

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2012. gada 29. maijā  
 SKOLĒNA DARBA LAPA  
**Lasīšana**

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

**Task 1 (10 points)**

**Read the text and fill out the gaps in the chart given below. The first one is done for you.**

### India and Bangladesh

For nearly 30 years, India and Bangladesh have argued over control of a tiny rock island in the Bay of Bengal. Now rising sea levels have resolved the dispute for them: the island is gone.

Disappearance of New Moore Island in the Sunderbans has been confirmed by satellite imagery and sea patrols, said oceanographer Sugata Hazra, a professor at Jadavpur University in Calcutta. India and Bangladesh both claimed the empty New Moore Island, which is about 3.5 km long and 3 km wide. Bangladesh called the island South Talpatti.

There were no permanent structures on New Moore, but India sent some soldiers to its rocky shores in 1981 to put up its national flag.

“What these two countries could not achieve from years of talking, has been resolved by global warming,” said Hazra.

Scientists at the School of Oceanographic Studies at the university have noted an alarming increase in the rate at which sea levels have risen over the past ten years in the Bay of Bengal. Until 2000, the sea levels rose about three millimetres a year, but after year 2000 they have been rising about five millimetres every year, he said.

Another nearby island, Lohachara, disappeared in 1996, making its inhabitants move to the mainland, he said. At least ten other islands in the area were at risk as well, Hazra said.

“We will have ever larger numbers of people displaced from the Sunderbans as more island areas come under water,” he said.

Bangladesh, a nation of one-hundred-fifty million people living close to the sea, is one of the countries which is worst-affected by global warming. Officials estimate one fifth of Bangladesh’s coastal area will be underwater and twenty million people will be displaced if sea level rises one metre by 2050 as projected by some climate models.

0.	30 years	length of the argument between India and Bangladesh
1.		time when India claimed the island
2.		number of states arguing about the island
3.		length of time with significant changes in the speed of the rising sea level
4.		speed at which the sea level rose in the previous century
5.		speed at which the sea level rises now
6.		number of other endangered places
7.		population of Bangladesh
8.		size of endangered coastline of Bangladesh
9.		number of people who will possibly have to look for a new place to live in
10.		possible rise of the level of the sea

Aizpilda skolotājs:

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

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

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

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

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

Kopā par 1. uzd.:

**Task 2 (10 points)**

**Read the text and fill in the gaps with the phrases given underneath. Each phrase can be used only once. There are more phrases than necessary. The first is given as an example.**

**Music from the Internet**

Our tastes always differ; they differ (0.) C. Some like pop music, some - classic, one likes jazz and (1) \_\_\_\_\_ style. It will take too much time to name all genres and styles of music we like. The main question is where to find this very music, regardless the style it belongs to.

No matter which music style you prefer, it (2) \_\_\_\_\_, whether you're favorite music is on the Internet. Fond of acid punk or samba, freestyle or instrumental, jazz or reggae? Wide number of classical mp3 music is also available there.

Prices for (3) \_\_\_\_\_ are one more question that interests customers. Prices for different discs may differ and it allows a wider number of clients to find the proposition they were searching for, items that are suitable and (4) \_\_\_\_\_.

Visitors of such sites can also make a payment for example \$20 and receive \$0.02 every day. It is allowed with the help of special Daily Bonus scheme. Making (5) \_\_\_\_\_ of \$30, bonus amount will be \$0.05 every day.

To have access to needed items and to buy legal mp3s, visitors of the site (6) \_\_\_\_\_. The client registering on the site receives certain requisites that will help to identify each visitor of the site. Each time clients visit the site after registration they use their own logins and passwords. In case the login and password are illegally given to other people, the site (7) \_\_\_\_\_.

When paying for one or another service or item available on the site, customer transfers their money with the help of safe SSL connection so that no data is available for the administration of the site and (8) \_\_\_\_\_.

One well-known proverb says that it is (9) \_\_\_\_\_ for one time than to hear about it for hundred times. In the case of this music store it is worth to see it for one time and as a result to listen to your beloved music for (10) \_\_\_\_\_ times!

A	is really worth to check
B	accessible for them
C	<i>in music preferences too</i>
D	costs a lot of money to download
E	hundreds and thousands
F	another one is fond of country
G	the procedure is absolutely safe
H	another payment
I	guarantees the quality of the downloaded tracks
J	will be unsafe for the client
K	better to see something
L	should register at first
M	musical albums and mp3 songs

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

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

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

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

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

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

Kopā par  
2. uzd.:Kopā par  
lasīšanu:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2012. gada 29. maijā  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (10 points)**

**Choosing a Holiday**

**You will hear 4 people calling a travel agency to get some information about possible ways of spending their holidays. Listen and fill the gaps with the missing information. Use no more than 2 words per gap.**

Aizpilda skolotājs:

Speaker	1	2	3	4
What kind of holiday the speaker wants	different	special	special	(8) different and _____
Length of holiday	one week	no information	(6) _____	no information
Type of accommodation offered	(1) _____ _____	4 star resort	no information	budget hotels and (9) _____
Activities offered	milking cows, (2) _____, _____, picking fruit, planting crops	skiing, snowboarding, walking in the mountains, (3) _____	going to the zoo or bird park, sightseeing or taking a cable car to an island	travelling by local buses, seeing the country, meeting local people
Meals	no information	(4) _____	no information	at local restaurants and (10) _____, cheap and delicious
Will the speaker choose this holiday?	no	(5) _____	maybe yes	no
The reason for this decision	would like something more relaxing	no information	(7) _____	not too comfortable

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

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Kopā par 1. uzd.:

**Task 2 (10 points)****Macedonia**

**Listen to a text about Macedonia and fill the gaps with the missing information. Use no more than 2 words or a number per each gap. Look at the example.**

*Example: Just after the war Macedonia was one of the **poorest (0)** countries in Europe.*

1. In the last years Macedonia has rapidly developed in the field of \_\_\_\_\_ (1). 1. \_\_\_\_\_
2. The country has received financial support from the \_\_\_\_\_ (2) Agency for International Development. 2. \_\_\_\_\_
3. Now \_\_\_\_\_ (3) per cent of the territory of Macedonia has got wireless access to the Internet. 3. \_\_\_\_\_
4. There are \_\_\_\_\_ (4) schools in Macedonia. 4. \_\_\_\_\_
5. Some Macedonian schools even haven't got a \_\_\_\_\_ (5). 5. \_\_\_\_\_
6. But each school has got a \_\_\_\_\_ laboratory (6). 6. \_\_\_\_\_
7. Computers have been sent to Macedonian schools by \_\_\_\_\_ (7). 7. \_\_\_\_\_
8. Today about \_\_\_\_\_ (8) schoolchildren can use the Internet. 8. \_\_\_\_\_
9. These changes will have a positive effect on the development of businesses and \_\_\_\_\_ (9) of Macedonia. 9. \_\_\_\_\_
10. They will also help Macedonia \_\_\_\_\_ (10) its economy. 10. \_\_\_\_\_

Kopā par  
2. uzd.:

Kopā par  
klaus.:

**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2012. gada 29. maijā  
SKOLĒNA DARBA LAPA  
**Valodas lietojums**

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (12 points)**

**Choose the best word to fill the gap. Circle A, B, C or D. An example is given.**

**A big night out**

It can be difficult to go to the cinema in London, (0) B there are too many films and cinemas to pick from! There's lots of information telling you what's (1) \_\_\_\_\_ if you look on the Internet or in *Time Out* magazine. But still, seeing a film can be (2) \_\_\_\_\_ expensive night out in the centre of town!

**Films on a budget**

The cheapest cinema in Leicester Square is 'The Prince Charles'. This cinema often shows films (3) \_\_\_\_\_ weeks later than some of the others, so if you don't mind being a bit behind the times and want to save some money, this could be the place for you. If you become a member (£5 per year) you can see films from (4) \_\_\_\_\_ little as £1.50!

**Arty**

There are other smaller art-house cinemas in town. 'Metro Cinema' (5) \_\_\_\_\_ in Soho shows a wide variety of movies but tends not to show more mainstream films. These films are made by independent filmmakers and (6) \_\_\_\_\_ aimed at mass audiences. (7) \_\_\_\_\_ art-house cinema is the 'Curzon Soho'; *Time Out* readers recently (8) \_\_\_\_\_ this as London's number one cinema.

**See the films first**

Every year London has (9) \_\_\_\_\_ own film festival in November, you can see lots of premiers, listen to directors discussing the film and maybe see some stars too! It shows all kinds of films and many big name film-makers (10) \_\_\_\_\_ it. There is also the Alternative film festival, which (11) \_\_\_\_\_ in April. You usually need to book tickets well in advance.

As you can see, going to the cinema in London (12) \_\_\_\_\_ a lot of thinking about, maybe you want to see a famous star, or perhaps a film by your favourite director, or just sit, eat popcorn and enjoy the latest Hollywood action movie. If you take time to look, there's something for everyone

- |    |               |                  |               |               |
|----|---------------|------------------|---------------|---------------|
| 0  | A so          | <b>B</b> because | C therefore   | D and         |
| 1  | A in          | B on             | C at          | D for         |
| 2  | A more        | B a              | C an          | D the         |
| 3  | A few         | B a few          | C lots        | D a lot       |
| 4  | A as          | B such           | C so          | D too         |
| 5  | A is located  | B locate         | C located     | D location    |
| 6  | A is not      | B has not        | C have not    | D are not     |
| 7  | A other       | B the other      | C another     | D others      |
| 8  | A voted       | B were voting    | C had voted   | D votes       |
| 9  | A it's        | B their          | C his         | D its         |
| 10 | A had visited | B have visited   | C are visited | D has visited |
| 11 | A goes        | B lasts          | C runs        | D takes       |
| 12 | A gives       | B requires       | C does        | D necessary   |

Aizpilda skolotājs:

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

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

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

Kopā par 1. uzd.:

\_\_\_\_\_

**Task 2 (8 points)****Complete the gap with ONE suitable word.****Shopping in London by John Kirks**

When I (1) \_\_\_\_\_ to London one of my favourite things to do is shopping!

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

I (2) \_\_\_\_\_ enjoy hunting around for a bargain in the sales or buying

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

something new to wear out (3) \_\_\_\_\_ a Saturday night.

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

There are (4) \_\_\_\_\_ different places to go shopping in London. If you're

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

looking for expensive and famous shops, you can go to Oxford Street, but keep in mind,

it gets too busy sometimes; it can (5) \_\_\_\_\_ difficult to go anywhere!

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

For a less crowded, more relaxing shopping experience, go to Covent Garden, you can

have a delicious cappuccino, and watch some street theatre at the same time.

Some people like shopping in department stores, the (6) \_\_\_\_\_ famous

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

one in London is 'Harrods' in Knightsbridge, but for me, it's not modern enough, and too

expensive. Just down the road is 'Harvey Nics', however, the best of all big department

stores is 'Selfridges' in Oxford Street, it (7) \_\_\_\_\_ a shoppers' paradise.

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

If you're not into spending money, a bit of window-shopping can be good for you – it

(8) \_\_\_\_\_ cost a penny. Sometimes I'll spend hours just wandering

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

around a market having a chat with my friends.

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







**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI**

2012. gada 29. maijā un 30. maijā  
SKOLOTĀJA BIĻĒTES  
*Mutvārdu daļa*

*Paper 1*

**Your school is organising the Day of English at your school. Your teacher has asked you to help plan the day.**

**Talk to your classmates and discuss:**

- the plan of the day (time, place, etc.);
- the activities;
- how to inform students and teachers;
- other necessary things (music, decorations etc.);
- people responsible for different activities.

**Questions for the teacher:**

1. How many times a week do you have your English lessons?
2. What do you like doing in the English lessons? Why?
3. What languages are taught at your school?
4. Is it important to learn languages nowadays? Why?
5. What else can you do to improve your language skills?

*Paper 2*

**A group of students and teachers from England are visiting your town/village and school and are staying for three days. Your teacher has asked you to show them around.**

**Talk to your classmate and discuss:**

- what you can tell them about your town/village;
- places in your town/village you can show them;
- what you like about your school;
- traditions that you have at your school;
- other places near your town/village you can take them to.

**Questions for the teacher:**

1. Describe your town/village you live in.
2. What do you like about the place you live in?
3. Where is life easier – in the country or in the city? Why?
4. What problems might people have living in the countryside?
5. Where would you like to live in the future (town or village)? Why?

**Paper 3**

**You and your friend are planning to go to a movie. Look at the advertisement.**

**Talk to your partner and discuss:**

- which film both of you would like to see;
- what time it starts;
- what the price (cheap/expensive) for a ticket is;
- where to meet;
- what to do after the film.

<b>Cars 2 – Ls 2.15</b> ( <i>cartoon, adventure movie</i> ) 13:45 - Auditorium 2	<b>Friends with benefits - Ls 2.50</b> ( <i>romantic comedy</i> ) 16:15 - Auditorium 5
<b>Smurfs - Ls 2.75</b> <i>adventure movie, cartoon</i> 13:00 - Auditorium 4	<b>Pirates of the Caribbean - Ls 4.00</b> ( <i>adventure movie, action, comedy, fantasy</i> ) 19:30 – Auditorium 3
<b>The Tree of Life - Ls 3.50</b> ( <i>drama</i> ) 12:00 - Auditorium 1 15:40 - Auditorium 1 18:10 - Auditorium 1	

**Questions for the teacher:**

1. How often do you watch films?
2. Where do you usually watch films? Why?
3. What do you think of Latvian films and actors?
4. Can watching films help you learn a foreign language? How/why not?
5. Which would you prefer – a book or a film? Why?

**Paper 4**

**Your class is organising a day school trip. Your teacher has asked you to talk to your classmates and decide what you would like to do and see.**

**Discuss:**

- the places you would like to go to;
- how you are going to get there;
- the best time to leave;
- things to see and to do on your way;
- the best place to have lunch.

**Questions for the teacher:**

1. Why do people like travelling?
2. What places have you visited in Latvia and have you ever travelled to other countries?
3. What transport do you and your family use to travel?
4. What transport can people use to get from place to place in the city and the country?
5. What is the most convenient type of transport? Why?

*Paper 5*

**Your class is planning to host a group of teenagers from Berlin. Your classmates have given some suggestions for an entertainment programme for them. You and your friend have to decide on the programme.**

**Look at the list and discuss:**

- what to choose;
- when to do it;
- how to get there;
- how much it could cost;
- what to do during or after it.

going to a movie	visiting Sigulda	going to a pop-concert
going to a cafe	visiting the Old Town of Riga	
visiting Jūrmala	having a picnic in the countryside	
going to a theatre play	having a party at school	

**Questions for the teacher:**

1. What do you usually do on weekends?
2. Are your summer holidays different? How?
3. What are your favourite leisure activities?
4. Who do you like to spend time with?
5. Tell me about the most interesting event you have been to.

*Paper 6*

**You and your classmate are thinking of joining a hobby group. Look at the list and discuss what you like and dislike about each of the options:**

**Talk to your classmate and discuss:**

- Art club (drawing, painting) (Monday 17.00 – 18.30);
- Spanish classes (Wednesday, Friday 16.00 – 17.00);
- guitar lessons (Monday, Friday 16.00 – 17.30);
- digital photography (Monday 15.30 – 16.30);
- computer design (Thursday 16.00 – 17.00).

**Questions for the teacher:**

1. What after-school activities does your school offer and which do you attend?
2. What after-school activities would you like to have in your school?
3. What do teenagers in Latvia usually do in their free time? What about you?
4. What is your usually weekday like during the school year?
5. How is it different in summer?

*Paper 7*

**Your English teacher has asked you and your classmate to prepare a poster presentation „Teenagers and Books”.**

**Discuss:**

- where to get information;
- what information to include;
- how to make a poster;
- how to present it; / what to tell in the presentation;
- who will do what.

**Questions for the teacher:**

1. Do you like reading books? Why?
2. What is the best book you have read? Why?
3. What is more interesting – first to read a book and then to watch a film or first to watch a film and then to read a book?
4. Why do teenagers read less nowadays?
5. What could be done to encourage teenagers read more?

*Paper 8*

**Your School Parliament is trying to make students' life at school more active and healthy. They have asked you to help them with ideas how to make students more interested in sports and active lifestyle. Look at the list of possible activities and decide which activities the students would like to take part in:**

- matches between classes;
- healthy cooking afternoon;
- organising a quiz for other students about sports, healthy food and healthy activities;
- making a video about healthy lifestyle;
- organising two-day hikes.

**Questions for the teacher:**

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

*Paper 9*

**Your class has applied to take part in an international project about friendship. You have to prepare a presentation about your best friend.**

**Discuss:**

- how and when you met;
- what he/she is like;
- what you like most about your friend;
- what hobby he/she has;
- what both of your friends have in common.

**Questions for the teacher:**

1. What qualities should a friend have?
2. What are the things (qualities, habits, hobbies) that you would not like your friend to possess?
3. Why should a person have friends?
4. What is the best place to make friends?
5. Is it possible to be 'friends for a lifetime'?

*Paper 10*

**You and your friend have to make a presentation for your class about responsibilities teenagers have.**

**Talk to your partner and discuss:**

- what responsibilities teenagers have at school;
- the differences between students now and in the past;
- what teenagers' duties at home usually are;
- what activities do you enjoy the most and the least;
- if anything should be changed?

**Questions for the teacher:**

1. What duties do you have at home?
2. Who is responsible for housekeeping in your families?
3. How does your family decide about everyone's duties?
4. Are teenagers responsible enough nowadays? Why do you think so?
5. Is it better to live in a flat or a house? Why?

*Paper 1*

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- where to meet;
- what to do after the film.

**Cars 2 – Ls 2.15**

*(cartoon, adventure movie)*

13:45 - Auditorium 2

**Smurfs - Ls 2.75**

*adventure movie, cartoon)*

13:00 - Auditorium 4

**The Tree of Life - Ls 3.50**

*(drama)*

12:00 - Auditorium 1

15:40 - Auditorium 1

18:10 - Auditorium 1

**Friends with benefits - Ls 2.50**

*(romantic comedy)*

16:15 - Auditorium 5

**Pirates of the Caribbean - Ls 4.00**

*(adventure movie, action, comedy, fantasy)*

19:30 – Auditorium 3

**Paper 4**

**Your class is organising a day school trip. Your teacher has asked you to talk to your classmates and decide what you would like to do and see.**

**Discuss:**

- the places you would like to go to;
- how you are going to get there;
- the best time to leave;
- things to see and to do on your way;
- the best place to have lunch.

**Paper 5**

**Your class is planning to host a group of teenagers from Berlin. Your classmates have given some suggestions for an entertainment programme for them. You and your friend have to decide on the programme.**

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- when to do it;
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going to a cafe    visiting the Old Town of Riga

visiting Jūrmala    having a picnic in the countryside

going to a theatre play    having a party at school

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- what activities do you enjoy the most and the least;
- if anything should be changed?

## EKSĀMENS ANĢĻU VALODĀ

### 9. KLASEI

2012. gada 29. maijā un 30. maijā  
DARBA VĒRTĒTĀJA LAPA

#### Speaking

P.	Task achievement	Interaction	Accuracy	Fluency	Pronunciation
4	Task is achieved and communicated successfully.	Intended meaning is communicated. Initiates and maintains interaction.	A wide range of everyday vocabulary accurately used, large range of grammar structures used with a few errors.	Utterances are even and fluent.	Accurate and consistent use of most aspects of pronunciation.
3	Task is achieved though some of the task requirements 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)**

<b>P</b>	<b>Task achievement</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Organisation</b>
4	Fulfils the task quite convincingly, all content points are developed	Has sufficient vocabulary to complete the task, used accurately	Uses frequently used constructions with few errors which do not lead to communication breakdown	
3	Completes the task only generally, all content points are mentioned but may lack development	Moderate range of basic vocabulary, the ideas are generally clear	Uses simple structures correctly, occasional systematic errors are possible, though the message is clear	Organisation is appropriate to the task. The text is connected; e-mail features are included.
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)**

<b>P.</b>	<b>Task achievement</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Organisation</b>	<b>Spelling</b>
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 organization 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 with few errors which 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 faulty	Reasonably accurate use of basic grammatical structures and patterns, systematic errors may occur	Some evidence of organisation, some ideas are linked; there may be no paragraphs. Can use the most frequently occurring connectors, e.g., <i>and, but, because</i>	Repetitive spelling mistakes which can sometimes affect the meaning
2	Attempts to complete the task, at least one of the required points mentioned, very little relevant information	Very limited range of vocabulary, can produce very simple everyday expressions, 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.	Frequent spelling errors are distracting and often interfere with the meaning
1	Very difficult to spot any 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 '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				