OUTLINE

• Year 9 exam in 2017
• Year 12 exam in 2017
• Marking and tips
• Exams in 2018
• Teacher training seminars
• Questions and comments
YEAR 9 EXAMINATION

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www.innove.ee
# YEAR 9 EXAMINATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Test Takers (Sample)</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>3,666 (1,078)</td>
<td>88.2</td>
</tr>
<tr>
<td>2015</td>
<td>3,890 (1,335)</td>
<td>86.1</td>
</tr>
<tr>
<td>2016</td>
<td>4,382 (1,717)</td>
<td>87.9</td>
</tr>
<tr>
<td>2017</td>
<td>4,484 (1,628)</td>
<td>88.7</td>
</tr>
</tbody>
</table>
## YEAR 9 EXAMINATION

<table>
<thead>
<tr>
<th>Test takers (sample)</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td>2 507 (900)</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td>1 977 (728)</td>
</tr>
</tbody>
</table>
YEAR 9 EXAMINATION

• Task types:
  – Listening
    • gap-filling
    • multiple choice
    • multiple matching
  – Reading
    • multiple choice
    • multiple matching
    • word formation
LISTENING: GAP-FILLING

**Task 1 (6 points)**

You are going to hear a talk about Wilma Rudolph. You will hear the recording **twice**. Before you listen, read the sentences below. While you listen, complete the sentences. Write no more than **two words** in each gap.

*An example (0) has been done for you. You now have 30 seconds to read the sentences.*

**Wilma Rudolph**

Date of birth: (0) **23 June 1940**

Number of children in the family: (1) __________________________

Age at her first Olympics: (2) __________________________

Number of medals in Rome 1960: (3) __________________________

Year of retirement from sport: (4) __________________________

Subject studied at university: (5) __________________________

Title of autobiography and movie: (6) __________________________

**For the teacher**

+/-/9

1

2

3

4

5

6

This is the end of task 1.

Turn to task 2.
LISTENING: MULTIPLE MATCHING

Task 2 (6 points)

You are going to hear people expressing their opinion about their personalities. You will hear the recording twice. Before you listen, read the statements below. While you listen, match the statements (B–I) to the speakers and write the letters (B–I) in the table given. There are two extra statements you do not need to use.
An example (0) has been done for you. You now have 30 seconds to read the statements.

This speaker…

A  thinks he/she is funny.
B  thinks that he/she can be trusted.
C  does not complete his/her projects.
D  is naturally kind to others.
E  does not take himself/herself too seriously.
F  makes promises that he/she cannot keep.
G  is curious about the world.
H  puts projects off until the last minute.
I  does not enjoy meeting new people.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.</td>
<td>Speaker 0</td>
<td>A</td>
</tr>
<tr>
<td>7.</td>
<td>Speaker 1</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Speaker 2</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Speaker 3</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Speaker 4</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Speaker 5</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Speaker 6</td>
<td></td>
</tr>
</tbody>
</table>

For the teacher
+1/−1/9

7 8 9 10 11 12

No of points:   

This is the end of task 2.

Turn to task 3.
LISTENING: MULTIPLE CHOICE

Task 3 (6 points)

You are going to hear a talk about the history of drinking water. You will hear the recording twice. Before you listen, read the sentences below. While you listen, tick (✓) the correct answer (A, B or C). An example (0) has been done for you. You now have 45 seconds to read the sentences.

0. According to the speaker, water
   A [ ] was controlled by the wrong people.
   B [✓] can sometimes be dirty.
   C [ ] always helps you a lot.

13. In the old times, rivers functioned as
    A [ ] roads.
    B [ ] pools.
    C [ ] frontiers.

14. Most cities have been built
    A [ ] away from rivers.
    B [ ] close to rivers.
    C [ ] in old river beds.
Task 2 (7 points)

Read the article and the statements (33–39) on the next page and decide which statement (A, B or C) is true according to the text. Tick (✓) the correct answer (A, B or C).

An example (0) has been done for you.

Trainspotting

Trainspotting is not just the name of the 1993 novel of the same name, nor the movie made thereafter in 1996. It is actually a very popular hobby, particularly in the UK where it was started, though the idea has even made its way across the seas to America. Trainspotters are much like bird-watchers, out there looking to spot as many trains as they can. Each engine is marked with a number or name, and so trainspotters take notes of which ones they have seen and where. As their knowledge of the line grows, they start to make a specific effort to spot particular trains to make their “collections” complete.
0. *Trainspotting is a*
   A  [✓] popular hobby.
   B  
   C  

33. *Trainspotting originates from*
   A  
   B  
   C  

For the teacher
+/−/9
**Task 3** (8 points)
Read the text below. Eight phrases have been removed from the text. Decide which phrase (B–L) best fits into each gap (40–47). There are two extra phrases that you do not need to use. An example (0) has been done for you.

**Brooklyn Bridge**
In 1883, an engineer named John Roebling was inspired by an idea to build a huge bridge (0) **A**. However, bridge building experts throughout the world thought that this was impossible and told Roebling to forget the idea. It was not practical. It (40) ____.

Roebling could not ignore the vision he had in his mind of this bridge. He thought about it all the time and he knew deep in his heart (41) _____. He just had to share the dream with someone else. After much discussion and persuasion, he managed to convince his son Washington that the bridge, in fact, could be built.
READING: MULTIPLE MATCHING

A  connecting New York with Long Island

B  a tragic accident on the site

C  that it could be done

D  try to learn after him

E  had never been done before
Task 4 (8 points)

Read the text. Use the correct form of the words in brackets to complete the text (48–55). An example (0) has been done for you.

World’s only captive brown and white panda

With only about 1,800 pandas left in the wild, all giant pandas (0) ______ are ______ (be) valuable. However, Qizai, a seven-year-old panda that lives at the Foping Panda Valley in China, is even more so. That is because he is among a small group of giant pandas (48) _____________ (know) to have brown and white fur and the only such panda in captivity.

Left by his mother when he was just two months old, Qizai spent his early years at a wildlife rescue centre. Once he had been nursed back to health, the giant panda (49) _____________ (take) to his current home so that he could be in the company of other giant pandas. However, the other bears appeared to realise that Qizai was “different” and often bullied him by (50) _____________ (steal) his bamboo.
Task 1 (9 points)

Write a short description for the school newspaper of the best school trip you have ever had. In your description, write about
- where you went
- what you did there
- what you liked about the trip

You should write 75 words.
WRITING: LETTER

Task 2 (16 points)

Your friend Chris from Ireland is thinking about going to an international youth camp for the summer. Write a letter to your friend.

In your letter,

- comment on the plan
- ask Chris about the camp
- talk about your own plans for the summer

You should write **120 words**.
Write your rough notes (MUSTAND) on the **separate sheet** given to you.
YEAR 9 EXAMINATION

- Marking
  - +, -, 9
  - no half points
  - double-check everything
YEAR 9 EXAMINATION

- Speaking tests were recorded
- Monitoring
YEAR 12 EXAMINATION
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## YEAR 12 EXAMINATION

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test takers</strong></td>
<td>7695</td>
<td>7186</td>
<td>6915</td>
<td>6479</td>
</tr>
<tr>
<td><strong>Mean score</strong></td>
<td>67.5</td>
<td>66.7</td>
<td>63.8</td>
<td>70.0</td>
</tr>
<tr>
<td><strong>Standard deviation</strong></td>
<td>21.0</td>
<td>22.0</td>
<td>20.9</td>
<td>21.5</td>
</tr>
<tr>
<td><strong>Lowest score</strong></td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Highest score</strong></td>
<td>100</td>
<td>100</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>
## YEAR 12 EXAMINATION

<table>
<thead>
<tr>
<th>Test takers</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>2 941</td>
</tr>
<tr>
<td>Girls</td>
<td>3 538</td>
</tr>
</tbody>
</table>
YEAR 12 EXAMINATION

- 75–100 points – B2
- 50–74 points – B1
- 1–49 points – exam passed, no language level achieved
- 0 points – exam failed
<table>
<thead>
<tr>
<th>CEFR level</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not achieved</td>
<td>21%</td>
<td>23%</td>
<td>26%</td>
<td>19%</td>
</tr>
<tr>
<td>B1</td>
<td>32%</td>
<td>32%</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>B2</td>
<td>47%</td>
<td>45%</td>
<td>38%</td>
<td>52%</td>
</tr>
</tbody>
</table>
YEAR 12 EXAMINATION

• Task types:
  – Listening
    • gap-filling
    • multiple choice
    • multiple matching
  – Reading
    • multiple choice
    • multiple matching
    • word formation
    • open gap-filling
LISTENING: GAP-FILLING

Task 1. Questions 1–9

You are going to hear a talk about netiquette. You will hear the recording only once. Before you listen, read the sentences below. While you listen, complete the sentences. Write no more than three words in each gap. An example (0) has been done for you. You now have 30 seconds to read the sentences.

The speaker is an (0) __English teacher__. 

Tips:

Keep your correspondence at a (1) ________________________________.

In online correspondence, you should practise your (2) ________________________________.

Correspondence should be short, professional and (3) ________________________________.

Your email message should start with (4) ________________________________.
LISTENING: MULTIPLE MATCHING

Task 2. Questions 10–15

You are going to hear people talk about unemployment in the United States. You will hear the recording twice. Before you listen, read the topics below. While you listen, match the topics (B–I) to the speakers and write letters (B–I) in the table given. There are two extra topics you do not need to use. An example (0) has been done for you. You now have 30 seconds to read the topics.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Paying taxes while out of work</strong></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>An error leading to severe punishments</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Possible reasons for seemingly good news</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Not being honest</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Different ethnicities, similar unemployment numbers</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>The essence of being out of work</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Other countries to follow US example</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Problems with people’s preparation for work</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>The right to question your employer’s decision</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Example 0</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.</td>
<td>Speaker 1</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Speaker 2</td>
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</tr>
<tr>
<td>11.</td>
<td>Speaker 3</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Speaker 4</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Speaker 5</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Speaker 6</td>
<td></td>
</tr>
</tbody>
</table>

This is the end of task 2. Turn to task 3.
Task 4. Questions 25–31

You are going to hear a company owner answer a list of questions about machine learning. You will hear the recording **twice**. Before you listen, read the questions below. While you listen, match the questions (B–K) to the items and write letters (B–K) in the table given. There are **two extra** questions you do not need to use.

*An example (0) has been done for you. You now have 30 seconds to read the questions.*

**Questions**

<table>
<thead>
<tr>
<th></th>
<th>What does your company do exactly?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>What does your company do exactly?</strong></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>When will teachers be replaced by computers?</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Are we still going to have a need for human labour?</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>How can we benefit from machines at school?</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Does your company invest in employee training?</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>What does the future of different jobs depend on?</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>How can we benefit from machines in medicine?</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>What can humans do better than machines?</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>What were the first assignments that machines could do?</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>What can machines do better than humans?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Example 0</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Example 0</td>
<td>A</td>
</tr>
<tr>
<td>25</td>
<td>Item 1</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Item 2</td>
<td></td>
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<td>27</td>
<td>Item 3</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Item 4</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Item 5</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Item 6</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Item 7</td>
<td></td>
</tr>
</tbody>
</table>
Task 4. Questions 68–76

Read the text below. Use the appropriate form of the words in bold to complete the text. Write your answers after the numbers (68–76) in the margin. An example (0) has been done for you.

Furniture made from mushrooms

First, designers (0) _debut_ leather made from mushrooms. Now you can sit on furniture made from fungi, too. At first glance, the sturdy white stools and marvellous accent tables look like any other piece of furniture, perhaps (68) _craft_ from wood or marble. But they are far from ordinary. They are made (69) _entire_ from ingredients much simpler and squishier than you would think: the mycelium “roots” of mushrooms, agricultural waste, and microorganisms.

The chic new furniture line—a (70) _collaborate_ between two businesses that specialise in _making_ (71) _sustain_ alternatives for consumer goods using a process called biofabrication—was shown recently at Biofabricate 2016. “We use biological organisms to literally grow our product,” says Eben Bayer, the CEO of one of the (72) _company_.

(0) _debut_.

(68) _craft_.

(69) _entire_.

(70) _collaborate_.

(71) _sustain_.

(72) _company_.

Täidab hindaja

+/−/9

68

69

70

71

72
Task 6. Questions 92–100

Read the text below and fill in the gaps. Write your answers after the numbers (92–100) in the margin. Write no more than one word for each gap. An example (0) has been done for you.

Your laughter reveals it all

Laughter is ____ (0) ____ universal way to express joy. But it turns out your chuckle reveals a lot ____ (92) ____ than the fact that you are happy. It enables listeners, even those that cannot observe you, to instantly realize whether you are having a good time with a close friend ____ (93) ____ laughing politely with a complete stranger.
LISTENING AND READING

• A, B, C, D, E, etc.

• +

• -

• 9

• Team of assessors – 12
(68) crafted
(69) entirely
(70) collaboration
(71) sustainable
LISTENING: Task 1

Keep your correspondence at a \(1\) topic.

In online correspondence, you should practise your \(2\) speaking ability.

Correspondence should be short, professional and \(3\) on topic.

Your email message should start with \(4\) introduction.

Make sure you mention your \(5\) name.

Make sure you respect \(6\) the receiver.

Before sending humorous content, check with your \(7\) focus.

Do not write anything you would not write on a postcard or your \(8\) social media.

Make sure your postings in discussions are \(9\) on topic.
LISTENING: Task 2

He has not worked for (32) away from home.

He has no intention to work (33) for many again.

He does not use his car as often as (34) most americans.

Most of his friends live (35) close by.

He does not eat out and he cuts (36) his own hair.

He has discovered that he likes (37) building things.

He started his blog approximately (38) 10 years ago.

Doing nothing makes Pete (39) cranky.

Pete does not like work that is (40) boring.
LISTENING: Task 2

He has not worked for (32) ____________ money again ________________.

He has no intention to work (33) ______________ for money again ________________.

He does not use his car as often as (34) ______________ much ________________.

Most of his friends live (35) ______________ in her home ________________.

He does not eat out and he cuts (36) ______________ his own hair ________________.

He has discovered that he likes (37) ______________ spending being good life ________________ things.

He started his blog approximately (38) ________________

Doing nothing makes Pete (39) ______________ nervous ________________.

Pete does not like work that is (40) ______________ Retirement ________________.
READING: Spelling is important!

(72) companies
(73) microscopic
(74) packaging
(75) as likely as
(76) environmental

(72) companion
(73) microscopically
(74) packaging
(75) unlikely
WRITING PAPER

• 2 tasks
  – letter (120 words)
  – essay/report (200 words)

• Team of assessors – 36
• Each paper marked twice
• Number of papers marked three times: 365 (5.6%)
Task 1 (9 points)

You recently bought some clothes from an online shop, but some issues occurred:
• item quality;
• wrong size;
• wrong colour.

Write a letter to the customer service representative of the shop, complaining about the issues, saying exactly what was wrong and requiring action.
Use the pen name Mari/Mart Mets for yourself. Do not write any addresses.
You should write 120 words.
## MARKING SCALE: LETTER

<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3  All four aspects of the task mentioned and expanded. Clear organisation</td>
<td>Appropriate, task-specific vocabulary with a few slips. Appropriate tone</td>
<td>Grammatically correct, with a few slips. Complex sentences and</td>
</tr>
<tr>
<td>(information grouped into paragraphs logically). Correct format.</td>
<td>and register. Correct spelling.</td>
<td>structures correctly used.</td>
</tr>
<tr>
<td>2  All four aspects of the task mentioned but only two or three aspects</td>
<td>Basic vocabulary well controlled but less common vocabulary faulty or</td>
<td>Basic grammar well controlled.</td>
</tr>
<tr>
<td>expanded. Organisation mostly logical. Mostly correct format (Salutation</td>
<td>lifted from the task. Tone and register mostly appropriate. Some spelling</td>
<td>Mistakes in complex sentences and structures. Several grammar and/or</td>
</tr>
<tr>
<td>and/or sign-off inappropriate). Some irrelevant remarks.</td>
<td>mistakes.</td>
<td>punctuation mistakes.</td>
</tr>
<tr>
<td>1  All aspects of the task mentioned but none expanded OR not all aspects</td>
<td>Vocabulary limited. Frequent incorrect use. Inappropriate tone and</td>
<td>Limited range of grammar.</td>
</tr>
<tr>
<td>mentioned. Organisation not logical. Faulty format (does not look like a</td>
<td>register. Vocabulary and spelling mistakes make comprehension</td>
<td>Frequent incorrect use. Grammar and punctuation mistakes make</td>
</tr>
<tr>
<td>letter; salutation and/or sign-off inappropriate). Significant amount of</td>
<td>problematic.</td>
<td>comprehension problematic.</td>
</tr>
<tr>
<td>irrelevant information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0  The task has been misunderstood. Fewer than 60 words.</td>
<td>Vocabulary and spelling mistakes make comprehension impossible.</td>
<td>Grammar and punctuation mistakes make comprehension impossible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ignores the task. Plagiarised work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The European Youth Forum is gathering information about what students in different countries did after they finished school in 2016. Look at the table below showing data about the plans of school-leavers in Estonia in 2016 and their actual choices.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Plan</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>University in Estonia</td>
<td>70%</td>
<td>67%</td>
</tr>
<tr>
<td>Vocational school in Estonia</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>Study abroad</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Work</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Gap year</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Write a report to Jenny Smith, representative of the Forum, describing the situation in Estonia in 2016, and giving reasons for the two biggest differences between plans and reality. You should write 200 words. Use the pen name Mari/Mart Mets for yourself if necessary.
<table>
<thead>
<tr>
<th>Task completion</th>
<th>Organisation</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data discussed appropriately (all five choices discussed). Reasons for two biggest differences given. The reasons are appropriate and directly linked to the differences.</td>
<td>Clearly organised, systematic. Paragraphs have a clear focus. Purpose clear. Correct format.</td>
<td>Accurate and appropriate task-specific vocabulary. Appropriate tone and register. Correct spelling.</td>
<td>A variety of grammatical structures correctly used. Complex sentences and structures frequently used. Tenses appropriately used. Punctuation well managed.</td>
</tr>
<tr>
<td>Data generally discussed well (all five choices discussed but not fully). At least one appropriate reason for one of the two biggest differences given and linked OR two appropriate reasons given but not directly linked to the differences. Some irrelevant remarks.</td>
<td>Organisation mostly logical. Some paragraphs lack focus. Purpose generally clear. Correct format.</td>
<td>Good general control of vocabulary. May be repetitive. Tone and register mostly appropriate. Some spelling mistakes.</td>
<td>Good general control of grammatical structures. May be repetitive. A mix of simple and complex structures. Some mistakes in complex structures. A few punctuation mistakes.</td>
</tr>
<tr>
<td>Data generally discussed well but no reasons provided or reasons not appropriate (vague). OR Data discussed only partly but at least one appropriate reason for one of the two biggest differences given. Includes irrelevant discussion.</td>
<td>Organisation is evident but not always logical. Paragraphs lack focus. Purpose missing. Begins or ends like a letter.</td>
<td>Basic vocabulary well controlled but more complex vocabulary used repetitively or lifted from the task. Tone and register inappropriate at times. Frequent spelling mistakes.</td>
<td>Basic grammar well controlled but used repetitively. Mistakes in complex sentences and structures. Several grammar and/or punctuation mistakes.</td>
</tr>
<tr>
<td>The task has been misunderstood. Fewer than 100 words.</td>
<td>No apparent organisation.</td>
<td>Vocabulary and spelling mistakes make comprehension impossible.</td>
<td>Grammar and punctuation mistakes make comprehension impossible.</td>
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</tbody>
</table>
Letter (the task is on page 4)

2 May 2017

Dear "Good Day" customer service,

On April 25th, I purchased shoes and a vintage dress from your online shop. I was excited about the dress, which was a t-shirt dress in an 80s style and also included shoes. However, when I received my purchase, I was extremely disappointed. I had expected high-quality clothes, but you made a mistake as I did not receive the shoes I ordered, and you sent me the wrong order.

First of all, I ordered a vintage dress which was made from a really soft material, but I got the 80s-style dress, which was in a heavy material with a hole in the skirt. Secondly, my T-shirt should have been black, but you sent me white. I have to return your shoes, as they are too small, however, I ordered the correct size.

I hope you can understand my situation, so I would like to get my money back. I will be waiting for your answer.

Faithfully,
Introduction
I am writing about the plans of Estonia in 2009 and their a lot of differences between suppose that these difference choices because because he wants to do in his life. Main body.

Let's see at the students who decided to go to study abroad. 5% of them. About 5% of students huge percent of students self-choose that these students
YEAR 12 EXAM

- Pencil vs pen
- Highlighter
- Correction tape/fluid; eraser
- Time limit
- Extra paper
INTERNATIONAL CERTIFICATES

1) Cambridge English: Preliminary (PET)
2) Cambridge English: First (FCE)
3) Cambridge English: Advanced (CAE)
4) Cambridge English: Proficiency (CPE)
5) The International English Language Testing System (IELTS)
6) Test of English as a Foreign Language (TOEFL) (42 points or more)
7) Pearson Test of English General (PTE General)
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<tr>
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<tr>
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</tr>
<tr>
<td>No level</td>
<td>B1</td>
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<tr>
<td>7 340</td>
<td>1 225</td>
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<tr>
<td>2017</td>
<td>16.7%</td>
</tr>
</tbody>
</table>
THE SPEAKING TEST IN FIGURES

Number of **test takers** – 6,479
Missing files – more than 200

The number of **files monitored** – 650
The number of **schools monitored** – 65/161
**Towns** represented in the sample – 22/47
**Counties** represented in the sample – 15
USE OF MONITORING RESULTS

• Monitoring results of 2016:
  – In-house use only by Innove.
  – Inform the people involved (report/article).
  – Develop national examination speaking test.
  – Design examiner/assessor training sessions.
  – Select schools for closer monitoring.

• Starting from 2017:
  – All the above.
  – Inform teachers of their level of interviewer/assessor proficiency.
  – Send the above information to the respective school authorities and the Ministry of Education and Research.
NATIONAL EXAMS 2018

• Year 12
  – 4 May 2018 (written paper)
  – 7–11 May 2018 (speaking)
    • 29 May 2018
    • 29–30 May 2018

• Year 9
  – 13 June 2018
  – 13–14 June 2018
• 24–25 November 2017 - Conference of the Estonian Association of Foreign Language Teachers (Kohtla-Järve)

• Workshop on assessing writing

• http://www.voorkeelteliit.eu/
INTERNATIONAL CERTIFICATES

- 20 January 2018 (student takes the certificate to his/her school; copies are made)

- 31 January 2018 (school authorities send the certificates to Innove) tunnistused@innove.ee
TEACHER TRAINING SEMINARS

Year 12 seminars:

Tallinn  
20 November 2017  
13:00–15:30  
(Eesti Etttevõtluskõrgkool Mainor, Suur-Sõjamäe 10a)

Tartu  
22 November 2017  
13:00–15:30  
(Tartu Kutsehariduskeskus, Kopli 1)

http://www.innove.ee/et/yldharidus/eksamiseminarid/ik-seminarid
TEACHER TRAINING SEMINARS

Year 9 seminars:

Tallinn  16 November 2017  12:00–14:30
(Tallinna Ülikool, Astra maja, room A-222)

Tartu  23 November 2017  13:00–15:30
(Tartu Kutsehariduskeskus, Kopli 1)

http://www.innove.ee/et/yldharidus/eksamiseminarid/ik-seminarid