

# ANĢĻU VALODA

**KODS**          -     **A N G**

## *Darba burtnīca*

### Norādījumi

Iepazīsties ar norādījumiem!

Darba lapās un atbilžu lapā ieraksti kodu, kuru tu saņēmi, ienākot eksāmena telpā!

Eksāmenā veicamo uzdevumu skaits, iegūstamo punktu skaits un paredzētais izpildes laiks:

Daļa	Uzdevumu skaits	Punktu skaits	Laiks
Lasīšana	3	30	50 min
Klausīšanās	3	30	30 min
Valodas lietojums	3	45	30 min
Rakstīšana	3	60	80 min

Darbu veic ar tumši zilu vai melnu pildspalvu! Ar zīmuli rakstītais netiek vērtēts.

Eksāmena norises laikā eksāmena vadītājs skaidrojumus par uzdevumiem nesniedz.

Atbilžu lapās atbildes raksti tieši tām paredzētajās vietās!

Raksti salasāmi!

Rakstīšanas daļas darba lapas saņemsi pēc starpbrīža.

**2010. gada 25. maijā**

---

## READING

### Task 1 (10 points)

**Read the text and do the task. Some parts of the text are missing. Find the most appropriate part for each gap. Write the appropriate letter in the gap. There is one more part than you need.**

### ANNUAL SLED DOG RACE

“Mushing” is the sport of racing teams of dogs that pull sleds over snow. (1)\_\_\_\_\_ The largest and most famous sporting event in Alaska is the Iditarod, an annual race of teams of sled dogs and their drivers (or “mushers”). (2)\_\_\_\_\_

The Iditarod commemorates a historic event from the winter of 1925, when a relay of 20 teams of dogs and mushers was used to deliver urgently needed medicine to Nome. (3)\_\_\_\_\_

The first Iditarod was held in 1973. (4)\_\_\_\_\_ Over the years, mushers and their dogs have come from Alaska, 20 other U.S. states, and 14 foreign countries to compete in “the last great race.”

(5)\_\_\_\_\_ The middle section of the racecourse, between the villages of Ophir and Kaltag, alternates each year. A northern route is taken on even numbered years and a southern route on odd numbered years. (6)\_\_\_\_\_

The checkpoints are essential for a race of this length, difficulty, and isolation. Because there are no roads linking every section of the race, airplanes are used to ferry supplies and people before, during, and after the event. (7)\_\_\_\_\_

There are important rules in the Iditarod to protect the health and safety of the teams of musher and dogs. During the race, the mushers must take several mandatory rest stops. One eight-hour stop occurs in the middle of the race, and another occurs before the last 124-kilometer section of the race into Nome. (8)\_\_\_\_\_

There are also rules for the team of dogs, which can range from between 12 and 16 animals per sled. Two pairs of “booties” for each dog are required to protect the animals’ paws from sharp ice and other obstacles on the trail. (9)\_\_\_\_\_ The rules of the Iditarod specifically state, “There will be no cruel or inhumane treatment of dogs.”

Winning the Iditarod takes months of planning and training. (10)\_\_\_\_\_

*(from English Teaching Forum, July 2002)*

- 
- A** This enables more villages to participate as checkpoints during this test of endurance across very sparsely populated wilderness.
- B** In addition, at one point during the race – whenever each musher decides is best – the team must rest for 24 hours. The mushers have to carry certain safety equipment for themselves, such as a warm sleeping bag, a pair of snowshoes, and a small cooker for boiling water.
- C** The selected teacher follows the trail where the teams race, sleeps in a sleeping bag at checkpoints, travels on Iditarod Air Force planes, and is present for the finish in Nome.
- D** Severe weather conditions made delivery by boat or airplane impossible. That heroic effort of men and their beloved dogs prevented an outbreak of diphtheria in Nome and saved hundreds of lives.
- E** It grew from an ancient and practical means of transportation of the native people of Alaska: using muscular dogs to carry cargo through harsh winter weather.
- F** In fact, the race has its own “air force” of 23 volunteer pilots who transport dozens of race personnel, such as judges, dog handlers and veterinarians, and tons of cargo, including dogs taken out of the race due to sickness or injury.
- G** It begins every year on the first Saturday of March in the city of Anchorage, which is on the Gulf of Alaska in the northern Pacific Ocean. It ends in the town of Nome on the coast of the Bering Sea.
- H** Perhaps an indication of the tremendous dedication and preparation required to succeed in Iditarod is that 20 races have been won by only five mushers.
- I** Most of the sled cargo is dog food. Each musher must also carry a special veterinarian notebook, which is presented to the veterinarian who examines all the dogs on a team at each checkpoint.
- J** The race has grown steadily since then, both in the number of entrants who compete and the number of volunteers who help behind the scenes.
- K** The race takes almost two weeks and covers approximately 1,800 kilometers (1,120 miles) from Anchorage to Nome.

**Task 2 (10 points)**

**Read the text and do the task. Decide whether each statement is, according to the text, true (T), false (F) or not mentioned (NM). Tick (✓) the appropriate box.**

**THE OPEN WINDOW**

“My aunt will be down presently, Mr. Nuttel,” said a very self-possessed young lady of fifteen; “in the meantime you must try and put up with me.”

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

“I know how it will be,” his sister had said when he was preparing to migrate to this rural retreat; “you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.”

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of his letters of introduction, came into the nice division.

“Do you know many of the people round here?” asked the niece, when she judged that they had had sufficient silent communication.

“Hardly a soul,” said Framton. “My sister was staying here, at the rectory some four years ago, and she gave me letters of introduction to some of the people here.”

He made the last statement in a tone of distinct regret.

“Then you know practically nothing about my aunt?” pursued the self-possessed young lady.

“Only her name and address,” admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

“Her great tragedy happened just three years ago,” said the child; “that would be since your sister’s time”.

“Her tragedy?” asked Framton; somehow in this restful country spot tragedies seemed out of place.

“You may wonder why we keep that window wide open on an October afternoon,” said the niece, indicating a large French window that opened on to a lawn.

“It is quite warm for the time of the year,” said Framton; “but has that window got anything to do with the tragedy?”

“Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and the places that were safe in other years gave way suddenly without warning. Their bodies were never recovered.” Here the child’s voice lost its self-possessed note and became falteringly human. “Poor aunt always thinks that they will come back some day and walk in through that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt... Do you know, sometimes on still, quiet evenings like this, I almost have a creepy feeling that they will all walk in through the window...”

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

“I hope Vera has been amusing you?” she said.

“She has been very interesting,” said Framton.

“I hope you don’t mind the open window,” said Mrs. Sappleton briskly; “my husband and brothers will be home directly from shooting, and they always come in this way.”

(H. H. Munro)

		<b>T</b>	<b>F</b>	<b>NM</b>
0.	<i>The girl is fifteen years old.</i>	✓		
1.	The girl's aunt was busy with her household duties and could not come downstairs.			
2.	Framton Nuttel had arrived in this rural area to have medical treatment.			
3.	Framton Nuttel had decided to migrate to another country.			
4.	Framton Nuttel's sister had visited this rural area before him.			
5.	Framton Nuttel's sister had told him that Mrs. Sappleton was quite a nice lady.			
6.	Framton Nuttel was happy for the letters of introduction his sister had given him.			
7.	Framton Nuttel was well informed about Mrs. Sappleton and her family.			
8.	The room he was in left the impression that Mrs. Sappleton was a married woman.			
9.	According to Vera, the window of the room was open because three men were due to return.			
10.	Vera implied that Mrs. Sappleton's husband and brothers had drowned in a bog three years ago.			

**Task 3 (10 points)**

**Read the text and fill in the gaps with the given phrases. There are more phrases than needed. The first one has been done for you.**

**HISTORY OF CHEESE**

Cheese is one of the most varied and subtle foods in the world. Cheese can serve as a (0) **F**, a superbly satisfying finale to a gourmet meal or simply as a basic nourishing foodstuff for family snacks.

Most authorities consider that cheese was first made in the Middle East. A legendary story has it that cheese was 'discovered' by an unknown Arab nomad. He is said to have filled a saddlebag with milk to sustain him on a journey across the desert by horse. After several hours riding he stopped to quench his thirst, only to find that the milk had separated into (1) \_\_\_\_\_. The milk had been effectively separated into curds and whey by the combination of the rennin, (2) \_\_\_\_\_. The nomad, unconcerned with technical details, found (3) \_\_\_\_\_.

Learning these techniques, the Romans with their characteristic efficiency were quick to develop cheesemaking to a fine art. Cheesemaking was done with skill and knowledge and (4) \_\_\_\_\_. By this time, the ripening process had been developed and it was known that various treatments and conditions under storage resulted in different flavours and characteristics. The larger Roman houses had a separate cheese kitchen and also special areas where cheese could be matured. In large towns home-made cheese could be taken to a special centre to be smoked.

By AD 300, cheese was being regularly exported to countries along the Mediterranean seaboard. Trade had developed (5) \_\_\_\_\_ that the emperor Diocletian had to fix maximum prices for a range of cheeses, including an apple-smoked cheese highly popular with Romans. Yet another cheese was stamped and sold under the brand name of '*La Luna*', and is said to have been (6) \_\_\_\_\_, which was first reported as an individual make of cheese in AD 1579.

Thus, Roman expertise spread throughout Europe wherever their empire extended. The skills remained at first with the landowners and Roman farmers. Roman soldiers, who had completed their military service and (7) \_\_\_\_\_, set up their '*coloniae*' farms in retirement, and may well have passed on their skills in cheesemaking.

With the collapse of the Roman Empire around AD 410, cheesemaking spread slowly via the Mediterranean, Aegean and Adriatic seas to Southern and Central Europe. The river valleys provided easy access and methods adopted for production were adapted to suit the different terrain and climatic conditions. Cheese makers (8) \_\_\_\_\_ naturally used the milk of goats and sheep. In Central and Eastern Europe the displacement of people through centuries of war and invasion inevitably slowed down developments in cheese making until the Middle Ages.

During the Middle Ages, monks became innovators and developers and it is to them (9) \_\_\_\_\_. During the Renaissance period cheese suffered (10) \_\_\_\_\_, being considered unhealthy, but it regained favour by the nineteenth century, the period that saw the start of the move from farm to factory production.

- A the hot sun and the galloping motions of the horse
- B delicate aroma
- C they were drinkable and the curds edible
- D the precursor of today's Parmesan
- E to such an extent
- F *perfect companion for wines*
- G we owe many of the classic varieties of cheese marketed today
- H intermarried with the local populace
- I reached a high standard
- J a pale watery liquid and solid white lumps
- K in remote mountainous areas
- L that archaeologists have recently discovered
- M a drop in popularity

---

**LISTENING****Task 1 (10 points)**

**Listen to a talk about the history of perfumes. Read the statements below. Each of them contains some false information. Underline the wrong words or numbers and write the correct variant on the line provided after the statement.**

**PERFUMES**

1. Ancient Egyptians perfumed their skin with fragrant oils. \_\_\_\_\_
2. Greeks used flying birds to spread fragrance in premises. \_\_\_\_\_
3. Elizabeth I was presented a perfumed dress. \_\_\_\_\_
4. There is a special perfume museum in Prague. \_\_\_\_\_
5. Perfumers' training takes up to 10 years. \_\_\_\_\_
6. There are only 500 qualified perfumers in the world today. \_\_\_\_\_
7. Some perfume ingredients can cost up to \$40,000 per kilo. \_\_\_\_\_
8. Chanel 5 was made by a woman. \_\_\_\_\_
9. CK 1 is a perfume for men. \_\_\_\_\_
10. Perfumes react to cold and light. \_\_\_\_\_

**Task 2 (10 points)**

**Listen to the story and mark the following statements as true (T) or false (F). Tick the appropriate box.**

**HOTHEADED ICEBORERS**

- |  | T                        | F                                   |
|--|--------------------------|-------------------------------------|
| 0. The story was published in the magazine "Discover" in 1895.                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1. The text informs us that Dr Patso discovered a completely new species of animals. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 2. It is said that hotheaded iceborers can melt ice.                                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. The scientist had been working in the Arctic for 6 months.                        | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. She saw that hotheaded iceborers are larger than penguins in size.                | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. Her job was connected with saving penguins from extinction.                       | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. They are described as carnivorous animals who attack and eat penguins.            | <input type="checkbox"/> | <input type="checkbox"/>            |
| 7. A famous explorer disappeared mysteriously in 1847.                               | <input type="checkbox"/> | <input type="checkbox"/>            |
| 8. The story links his mysterious death with these animals.                          | <input type="checkbox"/> | <input type="checkbox"/>            |
| 9. This article made the magazine very popular.                                      | <input type="checkbox"/> | <input type="checkbox"/>            |
| 10. Most of the readers got the story right.   | <input type="checkbox"/> | <input type="checkbox"/>            |

**Task 3 (10 points)**

**Listen to the interview about the impact of music and arts lessons on children's progress at school and circle the correct statements. Look at the example.**

**MUSIC AND ART**

*Example:*

0. According to a recent study, music and art education:

- A increases only students' appreciation of arts.
- B improves reading and math skills.
- C advances math, but not reading skills.
- D facilitates more progress in reading than math.

1. The study was carried out:

- A in several music schools.
- B in all the state schools.
- C in some elementary schools.
- D in specialized art and music schools.

2. The purpose of the special arts programme in Rhode Island was to:

- A help students appreciate arts.
- B make students' education more well-rounded.
- C investigate the influence of arts training.
- D study the impact of music and arts on math.

3. The standard curriculum offers:

- A music or arts lessons twice a month.
- B two music and two arts lessons a month.
- C an extra arts lesson a week.
- D only one music lesson a week.

4. During typical music lessons students:

- A went to concerts and talked about music.
- B played music themselves.
- C mostly listened to music.
- D were actually involved in singing.



- 
5. The special arts class students:
- A** had two additional lessons per week.
  - B** had only additional arts lessons.
  - C** had one lesson per week more.
  - D** mostly were involved in musical activities.
6. The special arts programme in Rhode Island took advantage of children's natural inclination to master skills in:
- A** sequencing.
  - B** testing.
  - C** building.
  - D** spelling.
7. The experiment went on:
- A** for two months.
  - B** all the year round.
  - C** for several months.
  - D** for seven months.
8. At the end of the study period, the researchers checked the children's:
- A** attitude.
  - B** test scores.
  - C** attitude and test scores.
  - D** progress.
9. Children who benefit from arts training are those with:
- A** involved parents.
  - B** artistic abilities.
  - C** no special talent.
  - D** interest in math.
10. According to Rauscher's own study music may enhance mathematical skills because it:
- A** decreases self-esteem.
  - B** relaxes nervous students.
  - C** teaches students how to learn new things.
  - D** trains for IQ tests.

## LANGUAGE USE

### Task 1 (18 points)

Read the text below and circle the letter next to the word or phrase which best completes each sentence. The first one has been done for you as an example (0).

#### HARRY POTTER AND THE PHILOSOPHER'S STONE

Mr and Mrs Dursley were proud to say that they were perfectly normal. They (0) the last people you'd expect to be involved in anything strange or mysterious, (1) they just didn't hold with such nonsense.

Mr Dursley was the director of a firm called Grunnings, (2) made drills. He was a big man with (3) neck, although he (4) a very large moustache. The Dursleys had a small son called Dudley and (5) their opinion there was (6) finer boy anywhere.

But the Dursleys had a secret, and their greatest fear was that somebody (7) it. They didn't think they could (8) it if anyone (9) about the Potters. Mrs Potter was Mrs Dursley's sister, but they (10) for years; in fact, Mrs Dursley (11) she didn't have a sister, because her sister and her good-for-nothing husband were (12) unDursleyish as (13) was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters (14) in the street. The Dursleys knew that the Potters had a small son, too, but they (15) him. This boy was another reason (16) keeping the Potters away.

Our story starts (17) a dull, grey Tuesday. None of the Dursleys noticed a large tawny owl (18) past the window.

(J. K. Rowling)

- |                      |   |                   |                     |
|----------------------|---|-------------------|---------------------|
| 0. A was             | <input checked="" type="radio"/> B were | C are             | D will be           |
| 1. A before          | B however                               | C although        | D because           |
| 2. A what            | B who                                   | C which           | D that              |
| 3. A hardly any      | B hardly some                           | C hardly no       | D hardly such       |
| 4. A had had         | B did have                              | C had to have     | D would have        |
| 5. A from            | B at                                    | C in              | D to                |
| 6. A a               | B such                                  | C none            | D no                |
| 7. A would discover  | B will discover                         | C won't discover  | D wouldn't discover |
| 8. A take            | B bear                                  | C make            | D place             |
| 9. A would find out  | B find out                              | C found out       | D had found out     |
| 10. A hadn't met     | B didn't meet                           | C wouldn't meet   | D haven't met       |
| 11. A preserved      | B presumed                              | C prevented       | D pretended         |
| 12. A so             | B as                                    | C such            | D an                |
| 13. A she            | B he                                    | C it              | D they              |
| 14. A arrived        | B arrive                                | C would arrive    | D will arrive       |
| 15. A will never see | B have never seen                       | C would never see | D had never seen    |
| 16. A in             | B at                                    | C for             | D of                |
| 17. A on             | B in                                    | C at              | D off               |
| 18. A to flutter     | B flutter                               | C fluttered       | D would flutter     |

**Task 2 (10 points)**

**Look carefully at each line. Some lines are correct, but some have a word which should not be there. Cross out the unnecessary word and mark the line as wrong (–). All the correct lines mark with a tick (✓). The task begins with two examples.**

**BARBIE**

0.	<i>Barbie has been an important part of the toy fashion doll market</i>	✓
00.	<i>for nearly fifty years, and has been the subject of <del>a</del> numerous</i>	—
1.	controversies and lawsuits, often is involving parody of the doll and	
2.	her lifestyle. Barbie is a fashion doll manufactured by Mattel, Inc.	
3.	and launched in the March 1959. American businesswoman Ruth	
4.	Handler (1916 – 2002) often watched by her daughter Barbara at	
5.	play with paper dolls, and noticed that she has often enjoyed giving	
6.	them an adult roles. At the time, most children's toy dolls were	
7.	representations of infants. Realizing that there could be a gap in the	
8.	market, Handler suggested him the idea of an adult-bodied doll to her	
9.	husband Elliot, a co-founder of the Mattel toy company. Ruth Handler	
10.	believed in that it was important for Barbie to have an adult appearance.	

*(Wikipedia, the free encyclopedia)*

**Task 3 (17 points)**

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

**GIANT TORTOISES**

While perhaps not the (0) most unique among the Galapagos fauna, the giant tortoises seem to attract the most attention. In *The Voyage of the Beagle*, Darwin describes the first encounter (1) \_\_\_\_\_ a tortoise as follows:

“The day was hot, and the scrambling over the rough surface (2) \_\_\_\_\_ very fatiguing; but I was well repaid (3) \_\_\_\_\_ the strange Cyclopean scene. As I was walking along I met two large tortoises, each of which must have weighed at (4) \_\_\_\_\_ two hundred pounds: one was eating (5) \_\_\_\_\_ piece of cactus, and as I approached, it stared (6) \_\_\_\_\_ me and slowly walked away; the (7) \_\_\_\_\_ gave a deep hiss, and drew in (8) \_\_\_\_\_ head. These huge reptiles, surrounded (9) \_\_\_\_\_ the black lava, and large cacti, seemed to my fancy (10) \_\_\_\_\_ some antediluvian animals. The few dull- coloured birds cared no (11) \_\_\_\_\_ for me than they did (12) \_\_\_\_\_ the great tortoises.”

Two things in particular stand (13) \_\_\_\_\_ about the giant tortoises: (14) \_\_\_\_\_ size and their longevity. A male can grow to over 200 kg. The exact life expectancy of a wild Galapagos tortoise is probably 100 to 150 years.

Tortoises were highly prized by the pirates (15) \_\_\_\_\_ frequented the island since they could be kept alive on ships (16) \_\_\_\_\_ months, thus providing fresh meat and supplementing what must (17) \_\_\_\_\_ been a very dull diet.

Darwin reported that “the breast –plate roasted, with the flesh on it, is very good; and the young tortoises make excellent soup.”

*(Ch. Darwin: The Voyage of the Beagle)*

## EKSĀMENS ANĢĻU VALODĀ

### 12. KLASEI

2010. gada 25.-27. maijā

MUTVĀRDU DAĻAS VĒRTĒTĀJA LAPA

#### Marking Scale – Speaking

	Communication strategies and interaction	Task achievement	Accuracy	Fluency	Pronunciation
<b>6</b>	Initiates and maintains interaction effectively	Task fully and convincingly achieved	Extensive range of vocabulary and grammar structures, accurately used	Utterances are coherent and fluent and in a style appropriate to the context	Accurate and consistent use of all aspects of pronunciation
<b>5</b>	Initiates and maintains interaction, but lacks ease	Task achieved, but the interlocutor's support is felt in 1-2 minor cases	Wide range of vocabulary and grammar structures, mostly accurately used	Utterances are quite spontaneous and fluent without evident search for words	Broadly accurate and consistent use of most aspects of pronunciation
<b>4</b>	Intended meaning communicated, but with some hesitation	Task is achieved, but the interlocutor's support is occasionally required	Quite a wide range of vocabulary and grammar structures, but used with a few errors	Utterances are at times fluent, but the student searches for words. Sentences may be left uncompleted	Sometimes faulty pronunciation
<b>3</b>	Communicates main ideas. Initiates and maintains interaction with difficulty	Task is partly achieved, but several task requirements are lacking. Interlocutor's support is frequently required	Moderate range of vocabulary and grammar structures or many grammatical inaccuracies in complex structures	Utterances are usually hesitant and jerky, but the speaker is able to keep the conversation going	Often faulty pronunciation, strong interference from the native language rhythm, intonation and pronunciation
<b>2</b>	Communicates main ideas in limited contexts; initiation rare	Task requirements not achieved, but the student has made an attempt to fulfil all tasks	Restricted range of vocabulary. Many inaccuracies even in basic structures	Utterances are fragmentary and halting, but at times the student manages to keep up the conversation	Frequent pronunciation errors cause unintelligibility
<b>1</b>	Great difficulty in communication; unable to initiate	Task not fulfilled, but the student attempts to perform at least one task	Very restricted vocabulary and inadequate grammar	Speech is slow, exceedingly halting, stumbling. Difficult to perceive continuity in utterances	Largely unintelligible
<b>0</b>	Unable to communicate	Is not able to do the tasks	Not enough to evaluate	Not enough to evaluate	Not enough to evaluate

**Eksāmens angļu valodā 12. klasei  
RUNĀŠANAS PRASMES VĒRTĒJUMS**

Skola \_\_\_\_\_

Intervētāja vārds, uzvārds \_\_\_\_\_ Datums \_\_\_\_\_

Vērtētāja vārds, uzvārds \_\_\_\_\_

Skolēna kods										Bijetes numurs	Communication Strategies	Task Achievement	Accuracy	Fluency	Pronunciation	Total	
1.										-							
2.										-							
3.										-							
4.										-							
5.										-							
6.										-							
7.										-							
8.										-							
9.										-							
10.										-							
11.										-							
12.										-							
13.										-							
14.										-							
15.										-							
16.										-							
17.										-							
18.										-							
19.										-							
20.										-							
21.										-							
22.										-							
23.										-							
24.										-							
25.										-							

Vērtētāja paraksts \_\_\_\_\_











**EKSĀMENS ANĢĻU VALODĀ  
12. KLASEI**

2010. gada 25. maijā  
SKOLOTĀJA BIĻĒTES  
*Mutvārdu daļa, 1. diena*

**Paper 1**

Task 1

**How are you?** (*wait for the answer*)

**Could you tell me what your favourite activities are?**

(*not to be evaluated*)

Task 2

**Be ready to give your opinion on a number of questions.**

There is a saying: "If you buy cheaply, you pay dearly." Give your opinion about it. **Now you have a minute to prepare.**

1. Have you ever bought anything which was not worth the money?
2. What things do people mostly buy?
3. What do you think about the discounts widely offered in the shops?
4. Why do people spend their weekends in shopping malls?
5. What do you think about shopaholics?
6. Should consumerism be fought against? (*Wait*) Why/ Why not?

Task 3

Role Play

**For your school project you are interviewing a doctor from Poland** (played by your teacher) **who has come to Riga to work with Latvian colleagues.** You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Good morning / afternoon.
2. Explain why you have come.	2. OK. What do you want to know? ( <i>Wait</i> )
3. Ask about: <ul style="list-style-type: none"> <li>• his responsibilities in Riga;</li> <li>• his/her opinion about a doctor's job in Riga.</li> </ul>	3. <ul style="list-style-type: none"> <li>• I am currently working on my research in curing heart disease.</li> <li>• It is a prestigious job here but it is difficult like all over the world. Do you know any other job that is so demanding? (<i>Wait</i>)</li> </ul>
4. Inquire about: <ul style="list-style-type: none"> <li>• the qualities required for doctors in Poland;</li> <li>• the comparison of a doctor's job in Latvia and Poland.</li> </ul>	4. <ul style="list-style-type: none"> <li>• We have to be helpful, have strong nerves and stamina. What do you think are the qualities that doctors in Latvia should possess? (<i>Wait</i>)</li> <li>• I think there are a lot of similarities.</li> </ul>
5. Find out his/her opinion about people's health in Latvia.	5. It's generally good if people take care of their health. How do you take care of your health? ( <i>Wait</i> )
6. Thank him/her for the interview.	6. Good luck with your school project.

## Paper 2

### Task 1

**How are you?** (*wait for the answer*)

**Could you tell me what your favourite leisure activities are?**

(*not to be evaluated*)

### Task 2

**Be ready to give your opinion on a number of questions.**

It is thought that computers and robots will soon perform most housework. Give your opinion about this. **Now you have a minute to prepare.**

1. How often do you use different devices to make your life easier?
2. Which devices would you refuse to live without? Explain why.
3. Why would / wouldn't it be good that robots push people out of doing housework?
4. What would you have more free time for if a robot did all the housework?
5. How does using computers help in education?
6. How can computers and robots help in developing the economy of a country?

### Task 3

Role Play

**Your family is a host family to an exchange student from the UK** (played by your teacher).

**This is your first meeting.** You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Inquire about: <ul style="list-style-type: none"> <li>• the flight to Latvia;</li> <li>• the weather conditions in the UK when he/she left.</li> </ul>	2. <ul style="list-style-type: none"> <li>• It was OK though a bit rough just before landing due to the storm. Do you often have thunderstorms here? (<i>Wait</i>)</li> <li>• Oh, it was sunny and warm.</li> </ul>
3. Find out about: <ul style="list-style-type: none"> <li>• his/her plans in Latvia;</li> <li>• his/her family.</li> </ul>	3. <ul style="list-style-type: none"> <li>• I have come for 6 months but I will spend only three of them in your family, then I am going on a trip around local farms as I am studying dairy farming. Would you like to join me? (<i>Wait</i>)</li> <li>• I have two little twin brothers. How big is your family? (<i>Wait</i>)</li> </ul>
4. Find out his/her wishes for the evening.	4. I would like to change first and then you could show me the town/village. What should I really see first? ( <i>Wait</i> )
5. Suggest going out for dinner to .... ( <i>a famous local place</i> )	5. That sounds great.
6. Suggest a time for going out.	6. Agreed.

### Paper 3

#### Task 1

**How are you?** (*wait for the answer*)

**Could you tell me about your plans for this summer?**

(*not to be evaluated*)

#### Task 2

**Be ready to give your opinion on a number of questions.**

It is said that the greatest pleasure in life is doing what people say you cannot do. Give your opinion about this. **Now you have a minute to prepare.**

1. What are your best qualities?
2. What do you want to achieve in your life?
3. What are those qualities that you think might slow down your personal development?
4. What are the qualities you will need to achieve your career goals?
5. What qualities do people need nowadays? Say why.
6. Give an example of a person you admire and say why.

#### Task 3

Role Play

**You are an exchange student in the UK. You have a school project on the traditional cuisine and you are talking to the father/mother in your host family** (played by your teacher). You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hello. How are you? ( <i>Wait</i> )
2. Explain what your task is.	2. OK. What do you want to know about? ( <i>Wait</i> )
3. Ask about: <ul style="list-style-type: none"> <li>• the traditional dishes in the UK;</li> <li>• the traditional meals in the UK;</li> <li>• the characteristics of British cuisine.</li> </ul>	3. <ul style="list-style-type: none"> <li>• Shepherd's pie, different puddings, fish and chips. What are the traditional dishes in Latvia? (<i>Wait</i>)</li> <li>• It's definitely 5 o'clock tea that is unique to us.</li> <li>• Some people say that English food is tasteless, but it's not true.</li> </ul>
4. Inquire about: <ul style="list-style-type: none"> <li>• special Christmas dishes;</li> <li>• the dish he/she prefers.</li> </ul>	4. <ul style="list-style-type: none"> <li>• It's Christmas pudding. Have you ever tried it? (<i>Wait</i>)</li> <li>• It is not English. I love pizza. What is your favourite dish? (<i>Wait</i>)</li> <li>• Sounds good. Could you tell me how to make it? (<i>Wait</i>)</li> </ul>
5. Thank him/her for the help.	5. My pleasure.

## Paper 4

### Task 1

**How are you?** (*wait for the answer*)

**Could you tell me what you will do when the Year 12 exams are over?**

(*not to be evaluated*)

### Task 2

**Be ready to give your opinion on a number of questions.**

In a recent US study they found out that personal appearance counts more than education in a job interview. Give your opinion about this. **Now you have a minute to prepare.**

1. For which professions do you have to wear suits?
2. In which professions can people wear jeans?
3. Are there any rules about what you can or cannot wear at work? (*Wait*) What kind of rules?
4. Is your personal appearance just the clothes that you wear? (*Wait*) Why / Why not?
5. What is your opinion about wearing a school uniform? Give reasons.
6. How does the way you speak contribute to your overall image?

### Task 3

Role Play

**For your school project, you are interviewing a foreigner** (played by your teacher) **who now lives in Latvia.** You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Good morning / afternoon.
2. Explain why you have come.	2. OK. What do you want to know about? ( <i>Wait</i> )
3. Find out: <ul style="list-style-type: none"> <li>• the reasons why he/she moved to Latvia;</li> <li>• his/her first experiences in Latvia;</li> <li>• the things he/she finds interesting in Latvia;</li> <li>• tips for people considering leaving their country.</li> </ul>	3. <ul style="list-style-type: none"> <li>• I wanted a better environment for my children.</li> <li>• It was difficult to communicate as I knew Latvian only from books. Have you ever talked to a native speaker and not understood them? (<i>Wait</i>)</li> <li>• I like your midsummer traditions. What do you think are the most interesting traditions in Latvia? (<i>Wait</i>)</li> <li>• Think how you will deal with feeling homesick and be prepared for different weather conditions. Do you think people often feel homesick? (<i>Wait</i>)</li> <li>• What can people do to overcome this feeling? (<i>Wait</i>)</li> </ul>
4. Inquire about restrictions on immigration.	4. Some countries allow immigration only for political reasons.
5. Thank him/her for the interview.	5. Good luck with your project.

## Paper 5

### Task 1

**How are you?** (*wait for the answer*)

**Could you share a memorable experience from your childhood?**

(*not to be evaluated*)

### Task 2

**Be ready to give your opinion on a number of questions.**

There is a saying: "Don't cross your bridges before you get to them." Give your opinion about this.

**Now you have a minute to prepare.**

1. Do you always have a goal in mind when you start doing something?
2. What do people do when the outcome is not what they expected?
3. Have you ever found yourself in such a situation? (*Wait*) What did you do?
4. Where do you see yourself in five years from now?
5. What should be done to train people to be more targeted at achieving their goals?
6. Which professions require punctuality and careful thinking?

### Task 3

Role Play

**You are interviewing a British Airways flight attendant** (played by your teacher) **for your school newspaper.** You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Good morning / afternoon.
2. Explain why you have come.	2. What would you like to ask me about? ( <i>Wait</i> )
3. Ask about: <ul style="list-style-type: none"> <li>• the responsibilities of flight attendants;</li> <li>• why he/she chose this job;</li> <li>• the flights he/she prefers.</li> </ul>	3. <ul style="list-style-type: none"> <li>• The main task is to make passengers feel comfortable. What do you think is our main responsibility? (<i>Wait</i>)</li> <li>• I have always liked flying and when I finished school I applied to BA. They hired and trained me.</li> <li>• I like the London to Barcelona flight. There are so many things to do in Barcelona. Have you been to Barcelona? (<i>Wait</i>)</li> </ul>
4. Find out the advantages of his/her job.	4. I see many countries and cities and meet many interesting people. What countries would you like to visit? ( <i>Wait</i> )
5. Ask for some tips how to become a flight attendant.	5. Study languages and take good care of your health.
6. Thank him/her for the interview.	6. Good luck with writing the article.

## Paper 6

### Task 1

**How are you?** (*wait for the answer*)

**Could you tell me how you spent last weekend?**

(*not to be evaluated*)

### Task 2

**Be ready to give your opinion on a number of questions.**

Ronald Reagan, a former US president, said that "One man's terrorist is another man's freedom fighter." Give your opinion about this. **Now you have a minute to prepare.**

1. How much attention do you pay to politics? (*Wait*) Why?
2. Which recent political event has made you think about life more seriously? (*Wait*) Why?
3. Why do so many people say they are not interested in politics?
4. What qualities should a good politician have?
5. What could make people like politicians?
6. What is the best education for a politician? (*Wait*) Why?

### Task 3

#### Role Play

**You are an exchange student in the UK. You have a school project on comparing family issues in the UK and Latvia. You are talking to the father / mother in your host family** (played by your teacher). You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hello. How was your day today? ( <i>Wait</i> )
2. Explain what you need.	2. OK. I'll try to help you.
3. Ask about: <ul style="list-style-type: none"> <li>• the average family size in the UK;</li> <li>• if he/she has any brothers or sisters;</li> <li>• the activities a family does together.</li> </ul>	3. <ul style="list-style-type: none"> <li>• It's parents and 2 children. How big are families in Latvia? (<i>Wait</i>)</li> <li>• No, unfortunately I don't / haven't.</li> <li>• They play cricket or football, walk in the parks. What about families in Latvia? (<i>Wait</i>)</li> </ul>
4. Find out about: <ul style="list-style-type: none"> <li>• the family problems in the UK;</li> <li>• the reasons for these problems.</li> </ul>	4. <ul style="list-style-type: none"> <li>• There are single parent families and children often feel lonely.</li> <li>• High divorce rates and the fact that parents work too much and have no time for children. What kind of family problems do you have in Latvia? (<i>Wait</i>)</li> </ul>
5. Thank him/her for the help.	5. My pleasure.



**Paper 1**

## Task 1

**How are you?** (*wait for the answer*)**Could you tell me what your favourite activities are?***(not to be evaluated)*

## Task 2

**Be ready to give your opinion on a number of questions.**

There is a saying: "If you buy cheaply, you pay dearly." Give your opinion about it. **Now you have a minute to prepare.**

## Task 3

Role Play

**For your school project you are interviewing a doctor from Poland** (played by your teacher) **who has come to Riga to work with Latvian colleagues.** You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain why you have come.
3. Ask about: <ul style="list-style-type: none"><li>• his responsibilities in Riga;</li><li>• his/her opinion about a doctor's job in Riga.</li></ul>
4. Inquire about: <ul style="list-style-type: none"><li>• the qualities required for doctors in Poland;</li><li>• the comparison of a doctor's job in Latvia and Poland.</li></ul>
5. Find out his/her opinion about people's health in Latvia.
6. Thank him/her for the interview.

**Paper 2**

## Task 1

**How are you?** (*wait for the answer*)**Could you tell me what your favourite leisure activities are?***(not to be evaluated)*

## Task 2

**Be ready to give your opinion on a number of questions.**

It is thought that computers and robots will soon perform most housework. Give your opinion about this. **Now you have a minute to prepare.**

## Task 3

Role Play

**Your family is a host family to an exchange student from the UK** (played by your teacher).**This is your first meeting.** You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Inquire about: <ul style="list-style-type: none"><li>• the flight to Latvia;</li><li>• the weather conditions in the UK when he/she left.</li></ul>
3. Find out about: <ul style="list-style-type: none"><li>• his/her plans in Latvia;</li><li>• his/her family.</li></ul>
4. Find out his/her wishes for the evening.
5. Suggest going out for dinner to .... ( <i>a famous local place</i> )
6. Suggest a time for going out.

**Paper 3**

## Task 1

**How are you?** (*wait for the answer*)**Could you tell me about your plans for this summer?***(not to be evaluated)*

## Task 2

**Be ready to give your opinion on a number of questions.**

It is said that the greatest pleasure in life is doing what people say you cannot do. Give your opinion about this. **Now you have a minute to prepare.**

## Task 3

Role Play

**You are an exchange student in the UK. You have a school project on the traditional cuisine and you are talking to the father/mother in your host family** (played by your teacher). You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain what your task is.
3. Ask about: <ul style="list-style-type: none"><li>• the traditional dishes in the UK;</li><li>• the traditional meals in the UK;</li><li>• the characteristics of British cuisine.</li></ul>
4. Inquire about: <ul style="list-style-type: none"><li>• special Christmas dishes;</li><li>• the dish he/she prefers.</li></ul>
5. Thank him/her for the help.

**Paper 4**

## Task 1

**How are you?** (*wait for the answer*)**Could you tell me what you will do when the Year 12 exams are over?***(not to be evaluated)*

## Task 2

**Be ready to give your opinion on a number of questions.**

In a recent US study they found out that personal appearance counts more than education in a job interview. Give your opinion about this. **Now you have a minute to prepare.**

## Task 3

Role Play

**For your school project, you are interviewing a foreigner** (played by your teacher) **who now lives in Latvia.** You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain why you have come.
3. Find out: <ul style="list-style-type: none"><li>• the reasons why he/she moved to Latvia;</li><li>• his/her first experiences in Latvia;</li><li>• the things he/she finds interesting in Latvia;</li><li>• tips for people considering leaving their country.</li></ul>
4. Inquire about restrictions on immigration.
5. Thank him/her for the interview.

**Paper 5**

## Task 1

**How are you?** (*wait for the answer*)**Could you share a memorable experience from your childhood?***(not to be evaluated)*

## Task 2

**Be ready to give your opinion on a number of questions.**

There is a saying: "Don't cross your bridges before you get to them." Give your opinion about this.

**Now you have a minute to prepare.**

## Task 3

Role Play

**You are interviewing a British Airways flight attendant** (played by your teacher) **for your school newspaper**. You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain why you have come.
3. Ask about: <ul style="list-style-type: none"><li>• the responsibilities of flight attendants;</li><li>• why he/she chose this job;</li><li>• the flights he/she prefers.</li></ul>
4. Find out the advantages of his/her job.
5. Ask for some tips how to become a flight attendant.
6. Thank him/her for the interview.

**Paper 6**

## Task 1

**How are you?** (*wait for the answer*)**Could you tell me how you spent last weekend?***(not to be evaluated)*

## Task 2

**Be ready to give your opinion on a number of questions.**

Ronald Reagan, a former US president, said that "One man's terrorist is another man's freedom fighter." Give your opinion about this. **Now you have a minute to prepare.**

## Task 3

Role Play

**You are an exchange student in the UK. You have a school project on comparing family issues in the UK and Latvia. You are talking to the father / mother in your host family** (played by your teacher). You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain what you need.
3. Ask about: <ul style="list-style-type: none"><li>• the average family size in the UK;</li><li>• if he/she has any brothers or sisters;</li><li>• the activities a family does together.</li></ul>
4. Find out about: <ul style="list-style-type: none"><li>• the family problems in the UK;</li><li>• the reasons for these problems.</li></ul>
5. Thank him/her for the help.