

Inglise keele põhikooli lõpueksami hindamisjuhend 2013

Kuulamis- ja lugemisosas annab iga õige vastus 1 punkti, keelestruktuuri osas annab iga õige vastus 0,5 punkti.

Listening

Task 1

1. C
2. A
3. C
4. B
5. B
6. A
7. C

Task 2

8. walking distance
9. quiet areas
10. your stay (in London)
11. meeting place/eating place
12. events for/of the school
13. capital
14. meet fellow students/meet other students/make new friends
15. (over 10,000) textbooks

Reading

Task 1

16. B
17. C
18. A
19. A
20. C
21. C
22. B
23. A

Task 2

24. E
25. F
26. B
27. G
28. H
29. I
30. D

Language structures

Task 1

31. A
32. B
33. C
34. C
35. A
36. C
37. A
38. B
39. A
40. A
41. B
42. B

Task 2

43. with
44. was
45. who
46. when
47. in
48. as
49. for
50. after
51. its
52. of

Task 3

53. appearance
54. beautiful
55. different
56. dangerous
57. shiny
58. warning
59. reminder
60. disgusting

Writing

Task 1 – e-mail (3 points)

Use the marking scheme below:

3 points

Reads like an e-mail. All three aspects discussed (asks the friend about his/her plans, tells the friend about the film, suggests a time and a place to meet).

Appropriate greeting (*Dear Terry; Hi, Hello*).

Appropriate ending (*Best wishes; Love; Yours*).

Up to 2 grammar or spelling mistakes (slips). 40–55 words

2 points

One aspect missing or unclear.

Greeting or ending inappropriate or missing.

3–6 grammar or spelling mistakes.

Less than 40 words.

1 point

Greeting and ending inappropriate or missing.

More than 7 grammar or spelling mistakes.

Only one of the aspects mentioned.

Less than 30 words.

0 points

Has misunderstood the task.

Less than 25 words.

Task 2 – letter to a friend

See the marking scale

YEAR 9

MARKING SCALE 2013

	ORGANISATION ⁽¹⁾	VOCABULARY	GRAMMAR/ SPELLING ⁽²⁾	TASK ACHIEVEMENT⁽³⁾
3	Reads like a letter (both beginning and ending appropriate); well organised; paragraphs logical	Vocabulary appropriate to the task	Only a few minor grammar and spelling mistakes (slips)	All four aspects discussed
2	Beginning OR ending not appropriate OR paragraphs not logical	Vocabulary quite basic though conveys the meaning	Several grammar and spelling mistakes OR some systematic grammar and spelling mistakes	Two or three aspects discussed
1	Beginning AND ending not appropriate OR no paragraphs	Many words used inappropriately and inaccurately	Grammar and spelling problems in almost all sentences	Only one aspect discussed OR all four aspects only mentioned
0	Separate sentences, NOT a connected (cohesive and coherent) text	Vocabulary problems make communication impossible	Completely ungrammatical	Has misunderstood the task

Notes:

- (1) Appropriate beginning: salutation (*Dear Sam,*) + an opening sentence.
Appropriate ending: a closing sentence (*Write back soon; I'm looking forward to your letter,* for example) + *Yours, / Best wishes, / Love, ...*
- (2) Several mistakes: 5–10 mistakes.
Systematic mistakes: the same mistake occurs more than once.
- (3) The four aspects that need to be discussed are given in the task. *Discussion* means that the aspect is not only *mentioned* but some additional information about it is given, at least two sentences per aspect (sentence = simple sentence; 1 complex or compound sentence = 2 simple sentences).

Mistakes must be underlined (NOT corrected).

Listening

Task 1

My name is Winifred Bindley. I was working as a volunteer for the Olympics in 1948. A friend of mine had said she was going to apply, so I applied. They wanted volunteers to be stewards. And I applied to be a steward. And they wrote back and said yes, they had not even seen me. Had they known, they might have not said yes but they did.

Well, it was a big outing for everybody. I mean, you know, we hadn't had many outings; we just had six years, seven years of war. So that people were sort of looking forward to having something different to think about. And... But they were... I don't remember the stadium being totally full at any point during the games. It was a rather down-key event, I think. And it was because it was so soon after the end of the war. People were still recovering, families were still getting together again, which they had not been — children had been evacuated, people had been in the forces and so on. And some of them finding it quite difficult, they got used to being in separate places and found that more convenient.

I met some of the other people who were working there. And one of them was a nice young man who'd been singing in the choir for the opening ceremony and was also interested in athletics and turned up. But because he had been singing in the choir, he used to leave his coat down with all the workers rather than take it in with him. And then we got on the train to go back to Morden on the tube, but I did not realise he did not live in Morden and I lived just beyond Morden. And eventually I married him. So that was very nice.

I found it quite exciting because there were lots of people from other countries. We hadn't seen people from other countries, except the Americans and the Canadians and, you know, the Commonwealth people who had come here to help us fight the war, for a long time. So that was quite exciting. And they talked in different languages which I hadn't really heard before. I might have done as a small child but as a teenager I had never heard anything. So that was quite interesting as well.

I remember the long-distance running because there was a man called Zatopek who came from somewhere in Eastern Europe. And he was always about ten minutes in advance of everybody else in the race.

It was not a very high-profile event. You must remember we didn't have television in those days or most people didn't have television. I do not know whether it was televised — it was filmed because I went to see the film afterwards, but I doubt whether there were even television cameras there. There was an opening ceremony because there has always been an opening ceremony but it was pretty low-key. I didn't get to see it because I was standing on the gate, looking at tickets but I heard about it from my colleagues. And there was a closing ceremony — again, quite a simple event, I think. I didn't get to see that either.

And I can remember saying to my father: "I do not know how they are going to get this organised in time." He said: "In this country, we can organise anything." And that was... So they did.

Task 2

Vibrant, multicultural, historical, financial, a city that never sleeps — London — one of the most exciting capitals in the world is home to International House London. From palaces and castles to modern architecture, such as the Swiss Re building and the London Eye, London has something for everyone. With over 240 free attractions, including museums, street performers, markets, galleries and parks, what better place to practise your English.

Situated in the heart of the capital, in the trendy district of Covent Garden, the school is walking distance from shops, international hotels, restaurants and pubs. Occupying a brand new purpose-built facility, four minutes from the Covent Garden Piazza, the school combines historical views with the modern, cutting-edge facilities that our students expect.

International House Covent Garden offers 52 air-conditioned classrooms, self-access centre, digital language lab, library, café, sky lounge, quiet areas and, of course, our student service team. The new school and Covent Garden are both stunning locations for social programme activities, contact with educational staff and the opportunity to relax and enjoy good food and conversation.

Our professional and friendly, multi-lingual student services team serve as the first point of contact for all our students in the school. Whether you have a question regarding your course or your stay in London, the student services team will be able to help you get the answers you require to make your stay in London a rewarding and enjoyable experience. The school's café and bar offer all students and staff a selection of hot and cold snacks and drinks throughout the day. Often the meeting place for many students, the café serves as an important location for students to relax with their new friends and — practise the English they have learned.

An exciting and dynamic programme of social and cultural activities lies at the heart of any stay at International House London. Our social programme officers produce a monthly calendar of events for the school, ranging from free walks and events to weekend daytrips around Britain. Immerse yourself in the history of London by visiting places such as the Houses of Parliament, Big Ben, St Paul's Cathedral and, of course, a traditional British pub. Museums and exhibitions make up some of the many free attractions in the capital. If it's evening entertainment you are looking for, why not visit the West End for dinner, music and dancing. If you are looking for something more in tune with your English studies, International House London organises regular international conversation exchanges and pronunciation workshops. Student parties also provide a fantastic opportunity to meet fellow students and practise the conversational language they have learned in class. If there is something you wish to do during your stay in London but this does not appear in our programme, the team will happily give you information on how to arrange your own social activities. The social programme provides an ideal situation for you to make new friends, practise your English and relax and enjoy the sights and sounds of London.

The school boasts a large resource centre, offering a wide range of material from over 10,000 textbooks to magazines and journals. The centre provides an invaluable reference archive. Our team of librarians are on hand to give help and advice and students are invited to borrow texts or make use of the on-site photocopying facilities.