become a global industry, the origins of the day (4) \_\_\_\_\_ (be) still unclear. Nobody (5) \_\_\_\_\_ (know) exactly who St Valentine was.

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

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

Valentine's Day is celebrated in many countries around the world, but the customs often (6) \_\_\_\_\_ (differ) from place to place. In Japan, for example, it is traditional for the woman (7) \_\_\_\_\_ (send) chocolates to the man, whilst in Korea April 14th is known as 'Black Day' when the unhappy men who (8) \_\_\_\_\_ (not receive) anything on Valentine's Day gather to eat noodles and cry on each other's shoulder.

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

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

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

Valentine's cards can also be used for other purposes. In 2007 police in the UK city of Liverpool (9) \_\_\_\_\_ (send) a Valentine's card to a criminal who did not appear in court. There (10) \_\_\_\_\_ (be) only one verse in the card, 'Roses are red, violets are blue, you've got a warrant and we'd love to see you'. Who says romance is dead?

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

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

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



**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2010. gada 1. jūnijā  
 SKOLĒNA DARBA LAPA  
**Rakstīšana**

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

**Task 1 (15 points)**

**JOBS**

**Write a paragraph (about 50 words) for a class project describing a job you might choose for your career.**

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Task achievement	Vocabulary	Grammar	Organisation	Total



## Paper 1

A contest called My Country is being held on the Internet and you were asked to participate. Talk to your classmate and decide what information you would like to include in the profile of your country. Discuss:

- what general information about the country you will include;
  - what traditions Latvians have;
  - what special occasions people like to celebrate in Latvia;
  - what the most beautiful places in Latvia are;
  - what people can do here in their free time.
- 

## Paper 2

You are making a poster about a typical day in a teenager's life. Talk to your classmate and decide what information the poster could show. Discuss:

- what you do at school every day;
- what after-school clubs teenagers can take part in;
- what out-of-class activities youngsters do in your town/village;
- what chores you have to do at home;
- what you like doing in your free time.

### Paper 3

You and your classmate are writing a blog (Internet diary) about healthy lifestyles as part of your project. Decide what information you would like to include in your blog. Discuss:

- your daily routines at home and at school;
  - how much time you spend in front of the TV and computer;
  - how much time you need to do your homework;
  - teenagers' eating habits nowadays;
  - some bad habits that teenagers have.
- 

### Paper 4

A new leisure centre is being opened next week and they are offering free use of their facilities for one day. You and your classmates have decided to take advantage of the offer. Talk to your classmate and decide what you are going to do.

- swimming pool (with the instructor);
- tennis court (rackets available);
- volleyball;
- aerobics studio;
- table tennis.

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## Paper 5

During your English lesson you were asked to think about the role of the Internet in your life and to make a presentation about the advantages and disadvantages of the Internet. Discuss:

- how often you use the Internet;
  - how you can use the Internet to entertain yourself and to relax;
  - how you can use the Internet to help you with your school work;
  - how the Internet can help you to communicate with other people;
  - what problems teenagers may have because of using the Internet.
- 

## Paper 6

A group of students from Estonia are visiting your school. Your teacher has asked you and your classmate to show them a presentation about your school. Talk to your partner and decide what you should include in your presentation and what you can show them afterwards. Discuss:

- the building and the surroundings of the school;
- the subjects you have at school;
- the traditions your school has;
- the facilities that students can use at your school (sports hall, library etc);
- how active the students of your school are.

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## Paper 7

Your friends are coming over to your place on Saturday and have asked you to choose one or two good films you could all watch. Talk to your friend and decide which option would be the best. Discuss the type of the film and what you like about it:

- Twilight, the New Moon (teenager drama, vampires);
  - Ice Age (cartoon, comedy);
  - High School Musical 3 (musical);
  - X-Men (Science fiction, action);
  - 17 Again (romantic comedy).
- 

## Paper 8

One of your classmates has his/her birthday next week and you and your classmates want to surprise them. Talk to your partner and decide what you could do. Discuss:

- your friend's likes and dislikes;
- your friend's interests;
- what present you could buy for him/her;
- what surprise you could organize for him/her at school;
- what you could all do together after school.

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## Paper 9

Your class has won a 1-day trip to Riga and your teacher has asked you to choose 2 places/activities that you would like to visit. Look at the list of places and choose the ones that most of your classmates would like to go to:

- Zoo;
  - Nature Museum;
  - aqua park;
  - theatre;
  - basketball match.
- 

## Paper 10

A group of students from England is visiting your school and your teacher has asked you to tell them a little about your school and your class. Talk to your classmate and decide what useful and interesting information you would like to share with them. Discuss:

- what you can say about your school;
- general information you can share about your class;
- rules that you have at school;
- traditions you have in your school and class;
- adventures you have had together with your classmates.

**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2010. gada 1. un 2. jūnijā  
SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*

Paper 1

A contest called My Country is being held on the Internet and you were asked to participate. Talk to your classmate and decide what information you would like to include in the profile of your country. Discuss:

- what general information about the country you will include;
- what traditions Latvians have;
- what special occasions people like to celebrate in Latvia;
- what the most beautiful places in Latvia are;
- what people can do here in their free time.

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 2

You are making a poster about a typical day in a teenager's life. Talk to your classmate and decide what information the poster could show. Discuss:

- what you do at school every day;
- what after-school clubs teenagers can take part in;
- what out-of-class activities youngsters do in your town/village;
- what chores you have to do at home;
- what you like doing in your free time.

Questions for the teacher:

1. What after-school activities can you do in your town or village? Which after-school clubs do you attend?
2. What after-school club would you like to take part in?
3. What can you do in your free time in your town or village?
4. What chores do you have to do at home?
5. What rules do you have to follow at school?



### Paper 3

You and your classmate are writing a blog (Internet diary) about healthy lifestyles as part of your project. Decide what information you would like to include in your blog. Discuss:

- your daily routines at home and at school;
- how much time you spend in front of the TV and computer;
- how much time you need to do your homework;
- teenagers' eating habits nowadays;
- some bad habits that teenagers have.

Questions for the teacher:

1. What do you do to look and feel good?
  2. What are your eating habits? How regular are your meals?
  3. Do you eat only healthy food? What do you think about junk food?
  4. Do you have any bad habits that may influence your health?
  5. What is the food like in your school cafeteria?
- 

### Paper 4

A new leisure centre is being opened next week and they are offering free use of their facilities for one day. You and your classmates have decided to take advantage of the offer. Talk to your classmate and decide what you are going to do.

- swimming pool (with the instructor);
- tennis court (rackets available);
- volleyball;
- aerobics studio;
- table tennis.

Questions for the teacher:

1. What is your favourite sport and why do you like it?
2. What kind of sport would you rather watch on TV than do yourself?
3. What does it mean to lead a healthy lifestyle? What do you do to keep fit?
4. What do you usually do during sport lessons?
5. Which sport would you like to try?

## Paper 5

During your English lesson you were asked to think about the role of the Internet in your life and to make a presentation about the advantages and disadvantages of the Internet. Discuss:

- how often you use the Internet;
- how you can use the Internet to entertain yourself and to relax;
- how you can use the Internet to help you with your school work;
- how the Internet can help you to communicate with other people;
- what problems teenagers may have because of using the Internet.

Questions for the teacher:

1. How often do you use the Internet and what do you usually do on the net?
  2. How can the Internet help you during lessons and with your homework?
  3. How often do you use the Internet to communicate with other people and how do you do that?
  4. Do you prefer to communicate with others over the Internet or to speak face-to-face?
  5. What problems can the Internet cause in youngsters' lives?
- 

## Paper 6

A group of students from Estonia are visiting your school. Your teacher has asked you and your classmate to show them a presentation about your school. Talk to your partner and decide what you should include in your presentation and what you can show them afterwards. Discuss:

- the building and the surroundings of the school;
- the subjects you have at school;
- the traditions your school has;
- the facilities that students can use at your school (sports hall, library etc);
- how active the students of your school are.

Questions for the teacher:

1. How important is school in your life?
2. How much time do you spend at school every day?
3. What are your favourite and least favourite subjects? Why?
4. What after-school activities does your school offer and which do you take part in?
5. If you could change one thing about your school, what would it be?

## Paper 7

Your friends are coming over to your place on Saturday and have asked you to choose one or two good films you could all watch. Talk to your friend and decide which option would be the best. Discuss the type of the film and what you like about it:

- Twilight, the New Moon (teenager drama, vampires);
- Ice Age (cartoon, comedy);
- High School Musical 3 (musical);
- X-Men (Science fiction, action);
- 17 Again (romantic comedy).

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 or using your computer? Why?
  3. What was the last film you saw and what did you think of it?
  4. Do you enjoy reading books? What was the last book you read?
  5. Do you think that young people spend more time watching TV than reading books? Why?
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## Paper 8

One of your classmates has his/her birthday next week and you and your classmates want to surprise them. Talk to your partner and decide what you could do. Discuss:

- your friend's likes and dislikes;
- your friend's interests;
- what present you could buy for him/her;
- what surprise you could organize for him/her at school;
- what you could all do together after school.

Questions for the teacher:

1. Why do people need friends?
2. What are your friends like? What do you do together with your friends?
3. How do you usually celebrate your birthday?
4. What is the best present you have ever received?
5. What special occasions do you celebrate with your family?

## Paper 9

Your class has won a 1-day trip to Riga and your teacher has asked you to choose 2 places/activities that you would like to visit. Look at the list of places and choose the ones that most of your classmates would like to go to:

- Zoo;
- Nature Museum;
- aqua park;
- theatre;
- basketball match.

Questions for the teacher:

1. Describe the place you come from.
  2. What are the advantages of living in the city and in the country?
  3. What could be the disadvantages of living in the city and the country?
  4. If you could move to another place, would you do that? Why?
  5. If you could change one thing about your town or village, what would you change?
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## Paper 10

A group of students from England is visiting your school and your teacher has asked you to tell them a little about your school and your class. Talk to your classmate and decide what useful and interesting information you would like to share with them.

Discuss:

- what you can say about your school;
- general information you can share about your class;
- rules that you have at school;
- traditions you have in your school and class;
- adventures you have had together with your classmates.

Questions for the teacher:

1. How much time do you usually spend together with your classmates over the week?
2. What hobbies and interests do you share with them? What do you do together?
3. What do you do during the summer holidays? What about this summer?
4. What kind of problems do teenagers usually have at school?
5. What can young people do to have better relationships with classmates?

**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2010. gada 1. jūnijā  
ATBILŽU LAPA

**Reading**

*Task 1*

1. d)
2. c)
3. b)
4. d)
5. d)
6. b)
7. c)
8. d)
9. a)
10. c)

*Task 2*

1. K
2. F
3. L
4. I
5. B
6. J
7. E
8. D
9. H
10. C

**Listening**

*Task 1*

- 1) they met there
- 2) they love scuba diving
- 3) about 20
- 4) wet suits
- 5) no
- 6) best friend's
- 7) in a car / drive-up
- 8) near a waterfall
- 9) jeans and cowboy hats
- 10) country music

*Task 2*

1. 1980s / 1980ties / 80s / 80ties / mid 80s / mid 80ties
2. c)
3. 7 a.m. / 7 in the morning
4. 2; 2.5; 3
5. c)
6. c)
7. a)
8. a)
9. a)
10. c)

**Language Use**

*Task 1*

1	what
2	on
3	in
4	were
5	look
6	who
7	doing
8	their
9	much
10	want

*Task 2*

	accepted	not accepted
1	has become	
2	were spent	was spent
3	paid	
4	are	
5	knows	
6	differ	
7	to send	
8	have not received did not receive	do not receive
9	sent	
10	was	

**EKSĀMENS ANGLŪ VALODĀ  
9. KLASEI**

2010. gada 1. jūnijā  
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.				