

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2013
 SKOLĒNA DARBA LAPA
Lasīšana

Vārds _____
 Uzvārds _____
 Klase _____
 Skola _____

Task 1 (10 points)

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

KANGAROO

The kangaroo is an animal from Australia. The kangaroo received its name from the Aboriginal word 'gungurru'. Many English settlers thought they were originally deer who hopped like frogs, had no horns and could stand up. They were also confused about how females had their children in their pouches.

Another interesting kangaroo fact is that it is a strong swimmer. If a kangaroo feels threatened, it will move into water for protection. Its front legs can work in self-defence to hold predators down to drown if they attack.

A kangaroo's diet consists mostly of grass and other plants. Water is also common but a kangaroo can go for days without it. Kangaroos eat early in the morning and late in the afternoon. They rest in shady areas during the day. In many cases a kangaroo can use its front legs to scrape an area of the ground and use the newly revealed cool spot as a place to lie down in. This is crucial because a kangaroo does not sweat.

Many of these animals travel in groups. This is critical because having more kangaroos in a group will ensure that all members can be protected, especially in situations when a dingo, fox or wolf is present in the area.

There are three species of kangaroos. The first is the red kangaroo. This is the larger type of kangaroo that features a red colour for a male and a grey colour for a female. These animals can be found in central parts of Australia in areas that are flat and hot with a small amount of rainfall. The second type of kangaroo is the grey kangaroo. This animal is not as large as the red kangaroo and it has a greyish brown appearance. Most of these animals can be found around the eastern part of the country.

The third kangaroo to see is the tree kangaroo. This type of kangaroo can be found in tropical parts of Australia and also in Papua New Guinea. This kangaroo is different in that it lives in trees. The tail of the tree kangaroo will work to keep the animal properly balanced as it hops between branches. Also, the tails of these kangaroos are floppy and hang down. They are not stiff like other tails.

		T	F	NM	
0.	<i>Kangaroos are mammals that come from Australia.</i>	√			Aizpilda skolotājs: 1. _____
1.	Aborigines brought kangaroos to Australia.				2. _____
2.	English settlers first believed that kangaroos were large frogs with no horns.				3. _____
3.	When a kangaroo swims, it uses only its front legs and the tail.				4. _____
4.	Kangaroos can defend themselves from enemies by pushing them under water.				5. _____
5.	Kangaroos can survive for only a day without drinking any water.				6. _____
6.	Kangaroos eat from early morning to late afternoon.				7. _____
7.	As kangaroos do not sweat, they look for a place which is not hot.				8. _____
8.	Living in a group is important for safety.				9. _____
9.	Red kangaroos are usually as big as the grey ones.				10. _____
10.	There are only three kinds of kangaroos worldwide.				Kopā par 1. uzd.: _____

Task 2 (10 points)

Read the interview and do the task by choosing the appropriate question. Circle the letter. An example (0) is given.

NIGHTS AT THE CIRCUS

Erin Morgenstern, a self-taught author of 'fairy tales', has written a brilliant first novel. *The Night Circus* is magical, thrilling and intense - a wonderful piece about two rival magicians locked in a competition neither of them can abandon despite their feelings for each other. The scene is a night circus, where all is not as it seems. We caught up with Erin to talk about the book, its humble beginnings and whether magic exists...

0. **a)** Hello Erin, what is the best magic trick you can do?

b) Hello Erin, what is the best magic trick you have seen?

c) Hello Erin, what is the best card trick you can do?

I can create people and places and things with various combinations of 26 letters. That's fairly impressive, isn't it? I'd like to learn card tricks but I'm not sure I'm coordinated enough.

1. **a)** *The Night Circus* is packed with all the traits of a great book: mystery, love, action and clowns – who gave you the idea to write it?

b) *The Night Circus* is packed with all the traits of a great book: mystery, love, action and clowns – what made you write it?

c) *The Night Circus* is packed with all the traits of a great book: mystery, love, action and clowns – who made you write it?

Shh, don't let too many people know that clowns are a hallmark of a great book, I'd hate for them to get trendy. I'm not sure anything made me write the book, specifically. I had this place in my head and I needed to put it down on paper. Everything started with the circus, the mystery and love and action was layered into it as I wrote, but the clown was there very early on.

2. **a)** Do you know an interesting magician?

b) How do you find interesting magic tricks?

c) Do you have an interest in magic?

*I do find magic interesting, I haven't studied much of it in depth but I find Jean Eugène Robert-Houdin fascinating, partially because he was also a clockmaker. And I have to say I love the show *The Prestige of the Illusionist*, the way so many of the magic tricks stayed unclear with that old-fashioned illumination.*

3. **a)** How much research did you do into that world?

b) How long did you study to become a magician?

c) How many magicians were you exposed to?

I did very little study, most of it is purely my imagination influenced by the amount of experience I've had before. I attempted to avoid historical mistakes as much as I could but mostly I was just making things up based on what felt appropriate to the world I had created.

1. _____

2. _____

3. _____

Uzmanību! 2. uzdevuma turpinājums nākamajā lappusē.

2. uzdevuma turpinājums

- | | | |
|---|---|--|
| <p>4.</p> <p>a) What was your road from starting to getting published?</p> <p>b) What was your road from writing a book to becoming a singer?</p> <p>c) What was your road from National Novel Writing month to fame?</p> | <p>It was a long road, I started the original manuscript as part of National Novel Writing Month and then spent about two years adding to it and revising it. I started looking for a literary agent and got a fairly good initial response that turned into a number of rejections because at that point the book had no plot. I was lucky enough to have that 'plotless' manuscript end up with a few agents who were interested in it if I revised the entire thing, which I did, which lead to actually signing with my agent and a bit more revision before the book sold.</p> | <p>4. _____</p> |
| <p>5.</p> <p>a) Which was the best lesson you gave the readers with your book?</p> <p>b) What was the most important thing you learned along the way?</p> <p>c) How important is revision before lessons?</p> | <p>My biggest lesson learned was, perhaps obviously, about the importance of revision. I learned more about writing and how I write during that process than I did just free-form composing.</p> | <p>5. _____</p> |
| <p>6.</p> <p>a) Which are your favourite books and why?</p> <p>b) Who are the people you love?</p> <p>c) Who are your favourite authors and why?</p> | <p>I love Margaret Atwood's rhythm, Douglas Adams's humour, Shakespeare's drama, Jhumpa Lahiri's emotions, Lewis Carroll's whimsy, Nick Bantock's intersection of words and pictures and Donna Tartt's <i>The Secret History</i> because I love that book like candy.</p> | <p>6. _____</p> |
| <p>7.</p> <p>a) Where do you write?</p> <p>b) Who do you write for?</p> <p>c) When do you write?</p> | <p>I tried to be a coffee shop writer but I didn't succeed in it, I get too easily distracted. I alternate writing at my desk in my office with writing curled up on my couch with my laptop. I don't prefer one or the other, it just depends on my mood. The most important is that I write at home.</p> | <p>7. _____</p> |
| <p>8.</p> <p>a) What is your taste in books?</p> <p>b) Who were your biggest influences when writing the book?</p> <p>c) Who were your biggest influences when still at school?</p> | <p>I'm not sure I can pinpoint my biggest inspiration. There's a heavy Shakespeare flavour and hints of Roald Dahl and Charles Dickens around the edges. I'm influenced by a lot of non-book things, perfume and immersive theatre and music.</p> | <p>8. _____</p> |
| <p>9.</p> <p>a) What tips would you give to beginning writers?</p> <p>b) What tips would you give to the best lawyers?</p> <p>c) What tips would you give to test-takers?</p> | <p>Keep writing. Adopt a never-say-never attitude when it comes to writing 'rules'.</p> | <p>9. _____</p> <p>10. _____</p> |
| <p>10.</p> <p>a) Is the magician real?</p> <p>b) Is world really magic?</p> <p>c) Is magic real?</p> | <p>Of course, it is. This is a silly question. Real magic simply isn't as easily contained as a rabbit in a hat.</p> | <p>Kopā par 2. uzd.: _____</p> <p>Kopā par lasīšanu: _____</p> |

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2013
 SKOLĒNA DARBA LAPA
Klausīšanās

Vārds _____
 Uzvārds _____
 Klase _____
 Skola _____

Task 1 (10 points)

TASTES DIFFER

Aizpilda skolotājs:

Listen to 5 people talking about the film “The Bourne Supremacy” they have just seen. Tick (✓) the statements which describe each speaker’s opinion. Use only one tick for each statement! Look at the example (only the first speaker loved the film).

No	Comment / Speaker	1st	2nd	3rd	4th	5th
<u>General impression about the film</u>						
Example	<i>loved it</i>	✓				
1.	found it confusing					
2.	found it well-made					
3.	quite enjoyed it					
<u>Before watching</u>						
4.	was a bit worried before watching it					
5.	was looking forward to watching it					
<u>The plot</u>						
6.	good					
7.	silly					
<u>Actors</u>						
8.	very good					
<u>Compared to the previous film in the series</u>						
9.	better					
10.	worse					

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Kopā par 1. uzd.: _____

Task 2 (10 points)**SECRET CODES**

Listen to a radio programme and read the statements. There is a mistake in each statement. Underline the mistake and write the correct words or numbers on the line. Do not use more than 2 words! An example is given.

Example: Joe Allen is a reporter.

mathematician

1. Sally Evans has worked for the British Secret Service for over 12 years. _____ 1. _____
2. The guests have come to the studio to disclose secret codes. _____ 2. _____
3. Caesar's secret code was used for a hundred years after his death. _____ 3. _____
4. His code was a complicated one. _____ 4. _____
5. People were not able to break the code as they could not write. _____ 5. _____
6. The Arab mathematician al-Kindi lived in the 19th century. _____ 6. _____
7. His book on deciphering codes was written only in 1987. _____ 7. _____
8. He analysed how often codes were used in different languages. _____ 8. _____
9. The most frequent letter in English is 'l'. _____ 9. _____
10. Arthur Conan Doyle used numbers instead of letters. _____ 10. _____

Kopā par
2. uzd.:

**Kopā par
klaus.:**

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2013
 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 (0) is given.

ELECTRIC BIKES AVAILABLE FOR HIRE IN ENGLAND

(0) unusual bicycle hire scheme is hoping to attract more visitors _(1)_ England's Peak District. Visitors and people _(2)_ houses are located in this hilly area of central and northern England can now hire electric bikes _(3)_ the countryside.

Jenny Hill from BBC news reports:

It may look like any other bike, but the clue is in the sound. What you can hear is a battery-powered motor that _(4)_ away all the effort. The bikes can get up to 15 miles _(5)_ hour. What was once a mountain is suddenly a molehill.

Steve Garadis shares his opinion:

In Britain at the moment, most people don't really know _(6)_ an electric bike is and what it can do. It's just like normal cycling, but with an extra boost that pushes you up the hills. It means you _(7)_ worry about headwinds. You don't get horribly sweaty.

Jenny Hill says:

At this cafe, you can hire the bikes, you can _(8)_ them. The batteries _(9)_ for about 40 miles. Other local businesses offer _(10)_ services.

What you won't _(11)_ here are cars. In fact, they _(12)_ up old railway tunnels to keep this trail traffic free.

0.	<input checked="" type="radio"/> A	An	B	A	C	The	D	This
1.	A	to	B	at	C	in	D	from
2.	A	who	B	whose	C	which	D	who's
3.	A	to watch	B	to look	C	to investigate	D	to explore
4.	A	take	B	took	C	takes	D	taken
5.	A	an	B	in	C	at	D	for
6.	A	whose	B	who	C	which	D	what
7.	A	not have to	B	don't have to	C	don't have	D	not to have
8.	A	also to recharge	B	also recharge	C	also recharging	D	recharge also
9.	A	lasts	B	is lasting	C	lasted	D	last
10.	A	like	B	same	C	similar	D	just like
11.	A	look	B	find out	C	find	D	look around
12.	A	have just opened	B	just opened	C	did just open	D	were just open

Aizpilda skolotājs:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Kopā par 1. uzd.:

Task 2 (8 points)**Complete the gap with ONE suitable word.****THE SIMPSONS – AMERICAN LIFE IN CARTOONS**

The Simpsons (0) _____ is _____ an American sitcom that shows middle class lifestyle in cartoon form. The half-hour episodes (1) _____ place in the fictional town of Springfield and make fun out of American culture and society.

1. _____

The Simpson family consists (2) _____ 5 main characters. Homer, a rather clumsy father, works at a nuclear power plant in Springfield and is (3) _____ to Marge Simpson, a typical American middle class housewife.

2. _____

3. _____

The couple has three children. Bart is a ten-year old who always (4) _____ into trouble. Lisa is a very intelligent eight-year old (5) _____ has become a vegetarian and a Buddhist. Maggie, the family's baby, is often shown with a pacifier.

4. _____

5. _____

The Simpsons (6) _____ two pets, a dog named Santa's Little Helper and Snowball, a cat.

6. _____

It is the longest running sitcom in American television history, and a full-length movie, The Simpsons Movie, which (7) _____ made in 2007, earned over half a billion dollars.

7. _____

The programme has been very successful around the world. It is watched (8) _____ millions of people in over a hundred countries. In 2000 Time magazine named it the best television series of the century and the cartoon characters of The Simpsons received their own star on Hollywood's Walk of Fame.

8. _____

Kopā par
2. uzd.:Kopā par
val.liet.:

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2013
 ATBILŽU LAPA

Lasišana
Task 1

	T	F	NM
0.	√		
1.			√
2.		√	
3.			√
4.	√		
5.		√	
6.		√	
7.	√		
8.	√		
9.		√	
10.	√		

Task 2

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

Klausīšanās
Task 1

	1st	2nd	3rd	4th	5th
0.	√				
1.			√		
2.		√			
3.					√
4.	√				
5.				√	
6.		√			
7.				√	
8.					√
9.	√				
10.				√	

Task 2

1. 20 / twenty
2. talk about / discuss
3. hundreds of
4. simple
5. read
6. 9th / ninth
7. found / (re)discovered
8. letters
9. E / e
10. symbols /stick men/ dancing men

Valodas lietojums
Task 1

- | | | |
|-----|---|------------------|
| 0. | A | An |
| 1. | A | to |
| 2. | B | whose |
| 3. | D | to explore |
| 4. | C | takes |
| 5. | A | an |
| 6. | D | what |
| 7. | B | don't have to |
| 8. | B | also recharge |
| 9. | D | last |
| 10. | C | similar |
| 11. | C | find |
| 12. | A | have just opened |

Task 2

0. is
1. take
2. of
3. married
4. gets
5. who
6. have / own
7. was
8. by

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2013
 SKOLOTĀJA BIĻETES
Mutvārdu daļa

Paper 1

Your class has won a trip to Stockholm. You and your friend are discussing it.

Talk about:

- how to prepare for the trip;
- how to get there;
- what to take with you;
- what to wear;
- what to do there.

Questions for the teacher:

1. Do you like travelling?
2. Which is your favourite place in Latvia?
3. Have you ever travelled abroad? If yes, where?
4. Where (else) would you like to go/what else would you like to see?
5. Who do you usually travel with?

Paper 2

You and your friend have to prepare a presentation about your school for a group of teenagers from England.

Discuss what to tell them about:

- the history of the school;
- the school building;
- the teachers and students;
- the traditions of the school;
- the out-of-class activities at your school.

Questions for the teacher:

1. What do you like most about your school? Why?
2. What would you change in your school if you could?
3. Is good education important? Why?/Why not?
4. What makes a good school?
5. Do you take part in activities organised at your school? If yes, why?/If no, why not?

Paper 3

You and your classmate want to join an international on-line club for people who like animals. You have to describe your favourite animal. You and your friend are discussing it.

Discuss:

- what your favourite animal is;
- why you like it;
- where it lives;
- what it eats;
- if you can keep it as a pet, why/why not.

Questions for the teacher:

1. Do you have a pet? Please describe it. / What pet would you like to have?
2. What animals shouldn't be kept as pets?
3. What do you think about keeping animals in zoos?
4. Do you agree that an owner often looks like his/her pet? Why?
5. Why do people keep pets?

Paper 4

You and your classmate are doing a project in English about your favourite books.

Talk about:

- what books you read;
- when you read books;
- what books you like/dislike;
- who your favourite author is;
- what book you would recommend others to read.

Questions for the teacher:

1. Do you prefer reading books or watching films? Why?
2. What is your opinion about reading books on-line?
3. Do you read books in foreign languages? Why?/Why not?
4. What do we need libraries for?
5. Why do kids and teenagers read less nowadays?

Paper 5

You and your classmate are participating in an international project and have to prepare a poster about healthy lifestyles. Discuss what to include in it.

Talk about:

- what a healthy lifestyle is;
- whether teenagers in Latvia have a healthy lifestyle;
- what teenagers should change in their lifestyle;
- teenagers' physical activities;
- what you learn at school about healthy lifestyles.

Questions for the teacher:

1. Do you consider your lifestyle healthy? Why?/Why not?
2. What should you do to make your lifestyle healthier?
3. Do teenagers and grownups have different lifestyles? How?/Why not?
4. At what age should a person start thinking about their health?
5. How can a family lead a healthy lifestyle?

Paper 6

Your English friend is coming over to your place on Saturday. Talk to your classmate and decide what you could do together.

Discuss the following and decide what you are going to do:

- watch a film at the cinema;
- go bowling;
- watch a basketball game on TV;
- take a bike ride around the town;
- stay at home and cook together.

Questions for the teacher:

1. What do you usually do in your free time?
2. What hobbies and interests do you have?
3. What do you normally do after school?
4. How is your weekend different? What do you usually do at the weekend?
5. What do you do during the summer holidays? What about this summer?

Paper 7

Your class is organising an evening party and your teacher has asked you to choose one or two films you could watch together. Look at the types of films and discuss with your classmate which film would be the best and why.

- a teen comedy;
- an action film;
- a historical drama;
- a horror film;
- a vampire saga.

Questions for the teacher:

1. How often do you watch films?
2. What types of films do you like?
3. Do you prefer to watch them on TV, at the cinema or on-line? Why?/Why not?
4. What was the last film you saw? Did you like it?
5. What TV programmes do you usually watch?

Paper 8

Your town/village is building a bicycle lane in your area. They want to draw a map for tourists and have asked your class to help.

Discuss:

- where the bicycle lane should go;
- what places should be shown on the map and why;
- what other information you could add;
- why it would be good for people to ride bikes more;
- where to put the map up.

Questions for the teacher:

1. Do you like riding a bike? Why/why not?
2. What sports do you like? Why?
3. What sports do you prefer to watch on TV? Why?
4. Do you regularly do sports? If yes, how much time do you spend on it?/ If no, why not?
5. Would you like to take up a new sport? What?/Why not?

Paper 9

Your friend – an exchange student from Italy – is turning 16. You and your classmate want to buy a birthday present for him or her.

Discuss:

- what kind of person your friend is;
- what he/she might like and dislike;
- what his/her interests might be;
- what the best present for him/her would be;
- where to buy it.

Questions for the teacher:

1. When is your birthday? Do you celebrate it?
2. Where do you usually have your birthday party?
3. What is the most unusual present you have ever received?
4. Do you usually buy presents for others or make them yourself?
5. Would you like to get a pet for a present? Why?/Why not?

Paper 10

Your school is participating in an international school project and the teacher has asked you to make a poster about Latvia.

Discuss:

- what information about Latvia you will include;
- traditions and celebrations in Latvia;
- the most beautiful places in Latvia;
- things people can do in their free time;
- where you can find the information you need and who can help you.

Questions for the teacher:

1. Which place in Latvia would you recommend others to visit?
2. What can people see and do in your city/town/village? [for teacher: select appropriate]
3. What places do you usually visit with your family or classmates?
4. What types of transport do you usually use? Why?
5. What place (city or country) would you really like to visit?

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Paper 3

You and your classmate want to join an international on-line club for people who like animals. You have to describe your favourite animal. You and your friend are discussing it.

Discuss:

- what your favourite animal is;
- why you like it;
- where it lives;
- what it eats;
- if you can keep it as a pet, why/why not.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2013

Paper 4

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Talk about:

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- when you read books;
- what books you like/dislike;
- who your favourite author is;
- what book you would recommend others to read.

Paper 5

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Talk about:

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- what teenagers should change in their lifestyle;
- teenagers' physical activities;
- what you learn at school about healthy lifestyles.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2013

Paper 6

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- an action film;
- a historical drama;
- a horror film;
- a vampire saga.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2013

Paper 8

Your town/village is building a bicycle lane in your area. They want to draw a map for tourists and have asked your class to help.

Discuss:

- where the bicycle lane should go;
- what places should be shown on the map and why;
- what other information you could add;
- why it would be good for people to ride bikes more;
- where to put the map up.

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- what the best present for him/her would be;
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- the most beautiful places in Latvia;
- things people can do in their free time;
- where you can find the information you need and who can help you.

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9. KLASEI
 2013
 DARBA VĒRTĒTĀJĀ LAPA

Speaking

P.	Task achievement	Interaction	Accuracy	Fluency	Pronunciation
4	Task is achieved and communicated successfully.	Intended meaning is communicated. Initiates and maintains interaction.	A wide range of everyday vocabulary accurately used; large range of grammar structures used with a few errors.	Utterances are even and fluent.	Accurate and consistent use of most aspects of pronunciation.
3	Task is achieved though some of the task requirements are lacking.	Communicates main ideas, some difficulties in initiation.	Moderate range of vocabulary. Quite accurate use of grammar structures.	Although utterances are sometimes hesitant, the speaker is able to keep conversation going.	Intonation and pronunciation is quite accurate.
2	Task requirements are partly achieved.	Communicates main ideas in limited contexts; initiation rare.	Restricted range of vocabulary and grammar structures, sufficient for basic communication only.	Utterances halting and fragmentary except for short routine sentences and memorised phrases.	Frequent errors sometimes cause unintelligibility.
1	Does not know what to do to fulfil the task.	Great difficulty in communication. Unable to initiate.	Very restricted range of vocabulary; usually inadequate grammar.	Speech is slow, exceedingly halting and stumbling. Difficult to perceive continuity.	Speech is largely unintelligible.
0	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.

Writing, Task 1 (15 points)

P.	Task achievement	Vocabulary	Grammar	Organisation
4	Fulfils the task quite convincingly; all content points are developed.	Has sufficient vocabulary used accurately to complete the task.	Uses frequently used constructions with few errors which do not lead to communication breakdown.	Organisation is appropriate to the task. The text is connected.
3	Completes the task only generally; all content points are mentioned but may lack development.	Moderate range of basic vocabulary; the ideas are generally clear.	Uses simple structures correctly; occasional systematic errors are possible, though the message is clear.	
2	Attempts to complete the task; some of the content points are missing.	Restricted range of simple everyday vocabulary; errors may cause misunderstandings.	Restricted range of grammar structures; errors may cause misunderstandings.	Makes an attempt to organise the text; ideas might be jumbled.
1	Very difficult to spot any required content points, though the text bears some relevance to the task.	Very basic vocabulary with frequent mistakes; occasionally is unable to express ideas clearly.	Generally inadequate grammar; unable to produce basic grammar structures and patterns.	Is able to link words into sentences.
0	Not enough to evaluate/ The script bears no relevance to the task			

Task 2 (25 points)

P.	Task achievement	Vocabulary	Grammar	Organisation	Spelling
5	Completes the task convincingly; all required content points are mentioned and appropriately developed.	Uses a wide range of everyday vocabulary accurately.	Shows good control of different grammatical structures and sentence patterns.	The organisation is clear and appropriate to the task; paragraphs are linked; uses connectors.	There are rare nonsystematic spelling mistakes in more complex words.
4	Completes the task only generally; all content points are mentioned but some of them may lack development.	Moderate range of everyday vocabulary; few errors occur and these do not hinder the message.	Quite accurate use of frequently used grammar structures; some minor errors.	The organisation is quite appropriate to the task; some evidence of linking sentences into paragraphs.	A few spelling mistakes which do not cause misunderstanding.
3	Produces a text in a list of points; all content points are mentioned but not developed.	Limited range of everyday vocabulary, occasionally misused.	Reasonably accurate use of basic grammatical structures and patterns; systematic errors may occur.	Some evidence of organisation; some ideas are linked; there may be no paragraphs. Can use the most frequently occurring connectors, e.g., <i>and</i> , <i>but</i> , <i>because</i>	Repetitive spelling mistakes which can sometimes affect the meaning.
2	Attempts to complete the task; at least one of the required points mentioned; very little relevant information.	Very limited range of vocabulary; can produce very simple everyday expressions; misuse of some words.	Grammar sufficient for basic communication only; mistakes appear in simple structures.	Little organisation present. The text mostly consists of a sequence of separate sentences or facts.	Frequent spelling errors are distracting and often interfere with the meaning.
1	Very difficult to spot any of the required points, though the text bears some relevance to the task.	Very basic vocabulary with frequent mistakes, occasionally is unable to express ideas clearly.	Shows little control of simple grammatical structures and sentence patterns.	Shows the ability to link words or groups of words with very basic connectors like into sentences 'and' or 'then'.	Very many spelling mistakes cause strain for the reader. Copied words are correct.
0	Not enough to evaluate/ The script bears no relevance to the task				