

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2014  
 SKOLĒNA DARBA LAPA  
**Lasīšana**

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (10 points)**
**Read the text and circle the correct option (A, B, C or D) for the statements below.**

### A STORY ABOUT FORKS

The table fork was introduced to Europe in the eleventh century when the Doge of Venice, Domenico Silvio, married a princess from Byzantium. This Byzantine princess brought a case of two table forks to Venice as part of her luggage. The princess shocked the court and the churchmen by refusing to eat with her hands. "God in his wisdom has provided man with natural forks – his fingers. Therefore it is an insult to Him to replace them with artificial metallic forks when eating," wrote one of the churchmen.

By the beginning of the 17th century, the fork was already known in England, although it was rare and viewed as an Italian influence and fantasy of higher society, while in Italy even the merchant classes were using forks regularly.

In 1608 an Englishman whose name was Thomas Coryate visited Italy. He liked the country and noted down every interesting thing he found. But there was one thing which he found more interesting than the others. In his diary Thomas wrote, "When the Italians eat meat, they use small metal forks. They do not eat with hands because, as they say, people do not always have clean hands."

Before leaving for England, Thomas Coryate bought a few forks. At home Thomas gave a dinner party to show the invention to his friends. When the servants brought the steak, he took out a fork and began to eat like they did in Italy. Everybody looked at him in surprise. When he told his friends what it was, they all wanted to take a good look at the strange thing. All his friends said that the Italians certainly were crazy people because the fork looked very inconvenient. Thomas Coryate tried to prove the opposite. He said it was not nice to eat meat with one's fingers because they were not always clean. Everybody got angry at that. Did Mr Coryate think that people in England always had dirty hands? And weren't the ten fingers we had enough for us? Thomas Coryate wanted to show that it was very easy to use the fork. But the first piece of meat he took with the fork fell to the floor. His friends began to laugh and he had to take the fork away.

Only fifty years later did people in England begin to use forks. Throughout the next two hundred years, the table fork spread all around Europe and into the lower social classes.

Aizpilda skolotājs:

1. The table fork was first introduced to Europe because
  - A the Doge of Venice didn't want to eat with his fingers.
  - B the churchmen didn't allow the Doge of Venice to eat with his fingers.
  - C the Doge of Venice married a Byzantine princess.
  - D the Doge of Venice believed that the Byzantine princess refused to eat.
  
2. When the princess started eating with the fork the reaction of society was
  - A natural.
  - B neutral.
  - C negative.
  - D positive.

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

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

*Uzmanību! 1. uzdevuma turpinājums nākamajā lappusē.*

## 1. uzdevuma turpinājums

3. Thomas Coryate brought the forks to England because  
**A** he believed it was not nice to eat with fingers.  
**B** he wrote that they were made of metal.  
**C** he liked that the forks were small.  
**D** he wanted to surprise his friends. 3. \_\_\_\_\_
4. Everybody looked at Thomas when he began to eat like the Italians because  
**A** his friends believed that it was bad manners.  
**B** everybody thought it was an amazing invention.  
**C** nobody ate meat with hands in England.  
**D** nobody had seen a fork before. 4. \_\_\_\_\_
5. The guests of Mr. Coryate thought that Italians were  
**A** surprised.  
**B** strange.  
**C** hungry.  
**D** inconvenient. 5. \_\_\_\_\_
6. Mr. Coryate's friends  
**A** didn't like the forks at all.  
**B** began to eat meat with forks at once.  
**C** didn't pay any attention to the forks.  
**D** became ashamed of eating meat with their hands. 6. \_\_\_\_\_
7. The guests were angry with Mr. Coryate because they  
**A** had always had ten fingers.  
**B** had always used fingers for eating.  
**C** had always had dirty hands.  
**D** thought that ten fingers weren't enough for eating. 7. \_\_\_\_\_
8. When the piece of meat fell to the floor the guests  
**A** wanted to find out how to use the fork.  
**B** became very angry with Mr. Coryate.  
**C** found the situation very funny.  
**D** understood that the steak was too tough. 8. \_\_\_\_\_
9. People in England began to use forks  
**A** at the same time as Italians did.  
**B** as soon as forks were brought to England.  
**C** decades after forks were brought to England.  
**D** before Mr. Coryate's journey to Italy. 9. \_\_\_\_\_
10. In the course of two centuries  
**A** the table fork was introduced to higher society.  
**B** people understood how to use the table fork properly.  
**C** Italian merchants started using table forks regularly.  
**D** table forks became a usual thing for everybody. 10. \_\_\_\_\_

Kopā par  
1. uzd.:  
\_\_\_\_\_

**Task 2 (10 points)**

**Read the text and then decide whether each statement is, according to the text, true (T), false (F) or not mentioned (NM). Tick (✓) the appropriate box. An example (0) has been given.**

**NO RECIPE FOR A STAR**

Now and again an artist or a group appears on the market, and suddenly everyone is talking about the way record companies make stars, but it seldom really happens that way. At least, that is the opinion of Michael Dowson, 40, a record company manager with over 15 years of experience. "People imagine that nowadays you can just put all the facts into a computer and it tells you exactly what a star should be like. But it's not that easy. Stars don't come out of a hit factory."

Record companies are in the business of marketing a product. But their products are the artists, and marketing strategies that work when selling coffee are not effective on the record market. People are not buying a brand name but the performers and the records.

How do the record companies promote their products? The first step is letting the public know that a record exists. Radio and TV are the most important areas here – appearances on music programmes help sales, but even they are no guarantee of success. So record companies send all new records to the radio stations and the radio DJs. They also have representatives who call on the stations and say, "Look, this is a great new record. You should listen to it."

Nowadays, TV stations use a lot of videos in their music programmes. The problem for record companies is that these are so expensive. For world famous stars, a company will pay around \$ 200,000 for a good video – but most performers are not that famous, and there is no point in making a video that costs more than the record will make.

That is not the whole story, though. Music is like fashion, and fashions change from season to season, from year to year. Artists not only have to produce good music, but the right music at the right time. Exactly what is going to be "in" and when, is almost impossible to say.

The final problem is persuading record dealers to buy a record. The dealers cannot afford to buy all the new records on the market, so other factors help. The representatives may say, "This performer is going to be on TV and radio 4 times in the next 6 weeks," or, "this record is No. 10 in the United States." Then the dealer will perhaps buy the record.

It is a long and difficult road from the first demonstration record sent to a record company to a hit record. The record company manager says, "A lot of money may be able to guarantee the production of a successful car or stereo system, but there is no recipe for success in the record business. If I did know exactly what makes a hit, I'd be a multimillionaire today."

	T	F	NM
0. Names of new artists and groups appear on the market quite often.	✓		
1. Lots of people believe that record companies make stars.			
2. Michael Dowson has always produced big stars.			
3. Marketing a star is the same as marketing any other product.			
4. Radio and TV are the best ways to start promoting a record.			
5. A record often heard on the radio is certain to be a hit.			
6. Record companies try to influence radio disc jockeys and TV producers.			
7. Videos often cost too much for record companies to make.			
8. Fashions in music play a big part in an artist's success.			
9. The record companies are not interested in the record dealers.			
10. People with the right experience in the record business can make any song a hit.			

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

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

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

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

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

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

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

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

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

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

Kopā par  
2. uzd.:Kopā par  
lasīšanu:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2014  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (10 points)**

**Listen and fill the gaps with the missing information. Use one or two words or numbers.**

Aizpilda skolotājs:

### THE MARY CELESTE MYSTERY

The Mary Celeste was a ship which was found drifting in the ocean without anyone on board. You will hear what people saw when they found the ship.

- |  |           |
|--|-----------|
| 1. The ship was sailing from ( <i>from where?</i> ) _____ to Italy.            | 1. _____  |
| 2. The captain was ( <i>how old?</i> ) _____ .                                 | 2. _____  |
| 3. There were ( <i>how many?</i> ) _____ people on board altogether.           | 3. _____  |
| 4. The food and water were planned to last for ( <i>how long?</i> ) _____ .    | 4. _____  |
| 5. The captain's ( <i>what?</i> ) _____ were carelessly dropped everywhere.    | 5. _____  |
| 6. There was some medicine against ( <i>what?</i> ) _____ .                    | 6. _____  |
| 7. There were 20 ( <i>what?</i> ) _____ in the purse.                          | 7. _____  |
| 8. The diary and calculations were ( <i>in what state?</i> ) _____ .           | 8. _____  |
| 9. The captain's journal was found on the ( <i>where?</i> ) _____ of the ship. | 9. _____  |
| 10. One of the things missing from the ship was a ( <i>what?</i> ) _____ .     | 10. _____ |

Kopā par 1. uzd.:

\_\_\_\_\_

**Task 2 (10 points)**

**You are going to hear the history of a popular British tourist attraction. Listen and circle the correct option (A, B or C).**

**HAYBRIDGE HALL**

1. The guide you are listening to is  
**A** talking to a group of tourists.  
**B** a recorded message, played automatically.  
**C** standing at the ticket office. 1. \_\_\_\_\_
2. Haybridge Hall  
**A** had a different name in the beginning.  
**B** was built in 1582.  
**C** is now owned by a rich businessman. 2. \_\_\_\_\_
3. Over the last five hundred of years  
**A** the property has changed considerably.  
**B** a conservatory has been added to the property.  
**C** the British Army has renovated the house. 3. \_\_\_\_\_
4. During the war Haybridge Hall  
**A** was the command post of the army.  
**B** was heavily damaged in the air raids.  
**C** was often used by Prime Minister Churchill. 4. \_\_\_\_\_
5. The Yardley family who bought the house later  
**A** used the property for farming and crafts.  
**B** arrived from Scotland.  
**C** owned the house for 120 years. 5. \_\_\_\_\_
6. After the Yardley family moved away  
**A** they sold the property.  
**B** the house was in repair for many years.  
**C** the property was unused for 6 decades. 6. \_\_\_\_\_
7. The next owner of the property was  
**A** a local artist who painted the mansion.  
**B** a local author who renovated the house.  
**C** unknown. 7. \_\_\_\_\_
8. After World War II the property  
**A** was bought by the Green family.  
**B** was given to the British Army.  
**C** was given to a charitable organisation. 8. \_\_\_\_\_
9. English Heritage renovated the property because  
**A** they wanted to create an example of a 17th century house.  
**B** they wanted to give it back to the Yardley family.  
**C** they had to spend 5 million pounds. 9. \_\_\_\_\_
10. Today Haybridge Hall  
**A** shows what life was like 34 centuries ago.  
**B** is open to 60 thousand visitors every day.  
**C** represents architecture from the Renaissance period. 10. \_\_\_\_\_

Kopā par  
2. uzd.:

Kopā par  
klaus.:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2014  
 SKOLĒNA DARBA LAPA  
**Valodas lietojums**

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (12 points)**

Read the text below and choose the word or phrase which best completes each sentence. Circle the correct option (A, B, C or D). An example (0) is given.

### FLYING KITES

People \_\_ (0) \_\_ making and flying kites for about 2,000 years. No one \_\_ (1) \_\_ for sure who invented the kite. Some historians believe that the ancient Chinese may have started kite \_\_ (2) \_\_ 2000 years ago. It is still a popular hobby in China, Japan and Korea and in other countries of the Far East where beautifully decorated kites appear in different colours. In China \_\_ (3) \_\_ is even a special *Kites Day* on \_\_ (4) \_\_ children and adults fly kites. In Japan families fly fish kites on Children's Day, May 5th.

Simple kites \_\_ (5) \_\_ by crossing two sticks and covering them with paper or cloth. Then a string is attached at the end. More expensive kites have frames made of fiberglass, plastic or aluminium. The name comes \_\_ (6) \_\_ a graceful bird called a *kite*.

Kites are made in many different sizes, colours and shapes. A flat kite is \_\_ (7) \_\_ type of kite. It flies because air flows over and under the kite's wing. The pressure under the wing helps the kite lift \_\_ (8) \_\_ the air.

Kites have also been used in experiments, such as measuring temperature at different heights. In 1752, Benjamin Franklin used a kite to prove that lightning was a form of electricity. He \_\_ (9) \_\_ a metal key to the string of a kite. When the lightning hit the kite, electricity passed down the string and Franklin got an electric shock. It was a very dangerous experiment that you shouldn't copy.

Kites were also used to develop airplanes. The Wright Brothers experimented with kites before they flew the first airplane. \_\_ (10) \_\_ the past kites were used to take pictures in wars. In World War I the Germans developed \_\_ (11) \_\_ large kite that could transport people to a submarine. Kites \_\_ (12) \_\_ also used to carry radio signals over long distances.

0.	<b>A</b>	had been	<b>(B)</b>	<b>have been</b>	<b>C</b>	are	<b>D</b>	were
1.	<b>A</b>	didn't know	<b>B</b>	knew	<b>C</b>	knows	<b>D</b>	has known
2.	<b>A</b>	to fly	<b>B</b>	fly	<b>C</b>	flew	<b>D</b>	flying
3.	<b>A</b>	this	<b>B</b>	there	<b>C</b>	these	<b>D</b>	where
4.	<b>A</b>	that	<b>B</b>	which	<b>C</b>	where	<b>D</b>	whose
5.	<b>A</b>	have made	<b>B</b>	is made	<b>C</b>	are made	<b>D</b>	were made
6.	<b>A</b>	from	<b>B</b>	of	<b>C</b>	for	<b>D</b>	to
7.	<b>A</b>	old	<b>B</b>	older	<b>C</b>	the oldest	<b>D</b>	more older
8.	<b>A</b>	into	<b>B</b>	over	<b>C</b>	from	<b>D</b>	under
9.	<b>A</b>	attaches	<b>B</b>	attaching	<b>C</b>	was attached	<b>D</b>	attached
10.	<b>A</b>	At	<b>B</b>	In	<b>C</b>	Although	<b>D</b>	On
11.	<b>A</b>	a	<b>B</b>	the	<b>C</b>	-	<b>D</b>	an
12.	<b>A</b>	is	<b>B</b>	were	<b>C</b>	was	<b>D</b>	had

Aizpilda skolotājs:

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

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

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

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

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

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

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

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

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

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

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

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

Kopā par 1. uzd.: \_\_\_\_\_

**Task 2 (8 points)**

**Fill each of the numbered gaps in the following passage. Use only one word in each gap. The task begins with an example (0).**

**THANKSGIVING DAY**

On Thanksgiving Day American people get (0) together with their families and friends to give thanks for the past year. It is celebrated (1) \_\_\_\_\_ big dinners and special food.

(2) \_\_\_\_\_ December, 1620, over 100 pilgrims came to America on the ship called the Mayflower and landed at Plymouth Rock. The following winter was very hard and they didn't have enough to eat, so more (3) \_\_\_\_\_ half of them died. The next year friendly Indians

helped them grow corn. The harvest was good and the governor of the colony, William Bradford, organised a festival to thank God for the food that he (4) \_\_\_\_\_ given them. The

first Thanksgiving of 1621 lasted for three days. Men shot ducks, geese and turkeys and caught fish. Ninety Indians came (5) \_\_\_\_\_ the colonists and celebrated with them. As time went on the custom of Thanksgiving spread from Plymouth to other New England colonies, but

(6) \_\_\_\_\_ many years to come the new country had no national Thanksgiving Day. In 1863 President Abraham Lincoln formally proclaimed that Thanksgiving should be celebrated

(7) \_\_\_\_\_ the last Thursday of November. Today, the fourth Thursday in November is a holiday all over the United States. The turkey has become the symbol of Thanksgiving. Roast turkey with cranberry sauce is one of the (8) \_\_\_\_\_ popular meals that Americans

have.

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

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

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

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

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

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

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

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

Kopā par  
2. uzd.:

\_\_\_\_\_

Kopā par  
val.liet.:

\_\_\_\_\_







**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2014  
 SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
**1. diena**

*Paper 1*

*People from different countries*

**German students from your project partner school are visiting your town/village in June. Your teacher has asked you to organise their free time.**

**Discuss:**

- what you can tell them about your school;
- a special place in your town/village which you can show them;
- what sports activities you can do together in your town/village;
- where you can take them on a one-day trip;
- what you can do in the evenings.

**Questions for the teacher:**

1. Why do schools take part in international projects?
2. Why is it good to communicate with students from other countries?
3. If you could study for a year in another country, which country would you choose? Why?
4. What may people from other countries like in your town/village?
5. What problems may foreign people have in your town/village?

*Paper 2*

*Travelling*

**Your class is organising a one-day excursion in June. Your teacher has asked you to help with planning the trip.**

**Discuss:**

- the places you would like to go to;
- how you are going to get there;
- the things you should take with you;
- what you can do while you are on the road;
- what you can do with the pictures that you will take on your trip.

**Questions for the teacher:**

1. Why do people like travelling?
2. Do you prefer travelling with your classmates or with your family? Why?
3. Describe the best place you have seen in Latvia.
4. Where would you like to go if you had a thousand euros? Why?
5. What is an ideal tourist like?

*Paper 3**Computers and the Internet*

**Your class teacher has asked you and your classmate to create your class website because you are good at computers.**

**Discuss:**

- what title you could give to your class website;
- what you could post there;
- how you are going to design it (colours, fonts, pages);
- what links you could post on your website;
- how you are going to advertise it.

**Questions for the teacher:**

1. What do you use a computer for?
2. What social networking sites do you use? Why yes/no?
3. Why do young people like to communicate online?
4. Could you live without a computer? Why yes/no?
5. What is your favourite website? Why?

*Paper 4**Shopping*

**You and your friend have saved about 30 euros each and now you have decided to spend your money together.**

**Discuss:**

- your favourite shops;
- what you would like to spend your money on;
- whether you would like to buy something new or used? Why?
- how you could buy things cheaper;
- what you would do if you could not find anything you really liked.

**Questions for the teacher:**

1. Do you have your own shopping habits?
2. What do you need to know before going to the shop?
3. Would you prefer to buy one expensive thing instead of many cheaper things?
4. Can you explain what shopaholics are?
5. Why do many families spend their Sundays in shopping centres?

*Paper 5**Everyday life*

**Your social studies teacher has asked you and your classmate to prepare a presentation about everyday teen life.**

**Discuss:**

- what an average day of a teenager is like;
- what teen responsibilities at home are;
- how much time teens have for their leisure activities;
- why teens need to plan their day;
- how you will structure and design your presentation.

**Questions for the teacher:**

1. What is your favourite part of the day? Why?
2. How much time daily do you spend on studying? Is it enough?
3. Do you think teens have too much homework? Why?
4. Would you like to have more free time? Why?
5. How do teen weekdays differ from their weekends?

*Paper 6**Animals*

**Your biology teacher has asked you and your classmate to prepare a project about wild animals.**

**Discuss:**

- what kind of wild animals you know;
- why some animals are in danger of extinction;
- how you can help to protect animals;
- why people should take care of wild animals;
- how you are going to present the project to your classmates.

**Questions for the teacher:**

1. Is it good to keep animals in the Zoo? Why?
2. Describe an animal you would like to have as a pet.
3. Why is environmental protection important in Latvia?
4. What do you usually do on spring cleaning day?
5. How can you take care of Latvian forests?

**EKSĀMENS ANĢĻU VALODĀ**  
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 SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
**2. diena**

*Paper 1*

*School*

**A group of students from England is visiting your school. Your teacher has asked you to show them your school and tell them about it.**

**Talk to your classmate and discuss:**

- where your school is located;
- what after-school activities you have got at school;
- what rules there are in school;
- what facilities there are in your school;
- traditions that you have at school.

**Questions for the teacher:**

1. How do you usually get to school?
2. What do you like doing together with your classmates? Why?
3. What is your favourite school subject? Why?
4. What other school subjects are there in your timetable?
5. How much time should students spend preparing their homework?

*Paper 2*

*My House / Room*

**Your English teacher has asked you and your classmates to prepare a poster of „The Ideal 21st Century Home”.**

**Discuss:**

- the surroundings of your living place;
- how many and what kind of rooms there are;
- what facilities there are;
- describe the design and furniture in your room;
- how you are going to present a poster.

**Questions for the teacher:**

1. Do you live in a house or a flat? Describe it.
2. What can you see from the window of your house/flat?
3. What housework do you usually do?
4. What is your favourite place in your house/flat? Why?
5. What would you like to change in your house/flat?

*Paper 3**Everyday life*

**You and your friend are making a plan for a day with an exchange student from London.**

**Discuss:**

- when and where you are planning to meet her/him;
- what activities you would like to do together;
- what places you can show in Latvia;
- what interesting places you can see or visit in your area;
- where you can have a meal.

**Questions for the teacher:**

1. What do you like about a place you live in?
2. What would you like to improve?
3. What is a favourite place for young people to meet? Why?
4. How can people get to your town/city/village?
5. Are there any special events/traditions in your town/village?

*Paper 4**Environment*

**You and your class are preparing a presentation about nature protection.**

**Discuss:**

- why you should protect nature;
- if there are any places of natural beauty near the place you live;
- what students can do to protect the environment;
- why people should sort household waste;
- in what way cars affect the environment.

**Questions for the teacher:**

1. Do you take part in cleaning your area? How often do you do it?
2. Why are people responsible for our planet?
3. What national parks do you know in Latvia?
4. Do you save energy in your home? How?
5. Should plastic shopping bags be re-used? Why?

**Paper 5***Living in the city / In the country*

**Your class is participating in an international project and your teacher has asked you to prepare a presentation about the place you live.**

**Discuss:**

- the location of the place where you live and its population;
- the main activities of the region;
- the tourist attractions;
- sport facilities;
- how you are going to present your project to your classmates.

**Questions for the teacher:**

1. Where would you rather live: in the city or in the countryside? Why?
2. What would you like to change if you were the mayor of your town/city?
3. What makes Latvia attractive for tourists?
4. Why are many people leaving rural areas and moving to cities?
5. Why is living in the country healthier than living in a big city?

**Paper 6***Hobbies and interests*

**Your friend asks your advice about starting a new hobby. Make a dialogue about people's hobbies and interests.**

**Discuss:**

- what kinds of hobbies are popular among teenagers in your school;
- what is your personal hobby and how much it costs;
- what your parents think about it;
- how often you have time for your hobby;
- what you do when you want to have fun.

**Questions for the teacher:**

1. Are hobbies of girls and boys different? Why?
2. What unusual or extreme hobbies do you know?
3. Would you like to try any unusual or extreme hobby?
4. Do you prefer reading a book or watching a film? Why?
5. What did you do last weekend?

*Paper 1**People from different countries*

**German students from your project partner school are visiting your town/village in June. Your teacher has asked you to organise their free time.**

**Discuss:**

- what you can tell them about your school;
- a special place in your town/village which you can show them;
- what sports activities you can do together in your town/village;
- where you can take them on a one-day trip;
- what you can do in the evenings.

*Paper 2**Travelling*

**Your class is organising a one-day excursion in June. Your teacher has asked you to help with planning the trip.**

**Discuss:**

- the places you would like to go to;
- how you are going to get there;
- the things you should take with you;
- what you can do while you are on the road;
- what you can do with the pictures that you will take on your trip.



*Paper 3**Computers and the Internet*

**Your class teacher has asked you and your classmate to create your class website because you are good at computers.**

**Discuss:**

- what title you could give to your class website;
- what you could post there;
- how you are going to design it (colours, fonts, pages);
- what links you could post on your website;
- how you are going to advertise it.

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Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

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*Paper 4**Shopping*

**You and your friend have saved about 30 euros each and now you have decided to spend your money together.**

**Discuss:**

- your favourite shops;
- what you would like to spend your money on;
- whether you would like to buy something new or used? Why?
- how you could buy things cheaper;
- what you would do if you could not find anything you really liked.

*Paper 5**Everyday life*

**Your social studies teacher has asked you and your classmate to prepare a presentation about everyday teen life.**

**Discuss:**

- what an average day of a teenager is like;
- what teen responsibilities at home are;
- how much time teens have for their leisure activities;
- why teens need to plan their day;
- how you will structure and design your presentation.

*Paper 6**Animals*

**Your biology teacher has asked you and your classmate to prepare a project about wild animals.**

**Discuss:**

- what kind of wild animals you know;
- why some animals are in danger of extinction;
- how you can help to protect animals;
- why people should take care of wild animals;
- how you are going to present the project to your classmates.

*Paper 1**School*

**A group of students from England is visiting your school. Your teacher has asked you to show them your school and tell them about it.**

**Talk to your classmate and discuss:**

- where your school is located;
- what after-school activities you have got at school;
- what rules there are in school;
- what facilities there are in your school;
- traditions that you have at school.

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*Paper 2**My House / Room*

**Your English teacher has asked you and your classmates to prepare a poster of „The Ideal 21st Century Home”.**

**Discuss:**

- the surroundings of your living place;
- how many and what kind of rooms there are;
- what facilities there are;
- describe the design and furniture in your room;
- how you are going to present a poster.

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**Paper 3****Everyday life**

**You and your friend are making a plan for a day with an exchange student from London.**

**Discuss:**

- when and where you are planning to meet her/him;
- what activities you would like to do together;
- what places you can show in Latvia;
- what interesting places you can see or visit in your area;
- where you can have a meal.

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**Paper 4****Environment**

**You and your class are preparing a presentation about nature protection.**

**Discuss:**

- why you should protect nature;
- if there are any places of natural beauty near the place you live;
- what students can do to protect the environment;
- why people should sort household waste;
- in what way cars affect the environment.

*Paper 5**Living in the city / In the country*

**Your class is participating in an international project and your teacher has asked you to prepare a presentation about the place you live.**

**Discuss:**

- the location of the place where you live and its population;
- the main activities of the region;
- the tourist attractions;
- sport facilities;
- how you are going to present you project to your classmates.

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Skolēna biļetes

Mutvārdu daļa 2. diena

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*Paper 6**Hobbies and interests*

**Your friend asks your advice about starting a new hobby. Make a dialogue about people's hobbies and interests.**

**Discuss:**

- what kinds of hobbies are popular among teenagers in your school;
- what is your personal hobby and how much it costs;
- what your parents think about it;
- how often you have time for your hobby;
- what you do when you want to have fun.

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**EKSĀMENS ANĢĻU VALODĀ**  
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 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; e-mail features are included. Makes an attempt to organise the text; ideas might be jumbled. Is able to link words into sentences.
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.	
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.	
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.				

**EKSĀMENS ANĢĻU VALODĀ**  
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**Lasīšana**

Task 1	Task 2
1. C	1. T
2. C	2. NM
3. A	3. F
4. D	4. T
5. B	5. F
6. A	6. T
7. B	7. T
8. C	8. T
9. C	9. F
10. D	10. F

**Klausīšanās**

Task 1	Task 2
1. the USA / USA / America / New York	1. B
2. 37	2. A
3. 10	3. B
4. 6 months	4. A
5. clothes	5. A
6. cough	6. C
7. dollars	7. B
8. unfinished / not finished	8. C
9. bridge	9. A
10. lifeboat / sextant / chronometer	10. C

**Valodas lietojums**

Task 1	Task 2
1. C	1. with
2. D	2. In
3. B	3. than
4. B	4. had
5. C	5. to
6. A	6. for
7. C	7. on
8. A	8. most
9. D	
10. B	
11. A	
12. B	