

Centralizētais eksāmens par vispārējās vidējās izglītības apguvi

ANĢĻU VALODA

KODS

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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	4	40	30 min
Rakstīšana	2	40	70 min

Darbu veic ar tumši zilu vai melnu pildspalvu!

Raksti salasāmi!

Atbilžu lapās atbildes raksti tieši tām paredzētajās vietās!

Ar zīmuli rakstītais netiek vērtēts.

Eksāmena norises laikā eksāmena vadītājs skaidrojumus par uzdevumiem nesniedz.

Rakstīšanas daļas darba lapas saņemsi pēc starpbrīža.

Eksāmenā izmantotie teksti adaptēti atbilstoši eksāmena uzdevumu mērķim.

2013

READING

Task 1 (12 points)

Read the two texts and do the task. Fill in each gap with an appropriate phrase from the list. Write the appropriate letter in the gap. There are more phrases than gaps.

Self-Control: The Key to Health and Wealth

Every kid throws temper tantrums and behaves impulsively once in a while. But new research suggests that a lack of self-control during youth may predict health problems, (1) _____ and a criminal record by adulthood.

In a survey of more than 1,000 children who were studied from birth to age 32, scientists found that kids who scored lowest (2) _____ – those who were more impulsive and easily frustrated and had the most trouble with delaying gratification or waiting their (3) _____ – were roughly three times as likely by adulthood to report having multiple health problems and addictions, earning less than \$20,000 a year, becoming a single parent or committing a crime than kids (4) _____.

The good news is that self-control can be learned. Children (5) _____ who improved self-control on their own as they grew older reported fewer health and criminal behavior problems than those who remained impulsive. So school and family interventions that teach kids (6) _____ may lead to healthier and more stable adults.

Diet and Oral Health

To prevent cavities and maintain good oral health, your diet is (7) _____. Changes in your mouth start the minute you eat certain foods. Bacteria in the mouth convert sugars to acids, and it's the acids that (8) _____ the enamel on teeth, starting the decay process. The more often you eat and snack, the more frequently you are exposing your teeth to the cycle of decay.

Foods such as crunchy fruits and vegetables have a high water content, which dilutes the effects of the sugars they contain and (9) _____ of saliva (which helps protect against decay by washing away food particles and buffering acid).

Poor food choices include candy – such as lollipops, hard candies, and mints – cookies, cakes, pies, breads, muffins, potato chips, pretzels, French fries, bananas, raisins, and other dried fruits. These foods contain large amounts of sugar and can stick to teeth, providing (10) _____ for bacteria. In addition, cough drops should be used (11) _____ as they contribute to tooth decay because they continuously coat the teeth with sugar.

Chewing sugarless gum is actually (12) _____ your teeth as chewing helps dislodge food that becomes stuck to your teeth.

(pēc www.time.com un www.webmd.com materiāliem)

- A** in the study
- B** day-long sipping
- C** to self-regulate early on
- D** on measures of self-control
- E** begin to attack
- F** a fuel source
- G** stimulates the flow
- H** less financial stability
- I** only when necessary
- J** an important factor
- K** turn in line
- L** beneficial to
- M** with the most self-control

Task 2 (10 points)

High school students were asked the question 'Is high school preparing you for success in the real world?' Read their answers. Write the letter A-L next to the appropriate statement. There are more answers than statements. An example has been done for you.

IS HIGH SCHOOL PREPARING YOU FOR SUCCESS IN THE REAL WORLD?**A**

No. I haven't been taught things like economics, managing my money, etc. I think there should be classes or seminars to help us out if we have questions about what's really going on in the real world.

B

No. We dedicate our time to learning test-taking strategies. It is frustrating that these outdated, one-size-fits-all and irrelevant tests are overtaking our curriculum.

C

Not really, because they teach you some things that you won't need to use in the real world, which to me is a waste of time. If I were to make any changes, I would take out the courses that won't benefit us towards our future career goals.

D

Yes. Careers class helped me a lot. Some people may disagree, but as long as you keep up with your work, it will benefit you in the end. I think more of the courses should be taught with a 'hands on' approach as opposed to being taught by the textbook so much. Courses such as co-op will definitely help me to get the experience I need for later on.

E

No. School is torture because I am required to spend all my time doing menial tasks, worksheets, and rote memorization. This takes too much time away from being able to discover my hobbies, interests, or passions.

F

No. I think there should be more teachers who have worked in the real world instead of coming straight from university, because they haven't experienced life. I think that cutting the curriculum back by a year was a bad idea because I don't feel that I will be fully prepared when I leave school.

G

Yes. Each course in school teaches you different things depending on what you would like to do as a career. I think that these courses are a stepping-stone to higher education.

H

Yes. But, if I were to make any changes to the way things are done, I would make the classes a lot smaller so that the students could get the attention that they require in order to work to their full potential.

I

The one thing that I have been taught in high school is that it prepares you for the politics of business and life in general. The teachers tell you that the more time you spend in a workplace, the more respect you will gain from people.

J

Generally yes; but some parents think they can shield their kids from all the pain in life and prefer educating them at home. While I think home schooling is okay, I still think kids are better off going to a state school.

K

No. There should be shared decision-making among students and staff on matters concerning living and learning together. Students should individually decide what to do with their time, and learn as a by-product of ordinary experience rather than through classes or a standard curriculum.

L

Yes. The classes in high school offer a variety of choices. I think that they're doing a good job and moreover, we are taught how to handle certain social situations, tough or easy.

(pēc www.fazeteen.com materiāliem)

Which student thinks this:

<i>Example</i> 0	<i>He/she would rather prefer doing something more realistic.</i>	C
1.	There has to be more democracy in deciding how to organise one's studies.	
2.	School lacks focus on the individual student's needs.	
3.	Studying and working are the key to people's good opinions.	
4.	School prepares you for university.	
5.	Practical work should be encouraged in schools.	
6.	He/she has been deprived of the possibility to develop individual skills.	
7.	School focuses on preparing students for exams.	
8.	He/she will lack the necessary knowledge because of a lower school leaving age.	
9.	He/she is not prepared to deal with financial matters in his/her future life.	
10.	In general you can learn a lot of useful things at school.	

Task 3 (8 points)

Read the text and do the task. Fill in each gap with an appropriate paragraph from the list. Write the appropriate letter in the gap. There are more paragraphs than gaps. An example has been given (0).

He watched her walk down the hall, flicked a hand in response as she waved, and then he started to close the door, but it resisted for a moment. As the door opening narrowed, the current of warm air from the hallway, channeled through this smaller opening now, suddenly rushed past him with accelerated force. (0) B

Turning, he saw a sheet of white paper drifting to the floor in a series of arcs, and another sheet, yellow, moving toward the window, caught in the dying current flowing through the narrow opening. As he watched, the paper struck the bottom edge of the window and hung there for an instant, plastered against the glass and wood. (1) _____

He ran across the room, grasped the bottom edge of the window, and tugged, staring through the glass. He saw the yellow sheet, dimly now in the darkness outside, lying on the ornamental ledge a yard below the window. Even as he watched, it was moving, scraping slowly along the ledge, pushed by the breeze that pressed steadily against the building wall. (2) _____ Above the muffled sound of the street traffic far below, he could hear the dry scrape of its movement, like a leaf on the pavement.

The living room of the next apartment to the south projected a yard or more farther out toward the street than this one; because of this the Beneckes paid seven and a half dollars less rent than their neighbors. And now the yellow sheet, sliding along the stone ledge, nearly invisible in the night, was stopped by the projecting blank wall of the next apartment. (3) _____

He knelt at the window and stared at the yellow paper for a full minute or more, waiting for it to move, to slide off the ledge and fall, hoping he could follow its course to the street, and then hurry down in the elevator and retrieve it. But it didn't move, and then he saw that the paper was caught firmly between a projection of the convoluted corner ornament and the ledge. He thought about the poker from the fireplace, then the broom, then the mop - discarding each thought as it occurred to him. There was nothing in the apartment long enough to reach that paper.

It was hard for him to understand that he actually had to abandon it - it was ridiculous - and he began to curse. (4) _____ From stacks of trade publications, gone over page by page in snatched half-hours at work and during evenings at home, he had copied facts, quotations, and figures onto that sheet. And he had carried it with him to the Public Library on Fifth Avenue, where he'd spent a dozen lunch hours and early evenings adding more. (5) _____

For many seconds he believed he was going to abandon the yellow sheet, that there was nothing else to do. The work could be duplicated. (6) _____ Even though his plan were adopted, he told himself, it wouldn't bring him a raise in pay - not immediately, anyway, or as a direct result. It won't bring me a promotion either, he argued - not of itself.

But just the same, and he couldn't escape the thought, this and other independent projects, some already done and others planned for the future, would gradually mark him out from the score of other young men in his company. (7) _____ And he knew he was going out there in the darkness, after the yellow sheet fifteen feet beyond his reach.

By a kind of instinct, he instantly began making his intention acceptable to himself by laughing at it. The mental picture of himself sidling along the ledge outside was absurd - it was actually comical - and he smiled. (8) _____

(extract from 'Contents of the Dead Man's Pocket' by Jack Finney)

A	All were needed to support and lend authority to his idea for a new grocery-store display method; without them his idea was a mere opinion. And there they all lay in his own improvised shorthand - countless hours of work - out there on the ledge.
B	<i>Behind him he heard the slap of the window curtains against the wall and the sound of paper fluttering from his desk, and he had to push to close the door.</i>
C	With infinite care he brought out his other leg, his mind concentrating on what he was doing. Then he slowly stood erect.
D	It lay motionless, then, in the corner formed by the two walls - a good five yards away, pressed firmly against the ornate corner ornament of the ledge, by the breeze that moved past Tom Benecke's face.
E	They were the way to change from a name on the payroll to a name in the minds of the company officials. They were the beginning of the long, long climb to where he was determined to be, at the very top.
F	Then as the moving air stilled completely, the curtains swinging back from the wall to hang free again, he saw the yellow sheet drop to the window ledge and slide over out of sight.
G	Of all the papers on his desk, why did it have to be this one in particular! On four long Saturday afternoons he had stood in supermarkets counting the people who passed certain displays, and the results were scribbled on that yellow sheet.
H	He imagined himself describing it; it would make a good story at the office and, it occurred to him, would add a special interest and importance to his memorandum, which would do it no harm at all.
I	He heaved on the window with all his strength and it shot open with a bang, the window weight rattling in the casing. But the paper was past his reach and, leaning out into the night, he watched it scud steadily along the ledge to the south, half-plastered against the building wall.
J	But it would take two months, and the time to present this idea... was <i>now</i> , for use in the spring displays. He struck his fist on the window ledge. Then he shrugged.

LISTENING**Task 1 (12 points)**

Listen to Vera Renouf's memories about her life on Jersey Island and circle the correct option.

AN INTERVIEW WITH AN OLD LADY

1. The radio programme has invited Mrs Renouf for an interview because she:
 - a) has just turned 90.
 - b) is the oldest person on Jersey island.
 - c) has published an interesting study on Jersey.
 - d) has written down her memories of the island.
2. Mrs Renouf:
 - a) has travelled a lot during her long life.
 - b) was born on another island.
 - c) has never been away from Jersey.
 - d) has spent 80 years of her life on an island.
3. When Vera was young:
 - a) there were practically no tourists in Jersey.
 - b) she went walking with all her family.
 - c) she enjoyed walking with her father on Saturdays.
 - d) the beach was crowded only on Sundays.
4. She remembers that:
 - a) earlier the beach was used as a runway.
 - b) years ago war planes landed on the beach.
 - c) there used to be a post office on the beach.
 - d) once there was an airport built on the beach.
5. The railway line:
 - a) was going along the west coast of the island.
 - b) functioned only in summers.
 - c) was used by locals a lot.
 - d) now goes in another direction.
6. When Vera was young, the islanders:
 - a) grew a lot of vegetables and fruits.
 - b) were often helped by foreign tourists.
 - c) used workforce from other islands to gather the crops.
 - d) were helped by seasonal workers from the continent.
7. At that time on the island there were a lot of:
 - a) Frenchmen telling jokes in Jersey English.
 - b) French women helping to pick tomatoes in summers.
 - c) Frenchmen digging up potatoes in harvest time.
 - d) French families staying for the winter.
8. The lady learnt good French:
 - a) on her way to school.
 - b) from a close friend of hers.
 - c) listening to foreigners' conversations in the bar.
 - d) in language courses for adults.
9. The school she went to:
 - a) was not very good.
 - b) exists even today.
 - c) was closed by St. Martin.
 - d) was for girls only.
10. She remembers that her family:
 - a) was on good terms with neighbours.
 - b) used to go fishing together at the weekend.
 - c) could enjoy sea-food only on Sundays.
 - d) was going out to sea for food every day.
11. They:
 - a) caught and ate raw octopuses.
 - b) dried the octopuses on a string outside their house.
 - c) washed the octopuses before eating.
 - d) ate the octopuses in their garden.
12. The people from the radio programme have prepared for Vera:
 - a) a special plate with a picture of an octopus printed on it.
 - b) a treat for octopuses she liked so much.
 - c) a dish made of octopus.
 - d) a lunch-box with some special sea-food.

Task 2 (10 points)

Listen to an interview with an American Indian explaining their understanding of the world. Read the statements and choose those which describe the life philosophy of Cherokees. Write the letter of the correct statement in the box provided. Use only one letter per box. An example has been given.

LAWS OF NATURE

No	Question		Statements
Example 0	Relationship with nature	<input type="checkbox"/> B <input type="checkbox"/> C	A Cherokees try to tame nature. B They try to live with nature. C Cherokees depend on nature. D Nature exists for the benefit of people.
1.	Cherokees' understanding of the Great Life	<input type="checkbox"/>	A There are more and less important things around us. B Everything is of equal importance. C People create the Great Life. D People are most important in the Great Life.
2.	Laws of Nature	<input type="checkbox"/> <input type="checkbox"/>	A There are a lot of Laws of Nature. B There are only three Laws of Nature. C Laws of Nature determine how to live. D Laws of Nature are about relationships with other people.
3.	The First Law	<input type="checkbox"/>	A Life may be taken only for a real reason. B You are only allowed to kill to get food. C You may not take what is sacred.
4.	The Second Law	<input type="checkbox"/> <input type="checkbox"/>	A There is a spirit found in every human being. B One spirit fills people and another one fills animals and plants. C All changes in the Great Life affect us. D People should not harm anything in the surrounding world.
5.	David Winston's opinion	<input type="checkbox"/>	A We should limit the use of electric appliances. B People should turn to the usage of nuclear power. C It is of utmost importance to produce more energy on Earth.
6.	The Third Law	<input type="checkbox"/>	A People must do something to clean our waters. B We have to limit chemical waste. C Each person must stop pollution from their homes. D We must think about nature preservation on a large scale.
7.	David Winston also	<input type="checkbox"/> <input type="checkbox"/>	A reminds us that our future depends on our actions. B advises thinking on a wider scale. C suggests being physically more active. D advises learning the Laws of Great Life by heart.

Task 3 (8 points)

Listen to Jay talking about her experience doing voluntary work and fill the gaps with the missing information. Use no more than 5 words per gap. Look at the example.

Volunteer's Job

Example. Jay worked as a volunteer in a refuge for animals in Bolivia.

1. Jay's first job was working with _____ (1).
2. As her job was dangerous, she was _____ (2) not to get scarred.
3. Once the volunteers took refuge from a jaguar _____ (3).
4. Jay also taught _____ (4).
5. The organisation she worked for had 2 different sites. The girl was in the _____ (5) one.
6. There were a lot of _____ (6) around the place.
7. Jay enjoyed the first weeks better because _____ (7).
8. To hide from mosquitoes, she wore (*mention 2 things*) _____ and _____ (8).

LANGUAGE USE

Task 1 (12 points)

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

OLYMPIC LESSONS

It was in 1948 that London __ (0) __ the world to the Olympic Games. When the world came to London in 1948, they __ (1) __ a bombed-out capital, with weeds still sprouting in the ruins. We were __ (2) __ that British athletes __ (3) __ to make their own shorts and train on the beach. We couldn't even __ (4) __ to build the venues __ (5) __ our own. The Swiss __ (6) __ the gymnastic equipment; Finland __ (7) __ timber for the basketball court; and the Canadians gave two firs for the diving boards at the Empire Pool.

Olympic village? You must __ (8) __. The world's athletes were told to bring __ (9) __ own towels and sleep in improvised dorms in school classrooms. The British were eating less in 1948 than in 1945, and a pitying world sent food parcels to the Games. The Americans __ (10) __ on supplementing their own diet with daily flights from Los Angeles. The French were so appalled by the food in London that they sent a special refrigerated train from Paris, __ (11) __ was heavily loaded with steaks.

And in spite of it all, the 1948 London Games were a fantastic triumph. If we __ (12) __ the Games, the gloomy pessimists who predicted failure would not have been routed.

(pēc www.telegraph.co.uk materiāliem)

- | | | | | |
|-----|---------------|-------------------|----------------|---------------|
| 0. | A welcomes | B welcomed | C had welcomed | D welcoming |
| 1. | A had founded | B founded | C were found | D found |
| 2. | A such poor | B so poor | C much poorer | D as poor |
| 3. | A asked | B were asking | C were asked | D would ask |
| 4. | A approve | B allow | C admit | D afford |
| 5. | A on | B for | C in | D from |
| 6. | A was donated | B were donating | C donated | D had donated |
| 7. | A contrived | B contributed | C sacrificed | D subscribed |
| 8. | A joked | B joking | C have joked | D be joking |
| 9. | A their | B his | C her | D our |
| 10. | A demanded | B claimed | C insisted | D expected |
| 11. | A which | B what | C that | D where |
| 12. | A would host | B had not hosted | C did not host | D had hosted |

Task 2 (10 points)

Fill each of the numbered gaps in the following passage with the most appropriate word from the wordbank. Use only one word in each space. Write the appropriate letter in the gap. The task begins with an example (0). Note that there are more words than gaps.

OWLING

Daily Mail, London, July 15, 2011: Forget planking, 'owling' is the new online picture craze that is turning heads (0) C the world.

Hundreds of young people in America, Australia and now, Britain, have taken up the new 'owling' craze. The (1) _____ is a development of the popular craze of 'planking' in (2) _____ people would take pictures of themselves lying face down in strange (3) _____.

As the term implies, *owling* means perching on something the (4) _____ an owl does and (5) _____ into the distance just (6) _____ everyone's favourite bird of prey. 'Owling' is (7) _____ to have started in Australia within the last few weeks; (8) _____ its relative youth, the owling craze already has two popular *Facebook* groups dedicated to it, on which more than 1,000 people are listed as (9) _____.

Other social websites including *Reddit* also feature pictures of young people taking (10) _____ in the craze. The trendspotting site *BuzzFeed* has described 'owling' as a 'worthy successor' to planking.

A	believed	G	place
B	trend	H	despite
C	<i>across</i>	I	like
D	way	J	locations
E	part	K	members
F	which	L	staring

(pēc www.dailymail.co.uk materiāliem)

Task 3 (10 points)

Use the appropriate form of the word given in **BLOCK** letters to complete the sentence. Write your answers in the space provided. An example (*) has been given.

HONOUR FOR BILINGUAL UK SCHOOLS

A revolutionary scheme where children are TEACH both French and	1.
English has won a school honourable award FOUND by Napoleon.	2.
The idea was IMPORT from the Continent where pupils learn all subjects	3.
in bilingual classes. And it is claimed they end up speaking and WRITE	4.
English better than native British CHILD . Marc Wolstencroft, head of	5.
Wix Primary School said: "Our school ABLE children to become fluent	* <i>enables</i>
in French at an early stage. It was a TERRIFIC proud moment for us and	6.
a formal RECOGNISE of the quality of the teamwork between the French	7.
and English teachers." Bilingual CLASS provide a greater educational	8.
choice for parents, who seem more than WILL to embrace the project.	9.
The students follow a special curriculum that meets the REQUIRE of	10.
both the UK and French national curriculums.	

(pēc www.express.co.uk materiāliem)

Task 4 (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).

DOES THE YETI EXIST?

Set high in a remote Himalayan mountain range stands a Buddhist monastery. During heavy snowstorms, (0) it can be found only by travellers (1) _____ listen for the monks' ceremonial horns. The walls are lined with traditional Nepalese paintings. And among them are pictures of (2) _____ legendary ape-like creature we refer (3) _____ as the Yeti.

This (4) _____ seem unreal until you learn that, for many years, a shrivelled hand (about the size of (5) _____ adult human's) was also on display in the monastery.

I would know nothing about this story, if it (6) _____ not for the fact that I came on a withered finger labelled 'a *Yeti finger*' at the Royal College in London.

According to myth, the Yeti, or Abominable Snowman, is a vast creature which (7) _____ the Himalayan regions of Nepal and Tibet, where tales about Yetis have (8) _____ passed down through generations.

(pēc www.dailymail.co.uk materiāliem)

Centralizētais eksāmens par vispārējās vidējās izglītības apguvi

ANĢĻU VALODA

KODS

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Rakstīšana

Norādījumi

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

Rakstīšanas daļas izpildei paredzētais laiks ir 70 minūtes.

Task 1 (15 points)**You should spend about 25 minutes on this task.****Write between 100 – 120 words.****LEARNING LANGUAGES**

Your friend, Anna, has problems learning foreign languages. Write a letter to her describing how you learnt English and suggesting ways how she could become a better language learner.

Remember you have to write between 100 and 120 words.

Notes

Task 2 (25 points)

You should spend about 45 minutes on this task.

Write between 200 – 250 words.

FILMS VERSUS BOOKS

A lot of young people nowadays think that it is much better to watch a film version of a book than to read it. Write an essay expressing your opinion and providing reasons to support your point of view.

Remember you have to write between 200 and 250 words.

Notes

Task 1 Interview**CAREERS**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

 VISC

 Vaļņu ielā 2, Rīgā, LV-1050


 Eksāmens angļu valodā 12. klasei

 Skolēna materiāls

 Mutvārdu daļa, 1. diena

 2013
Task 1 Interview**FREE TIME**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

 VISC

 Vaļņu ielā 2, Rīgā, LV-1050


 Eksāmens angļu valodā 12. klasei

 Skolēna materiāls

 Mutvārdu daļa, 1. diena

 2013
Task 1 Interview**SEASONS**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

 VISC

 Vaļņu ielā 2, Rīgā, LV-1050


 Eksāmens angļu valodā 12. klasei

 Skolēna materiāls

 Mutvārdu daļa, 1. diena

 2013
Task 1 Interview**ART**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

 VISC

 Vaļņu ielā 2, Rīgā, LV-1050


 Eksāmens angļu valodā 12. klasei

 Skolēna materiāls

 Mutvārdu daļa, 1. diena

 2013
Task 1 Interview**TELEVISION**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

 VISC

 Vaļņu ielā 2, Rīgā, LV-1050


 Eksāmens angļu valodā 12. klasei

 Skolēna materiāls

 Mutvārdu daļa, 1. diena

 2013
Task 1 Interview**SPORTS**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

 VISC

 Vaļņu ielā 2, Rīgā, LV-1050

Task 2**Role Play 1**

You are hosting an exchange student (played by your teacher). **One morning he/she feels unwell.** You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Ask about his/her health.
3. Answer the question and then suggest calling a doctor.
4. Answer the question and then suggest <ul style="list-style-type: none"> • preparing hot milk, • getting some medication.
5. Offer to buy something tasty.
6. Answer the question and then enquire about other wishes.
7. Recommend sleep as the best medicine.
8. Answer the question and then say good-bye.

Task 2**Role Play 2**

You are an exchange student Maija Jansone / Miks Jansons in York. You have to write a report about the local youth centre. **Ask the receptionist** (played by your teacher) to help you.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Introduce yourself.
3. Explain the purpose of your visit.
4. Ask about the opening of the youth centre.
5. Answer the question and then ask about <ul style="list-style-type: none"> • the mission of the centre, • the age groups.
6. Express your interest in hearing about <ul style="list-style-type: none"> • the activities they offer, • the most unusual project, • the opportunity to join this project.
7. Express your gratitude for the help.
8. Suggest looking at the premises tomorrow and say good-bye.

Task 2**Role Play 3**

You are an exchange student in the UK. You meet your classmate (played by your teacher) **to discuss plans for the weekend.**

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain the purpose of your meeting.
3. Enquire about what he/she would be interested in doing.
4. Answer the question and then enquire about the possible means of transport.
5. Explain your problem – no bike.
6. Suggest planning the route beforehand.
7. Answer the question and then ask about the most convenient time for setting off.
8. Answer the question and suggest making a shopping list.
9. Say good-bye.

**Task 2****Role Play 4**

You are meeting an exchange student (played by your teacher) **from Finland who would like to study at a university in Latvia.**

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Answer the question and then offer your help.
3. Answer the question and then enquire if he/she is interested in one particular university.
4. Answer the question and then enquire if he/she has chosen a study programme.
5. Recommend visiting the Education Fair.
6. Answer the question and then recommend the university website.
7. Answer the question and then suggest going to the open day events together.
8. Answer the question and then say good-bye.

Task 2**Role Play 5**

You are an exchange student in the UK. Your hosts are going to a party and ask you to look after their pets. You discuss it with your host (played by your teacher).

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Answer the question and then ask about the particular favour.
3. Agree to the request and ask about your duties.
4. Answer the question and then ask about any other instructions.
5. Suggest taking the dog to the park.
6. Enquire about the other pets.
7. Answer the question and then enquire about where to find the food.
8. Express your doubts about finding the right food in the shop.
9. Say good-bye.

**Task 2****Role Play 6**

Your teacher has asked you to take an exchange student from Norway on a sightseeing tour in Riga. You talk to the student (played by your teacher) **to plan the tour.**

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain the purpose of your meeting.
3. Ask about his/her special interests.
4. Answer the question and then ask about his/her other wishes.
5. Describe different means of transport in Riga.
6. Recommend checking the weather forecast.
7. Answer the question and then suggest taking the city sightseeing bus.
8. Answer the question and then enquire about his/her interest in shopping.
9. Enquire about the most convenient time for starting the tour.
10. Answer the question and then say good-bye.

Task 3

Monologue

TEXT 1

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

WHAT KIND OF PEOPLE INTEREST YOU?

James Cameron: People who pursue dreams other than money are the ones who interest me most, whether they are artists, explorers, writers, scientists, or people looking for some greater meaning or other purpose. I think these are the only people worth knowing and celebrating. Unfortunately, our western society tends to celebrate the wrong people, people who entertain us in a very superficial way but don't entertain us intellectually. I don't have any problem with those folks, I just do not think that they should be put on a pedestal.

www.jamescamerononline.com

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Vaiņņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

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Task 3

Monologue

TEXT 2

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

UNDERSTANDING SCHOOL DRESS CODES

You may not care why school officials created various dress codes, but understanding why they exist may help you feel a little better about them. One of the biggest reasons for these guidelines on clothing attire is to make sure everyone comes to school dressed appropriately, so as to not offend other students. Keeping students focused on their classes, rather than what the person next to them is wearing, is one of the biggest reasons for dress codes.

www.lovetoknow.com

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Task 3
Monologue

TEXT 3

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

BUSY TIMES

Teenagers' days are often filled with classes, extracurricular activities, and studying. They may find it difficult to carve out time to eat and sleep. If you find that your grades are falling behind, you aren't getting enough sleep, and you generally wake up and go to bed each day feeling stressed, then something has to give. Sometimes life is about making choices, and you may find that you are simply over-scheduled.

www.lovetoknow.com

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Vaiņņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa, 1. diena

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Task 3
Monologue

TEXT 4

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

BENEFITS OF PHYSICAL FITNESS

Besides enormous health benefits, physical fitness improves the quality of life. For example, regular physical fitness can translate into performing better in school. That is because physical fitness increases brain function in areas that deal with reasoning, memory, organisation and planning, concentration and focus, and psychomotor speed or reaction times. No less important is that the more exercise you do, the better you will sleep at night, and a restful night's sleep is the key to feeling good.

www.lovetoknow.com

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Task 3
Monologue

TEXT 5

Read the extract from an article. **In your own words:**

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

USE OF COLOUR SIGNALS

Colours send certain signals, that is why in marketing and design they can help to support a message. Black emphasises force and power. Dark blue looks authoritative. It is good for uniforms. Orange calls attention and often is used to emphasise low price. Gold (not too much) says quality. Violet emphasises luxury and uniqueness. Grey shows conservatism and intelligence. The associations connected with each colour play a vital role; however they must sometimes be modified for local cultural considerations. For example, black is for funerals in the West, but in China white is used.

www.psy.rin.ru

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Skolēna materiāls

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Task 3
Monologue

TEXT 6

Read the extract from an article. **In your own words:**

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

PUT FIRST THINGS FIRST

Successful people recognise that not all hours are created equal, and they strategically account for this when planning their day. For most of us, our minds operate at peak performance in the morning hours when we're well rested. Obviously it would be foolish to use this time for a trivial task like reading emails. These peak performance hours should be 100% dedicated to working on the tasks that bring you closer to your goals.

www.marcandangel.com

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Task 1 Interview**RELATIONSHIPS**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Skolēna materiāls

Mutvārdu daļa, 2. diena

2013

Task 1 Interview**PLACES**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Mutvārdu daļa, 2. diena

2013

Task 1 Interview**SHOPPING**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Mutvārdu daļa, 2. diena

2013

Task 1 Interview**ENVIRONMENT**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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2013

Task 1 Interview**LATVIA**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Task 1 Interview**NEWS**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Task 2**Role Play 1**

You are an exchange student in the UK. You are visiting your classmate (played by your teacher) who is in hospital.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Enquire about his/her health.
3. Ask about <ul style="list-style-type: none"> • the doctor's recommendations, • his/her day in the hospital.
4. Enquire if he/she is allowed to read.
5. Answer the question and then suggest learning together.
6. Answer the question and then ask about the most convenient time for visits.
7. Answer the question and then suggest bringing some fruit.
8. Answer the question and then say good-bye.

**Task 2****Role Play 2**

You are an exchange student in the UK and are working part-time in a café. You meet your classmate (played by your teacher) who is also interested in a part-time job.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Answer the question and then enquire about what he/she would like to discuss.
3. Answer the question and then enquire <ul style="list-style-type: none"> • about the jobs he/she is interested in, • about his/her previous experience, • if he/she has already tried to find something.
4. Answer the question and then recommend searching some Internet sites.
5. Suggest asking your boss about vacancies.
6. Answer the question and then offer your help in preparing the CV.
7. Answer the question and then say good-bye.

Task 2**Role Play 3**

You are an exchange student in the UK. You meet your classmate (played by your teacher) to talk about organising a sports day.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain the purpose of your meeting.
3. Enquire about <ul style="list-style-type: none"> • the number of participants, • various sports included.
4. Answer the question and then enquire about the length of the sports day.
5. Suggest organising a badminton championship.
6. Answer the question and then suggest inviting a popular athlete.
7. Offer your help in preparing an informative poster.
8. Answer the question and then offer your help registering the participants.
9. Answer the question and then say good-bye.

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Task 2**Role Play 4**

Your name is Miks Jansons / Maija Jansone and you are meeting an exchange student from Poland (played by your teacher) who has arrived to take part in a summer camp in Latvia.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Introduce yourself.
3. Enquire about <ul style="list-style-type: none"> • how he/she got to Latvia, • his/her returning back home, • his/her interests.
4. Answer the question and then explain that most people have already arrived.
5. Answer the question and then describe your experience with summer camps.
6. Offer your help in showing him/her the camp.
7. Suggest <ul style="list-style-type: none"> • fetching the timetable from the reception area, • having lunch.
8. Answer the question.

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Task 2**Role Play 5**

You are hosting an exchange student from Spain (played by your teacher). **You discuss spending an evening together.**

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Enquire about his/her plans for the evening.
3. Suggest spending the evening at home.
4. Answer the question and then ask about <ul style="list-style-type: none"> • the weather in Spain, • his/her ideas for this evening, • his/her favourite TV show.
5. Answer the question and then describe your favourite free time activity.
6. Suggest playing Monopoly.
7. Answer the question and then say good-bye.

**Task 2****Role Play 6**

You are an exchange student Maija Jansone / Miks Jansons in the UK. **You are being interviewed by the school website editor** (played by your teacher).

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Introduce yourself.
3. Answer the question and then express your readiness for the interview.
4. Answer the question and then suggest bringing a brochure about your school.
5. Describe your classmates and their interests.
6. Answer the question and then describe why Latvia is an interesting place for young people.
7. Express your readiness to write some tips for exchange students in Latvia.
8. Say good-bye.

Task 3
Monologue

TEXT 1

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

REPURPOSING – A SIMPLE WAY TO SAVE THE ENVIRONMENT

Repurposing means taking an item and changing its use. A wide range of items can be recycled and repurposed. This can be as simple as taking waste paper and repurposing this into memo pads or note books, through to complex repurposing ideas for furnishing a house. All that is required to repurpose and reuse items is a little creative thought. It is really surprising what can be created from items that would otherwise be discarded. Most importantly repurposing helps the environment by reducing the amount of waste that is put into landfills, while also reducing the amount of virgin materials that are used to make new items.

www.lovetoknow.com

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Skolēna materiāls

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Task 3
Monologue

TEXT 2

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

TEEN CONSUMERS

In the past, teenagers were a market that advertisers largely ignored. These days, things have changed quite a bit. Marketing firms have realised that brand loyalty starts at a young age and is often carried into adulthood. Teenagers are shoppers who like to have the latest fashions and technology. At the same time teens are skeptical and don't buy into the usual marketing messages. While they want the latest and greatest items, they are also willing to wait. Approximately 55 percent of teens wait for items to go on sale, and 50 percent of teens make few impulse purchases.

www.lovetoknow.com

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Task 3
Monologue

TEXT 3

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

EARTH DAY

There are many projects and activities that you can do to celebrate Earth Day: clean up a roadside or park, plant trees or flowers, make bird feeders or make posters. Some people feel that one day is not enough to encourage society to make the changes needed. They feel that celebrating Earth Day causes people to feel that by focusing only on one day all other days of the year are ignored. Still they hope that the Earth Day activities can inspire people to adopt eco-friendly habits and implement them throughout the year or even to make permanent changes in their life. It will take more than one day of green activities to make a significant difference to environmental issues.

www.lovetoknow.com

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Task 3
Monologue

TEXT 4

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

ROBOTIC VEHICLES HIT OUR ROADS

Thanks to advanced computer science, from 2025 onwards we will see the arrival of smart vehicles capable of fully autonomous navigation. Self-driving cars will save time, fuel, cut traffic jams and prevent some car accidents. Safety is definitely the number one benefit, because in 95% of accidents human error is at least a contributing factor. Due to new technologies even a blind person will be able to drive a vehicle safely and independently, which was thought to be an impossible task until now. Big car manufacturers are all working on systems that promise to allow drivers to take their hands off the wheel.

www.bbc.com

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Task 3
Monologue

TEXT 5

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

ESPERANTO LANGUAGE GAINS GROUND IN INTERNET AGE

Ludwig Lazarus Zamenhof, a doctor and philologist from Poland, created the language Esperanto at the end of the 19th century. It was meant for communication between people from different nations who do not share a common native language. He wanted to create a medium for understanding that would bring people from different nations and cultures together, and in the process promote world peace. After World War II, English became so dominant that Esperanto didn't stand much of a chance, but in recent years, Esperanto is becoming increasingly popular. The Internet has made it possible, now more than ever, to communicate across national boundaries.

www.dw.de

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Task 3
Monologue

TEXT 6

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

PEOPLE ARE NOT SO DIFFERENT AS THEY SEEM

Culture is a strong part of people's lives. It influences their views, their values, their humour, their hopes, their loyalties, their worries and fears. So when you are working with people and building relationships with them, it helps to have some perspective and understanding of their cultures. But as we explore culture, it is also important to remember how much we have in common. A person who grew up in Tibet will probably see the world very differently than someone who grew up in Manhattan, but both know what it is like to wake up in the morning and look forward to the adventures of the day. We are all human beings, we all love deeply, want to learn, have hopes and dreams. Probably we are not so different as we seem.

www.ctb.ku.edu

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Task 1 Interview**HEALTH**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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2013

Task 1 Interview**HOME**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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2013

Task 1 Interview**WORK**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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2013

Task 1 Interview**CHARACTER**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Task 1 Interview**SPORTS IN LATVIA**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Task 1 Interview**MUSIC**

Answer 5 questions asked by the interviewer. You have 3-5 minutes. Say as much as you can.

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Task 2**Role Play 1**

You are an exchange student in Italy. You would like to participate in a discussion “Youth in Europe”. You meet your teacher (played by your teacher) to talk about this event.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain the purpose of your meeting.
3. Ask about <ul style="list-style-type: none"> • the participants, • the language used in this event.
4. Find out if there are particular rules for the discussion.
5. Offer your help in preparing the programme.
6. Answer the question and then ask about the most convenient time for helping with the programme.
7. Answer the question and then suggest bringing a video about Latvia.
8. Answer the question and then say good-bye.

**Task 2****Role Play 2**

You are an exchange student in France. You want to buy a Christmas present for your hosts and ask your classmate (played by your teacher) for help.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain the purpose of your meeting.
3. Ask about traditional Christmas presents.
4. Answer the question and then ask about his/her suggestions.
5. Describe your hosts' interests: nature.
6. Explain your problems in finding a good DVD shop.
7. Answer the question and suggest going to the shop together.
8. Answer the question and then enquire about the most convenient time for shopping.
9. Answer the question and then say good-bye.

Task 2**Role Play 3**

You are an exchange student Maija Jansone / Miks Jansons in Estonia. Your school is organising an English language day. You are meeting one of the organisers (played by your teacher) to discuss organisational matters.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Introduce yourself.
3. Ask about the activities during the English language day.
4. Answer the question and then describe your experience in learning English.
5. Answer the question and then offer your help in preparing the day.
6. Enquire <ul style="list-style-type: none"> • about the number of participants, • where the competition will take place, • about preparation.
7. Answer the question and then suggest arriving early to help with things.
8. Say good-bye.

**Task 2****Role Play 4**

You are an exchange student in the UK. You are preparing to go to a party and you are talking about it with your classmate (played by your teacher).

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Ask if he/she can help you.
3. Enquire about <ul style="list-style-type: none"> • how often parties are organised, • the dress code, • how long the party usually lasts.
4. Offer your help in preparing the hall.
5. Answer the question and then suggest bringing some snacks.
6. Recommend organising some games.
7. Answer the question and then describe parties organised in your school in Latvia.
8. Say good-bye.

Task 2**Role Play 5**

You are an exchange student in Liverpool. You work in a café part time and your classmate (played by your teacher) asks you about booking it for your class party.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Answer the question and then enquire how you can help.
3. Answer the question and then tell him/her about the number of seats in your café – 30.
4. Answer the question and then tell him/her about the special room for dancing.
5. Recommend ordering drinks and snacks in advance.
6. Explain that the café offers a discount if food is ordered in advance.
7. Offer your help in decorating the café for the party.
8. Answer the question and then suggest <ul style="list-style-type: none"> • going to the café together and talking to the manager, • going to the café the next day.
9. Say good-bye.

 VISC

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Task 2**Role Play 6**

You are an exchange student in Stockholm and are meeting another exchange student (played by your teacher) to discuss going sightseeing.

You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain what you would like to do.
3. Enquire about the most interesting museums.
4. Answer the question and then enquire about <ul style="list-style-type: none"> • why the Astrid Lindgren museum is so special, • the opening hours.
5. Express your interest in history.
6. Suggest walking in the centre of the city.
7. Offer to call the museums to check the availability of guided tours.
8. Suggest meeting at 9 on Sunday.
9. Answer the question and then say good-bye.

 VISC

Valņu ielā 2, Rīgā, LV-1050

Task 3
Monologue

TEXT 1

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

WHY ARE THE BRITISH HOPELESS AT LANGUAGES?

According to a report by the Nuffield Foundation, the UK has turned into a land of “deplorable monolingualism”. Researchers found that the teaching of modern languages in schools and to adults is so poor and under-resourced that the British are left at the mercy of “the linguistic competence and goodwill of others”. English is becoming the global language, so many English-speaking people do not feel the necessity of learning foreign languages. They say that there is no point learning other languages when everyone else speaks English anyway.

www.news.bbc.co.uk



Task 3
Monologue

TEXT 2

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

NEWS NETWORKS

The most common source for current events may still be traditional sources such as newspapers and TV news networks. There are many different programmes to choose from with the advance in cable broadcasting and students often view news on different channels to get the full picture of what is going on in the world. Also social networks cover current events on topics such as local band news, what is going on with celebrities and what is happening around the world.

www.lovetoknow.com

Task 3
Monologue

TEXT 3

Read the extract from an article. **In your own words:**

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

FIRST PART-TIME JOBS

Many young people are looking for part-time jobs. It might not be glamorous, for example, many teens get their working start in the food service industry. They think that the earlier you start working, the easier it can be to get a job later in life. Besides, part-time job experience can come in immensely handy when you enter the workforce after finishing school. Internships can be a great way to get essential skills and enhance your CV. The problem is that most internships do not pay money but may offer other incentives (such as free tickets to a concert or lunch).

www.lovetoknow.com



Task 3
Monologue

TEXT 4

Read the extract from an article. **In your own words:**

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

HOW TO START A CLUB

Teens today are more active in their communities than ever before. If you want to start a club, you need a clear idea. It could be photography, mystery books, or even knitting. The next step is to figure out where and when your club will meet. You can approach a teacher who has a similar interest. Usually in order to hold a meeting on school property, a faculty member must agree to be present at your meetings. Once you have an adult who agrees to help you, you will be off and running.

www.lovetoknow.com

Task 3
Monologue

TEXT 5

Read the extract from an article. **In your own words:**

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

TEAM SPORTS

Team sports are great motivators for keeping teens in shape and fit. What teen does not like to do things with friends? However, and perhaps even more importantly, working out with teammates is motivating. It not only helps you to be consistent, but it helps you push yourself to your absolute best - making the workout effective and efficient. On top of all of those benefits, sports teams allow teens the opportunity to work with coaches who have specialised skills.

www.lovetoknow.com

VISC

Vaiņņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa, 3. diena

2013

Task 3
Monologue

TEXT 6

Read the extract from an article. **In your own words:**

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

SIMPLE STEPS MAKE A BIG DIFFERENCE

The human population in general tends to believe that by living green and eco-friendly, one family or person cannot help the environment. This is simply not true. Not everyone can afford to switch to solar power or buy a new hybrid vehicle, but affordable green living is a matter of implementing new habits into your old lifestyle. While it is undeniable that disposable plastic bags are a relatively small problem in the overall scheme of things, reducing their use is something we can all do. Such steps may seem too simple to make an impact, but when they are used by a large number of people these changes can make a big difference.

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**EKSĀMENS ANĢĻU VALODĀ
12. KLASEI
2013
SKOLOTĀJA MATERIĀLS
*Mutvārdu daļa, 1. diena***

**EKSĀMENS ANĢĻU VALODĀ
12. KLASEI**

*Mutvārdu daļa, 1. diena
Skolotāja materiāls*

2013

Task 1**Interview****Task instructions:**

You have to answer 5 questions about the topic. You have 3-5 minutes for the 5 questions. Say as much as you can.

CAREERS

1. How do people choose a profession?
2. Do parents influence their children's choice of career? How?
3. What professions do you think are the most popular among young people?
4. What is your idea of the perfect job?
5. How would you prefer to work – alone or in a team? Why?

FREE TIME

1. Do you have a hobby? Why (not)?
2. What interests do your friends have?
3. Can a person's job be their hobby? Why (not)?
4. What is your favourite free time activity?
5. If you could choose, how would you spend your time?

SEASONS

1. What is your favourite season?
2. What are the best activities for each season?
3. Do seasons affect your mood? Why (not)?
4. How do seasons affect your daily routine?
5. Would you like to have only one season all year round? Why (not)?

ART

1. What is your opinion about graffiti? Is it art?
2. What sort of art would you like to have in your home?
3. Are young people in Latvia interested in art? Why (not)?
4. What is your opinion about art exhibitions in shopping centres?
5. Can you imagine the world without art? Why (not)?

TELEVISION

1. Do you often watch TV? Why (not)?
2. What is your opinion of TV "reality shows"?
3. Why do you think popular people take part in such shows?
4. Would you like to participate in a TV show? Why (not)?
5. Is being on TV the best way to become popular?

SPORTS

1. What do you do to keep fit?
2. What makes a sport interesting to watch?
3. Is it important for a country to have good athletes? Why (not)?
4. Did you watch the Olympic Games? Why (not)?
5. What do you think about the Paralympics?

Task 2**Role play 1**

You are hosting an exchange student (played by your teacher). **One morning he/she feels unwell.** You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Ask about his/her health.	2. Oh, I think I have a cold. Could you help me?
3. Answer the question and then suggest calling a doctor.	3. Oh, no, I'll just stay in bed. Will you inform the school?
4. Answer the question and then suggest <ul style="list-style-type: none"> • preparing hot milk, • getting some medication. 	4. <ul style="list-style-type: none"> • Yes, please, I'd love some. • No, thanks.
5. Offer to buy something tasty.	5. Thank you, I'd love some fruit. Could you buy some oranges or apples?
6. Answer the question and then enquire about other wishes.	6. I'm fine, thanks. What do you do when you have a cold?
7. Recommend sleep as the best medicine.	7. OK, I'll try to sleep. Will you tell me the news when you return from school?
8. Answer the question and then say good-bye.	8. Bye-bye.

Role play 2

You are an exchange student Maija Jansone / Miks Jansons in York. You have to write a report about the local youth centre. Ask the receptionist (played by your teacher) **to help you.**

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Introduce yourself.	2. My name is John / Jane. Nice to meet you. What can I do for you?
3. Explain the purpose of your visit.	3. I'll do my best to help you.
4. Ask about the opening of the youth centre.	4. It was opened almost 10 years ago. Do you have youth centres in your country?
5. Answer the question and then ask about <ul style="list-style-type: none"> • the mission of the centre, • the age groups. 	5. <ul style="list-style-type: none"> • We provide community based support for young people. • It is meant for 11-25 year olds.
6. Express your interest in hearing about <ul style="list-style-type: none"> • the activities they offer, • the most unusual project, • the opportunity to join this project. 	6. <ul style="list-style-type: none"> • There are various projects to develop skills, confidence and self-esteem. • Probably that would be the Graffiti Project. • Of course. There's more information about us in this brochure. Here you are.
7. Express your gratitude for the help.	7. You're welcome.
8. Suggest looking at the premises tomorrow and say good-bye.	8. OK. See you tomorrow.

Role play 3

You are an exchange student in the UK. You meet your classmate (played by your teacher) to discuss plans for the weekend.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Explain the purpose of your meeting.	2. OK, we can try and organise something.
3. Enquire about what he/she would be interested in doing.	3. I'd like to travel around the countryside. What do you think?
4. Answer the question and then enquire about the possible means of transport.	4. I'd suggest bikes.
5. Explain your problem – no bike.	5. No problem. You can borrow a bike from my sister.
6. Suggest planning the route beforehand.	6. That would be good. Could you do it?
7. Answer the question and then ask about the most convenient time for setting off.	7. What about 9 in the morning?
8. Answer the question and suggest making a shopping list.	8. Great. And I will go shopping.
9. Say good-bye.	9. See you soon.

Role play 4

You are meeting an exchange student (played by your teacher) from Finland who would like to study at a university in Latvia.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi. Do you have a minute?
2. Answer the question and then offer your help.	2. I would like to study at a university in Latvia. Can you help me with some information?
3. Answer the question and then enquire if he/she is interested in one particular university.	3. No, not really. Which university would you recommend?
4. Answer the question and then enquire if he/she has chosen a study programme.	4. Yes, I'd like to study economics.
5. Recommend visiting the Education Fair.	5. Sounds interesting. Can we go together?
6. Answer the question and then recommend the university website.	6. I've seen that but there's a lot of information in Latvian. Could you help me with translating some of that?
7. Answer the question and then suggest going to the open day events together.	7. That's a good idea. Is there something interesting happening at the open day?
8. Answer the question and then say good-bye.	8. Bye-bye.

Role play 5

You are an exchange student in the UK. Your hosts are going to a party and ask you to look after their pets. You discuss it with your host (played by your teacher).

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi. Could you do us a favour?
2. Answer the question and then ask about the particular favour.	2. Could you look after the dog?
3. Agree to the request and ask about your duties.	3. You just need to feed him and walk him. Have you ever done that?
4. Answer the question and then ask about any other instructions.	4. Oh, nothing in particular, just don't let him off the lead.
5. Suggest taking the dog to the park.	5. That's a good idea.
6. Enquire about the other pets.	6. Could you also feed the fish? Do you have any pets?
7. Answer the question and then enquire about where to find the food.	7. It's in the kitchen, but there is not much left. Could you buy some?
8. Express your doubts about finding the right food in the shop.	8. I'll write everything down for you.
9. Say good-bye.	9. Bye-bye.

Role play 6

Your teacher has asked you to take an exchange student from Norway on a sightseeing tour in Riga. You talk to the student (played by your teacher) **to plan the tour.**

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Explain the purpose of your meeting.	2. Great. I'd like to see as much as possible.
3. Ask about his/her special interests.	3. I've heard that the Old Town is beautiful. Could we see it?
4. Answer the question and then ask about his/her other wishes.	4. Oh, and I'd like to see different parts of Riga.
5. Describe different means of transport in Riga.	5. I see.
6. Recommend checking the weather forecast.	6. I'll do that. Does it often rain?
7. Answer the question and then suggest taking the city sightseeing bus.	7. That's a good idea. Is it a guided tour?
8. Answer the question and then enquire about his/her interest in shopping.	8. I'd like to buy some souvenirs.
9. Enquire about the most convenient time for starting the tour.	9. What about tomorrow afternoon?
10. Answer the question and then say good-bye.	10. See you soon.

Task 3**Monologue****Task instructions:**

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

TEXT 1**WHAT KIND OF PEOPLE INTEREST YOU?**

James Cameron: People who pursue dreams other than money are the ones who interest me most, whether they are artists, explorers, writers, scientists, or people looking for some greater meaning or other purpose. I think these are the only people worth knowing and celebrating. Unfortunately, our western society tends to celebrate the wrong people, people who entertain us in a very superficial way but don't entertain us intellectually. I don't have any problem with those folks, I just do not think that they should be put on a pedestal.

www.jamescamerononline.com

TEXT 2**UNDERSTANDING SCHOOL DRESS CODES**

You may not care why school officials created various dress codes, but understanding why they exist may help you feel a little better about them. One of the biggest reasons for these guidelines on clothing attire is to make sure everyone comes to school dressed appropriately, so as to not offend other students. Keeping students focused on their classes, rather than what the person next to them is wearing, is one of the biggest reasons for dress codes.

www.lovetoknow.com

TEXT 3**BUSY TIMES**

Teenagers' days are often filled with classes, extracurricular activities, and studying. They may find it difficult to carve out time to eat and sleep. If you find that your grades are falling behind, you aren't getting enough sleep, and you generally wake up and go to bed each day feeling stressed, then something has to give. Sometimes life is about making choices, and you may find that you are simply over-scheduled.

www.lovetoknow.com

TEXT 4**BENEFITS OF PHYSICAL FITNESS**

Besides enormous health benefits, physical fitness improves the quality of life. For example, regular physical fitness can translate into performing better in school. That is because physical fitness increases brain function in areas that deal with reasoning, memory, organisation and planning, concentration and focus, and psychomotor speed or reaction times. No less important is that the more exercise you do, the better you will sleep at night, and a restful night's sleep is the key to feeling good.

www.lovetoknow.com

TEXT 5**USE OF COLOUR SIGNALS**

Colours send certain signals, that is why in marketing and design they can help to support a message. Black emphasises force and power. Dark blue looks authoritative. It is good for uniforms. Orange calls attention and often is used to emphasise low price. Gold (not too much) says quality. Violet emphasises luxury and uniqueness. Grey shows conservatism and intelligence. The associations connected with each colour play a vital role; however they must sometimes be modified for local cultural considerations. For example, black is for funerals in the West, but in China white is used.

www.psy.rin.ru

TEXT 6**PUT FIRST THINGS FIRST**

Successful people recognise that not all hours are created equal, and they strategically account for this when planning their day. For most of us, our minds operate at peak performance in the morning hours when we're well rested. Obviously it would be foolish to use this time for a trivial task like reading emails. These peak performance hours should be 100% dedicated to working on the tasks that bring you closer to your goals.

www.marcandangel.com

**EKSĀMENS ANĢĻU VALODĀ
12. KLASEI
2013
SKOLOTĀJA MATERIĀLS
*Mutvārdu daļa, 2. diena***

**EKSĀMENS ANĢĻU VALODĀ
12. KLASEI**

*Mutvārdu daļa, 2. diena
Skolotāja materiāls*

2013

Task 1**Interview****Task instructions:**

You have to answer 5 questions about the topic. You have 3-5 minutes for the 5 questions. Say as much as you can.

RELATIONSHIPS

1. Who are the people you spend your time with? Why?
2. Why do people need friends?
3. Why is your best friend your best friend?
4. Are social networks important? Why?
5. Have you made friends on the Internet? Why (not)?

PLACES

1. Why do many people like living in big cities?
2. What makes a great city?
3. What are the advantages of living in the countryside?
4. What interesting places are there in your town/village?
5. What would you like to change in your town/village?

SHOPPING

1. Is shopping a pleasure or a necessity?
2. Which is your favourite shop? Why?
3. Do you have experience of shopping on the Internet? What is it?
4. Are small shops necessary? Why (not)?
5. How will we shop in the future?

ENVIRONMENT

1. Is your lifestyle eco-friendly? Why (not)?
2. How do people affect the environment in their everyday life?
3. Do you watch documentary programmes about nature? Why (not)?
4. What environmental problems do we have in Latvia?
5. How can we make people more aware of environmental issues?

LATVIA

1. Have you travelled much around Latvia? Where?
2. Where would you most like to visit in Latvia? Why?
3. What three places should a tourist see in Latvia? Why?
4. Is your town/village an attractive tourist destination? Why (not)?
5. What would you do to make your town/village a better place to live?

NEWS

1. Which are the most popular mass media in Latvia?
2. Why do many people start their day with the news?
3. Do you read or watch the news regularly? Why (not)?
4. Do you read magazines? Why (not)?
5. What kind of news would you report if you were a journalist?

Task 2**Role play 1**

You are an exchange student in the UK. You are visiting your classmate (played by your teacher) who is in hospital.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Enquire about his/her health.	2. I feel much better now.
3. Ask about <ul style="list-style-type: none"> • the doctor's recommendations, • his/her day in the hospital. 	3. <ul style="list-style-type: none"> • I have to stay in bed for a week and take medication. • It's pretty boring; I sleep most of the time.
4. Enquire if he/she is allowed to read.	4. Yes, and I need to get ready for the exams. Can you bring me the course books?
5. Answer the question and then suggest learning together.	5. That's a good idea. Can you come every day?
6. Answer the question and then ask about the most convenient time for visits.	6. Visiting hours are from 5 to 7. Have you ever had an operation in hospital?
7. Answer the question and then suggest bringing some fruit.	7. I love apples. Could you buy some?
8. Answer the question and then say good-bye.	8. See you soon.

Role play 2

You are an exchange student in the UK and are working part-time in a café. You meet your classmate (played by your teacher) who is also interested in a part-time job.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi. Do you have a minute?
2. Answer the question and then enquire about what he/she would like to discuss.	2. I need a part-time job. Could you help me with some advice?
3. Answer the question and then enquire <ul style="list-style-type: none"> • about the jobs he/she is interested in, • about his/her previous experience, • if he/she has already tried to find something. 	3. <ul style="list-style-type: none"> • Actually I'm ready to do any job. • I have no experience. • No, first I wanted to talk to somebody who has a part-time job. What is your job?
4. Answer the question and then recommend searching some Internet sites.	4. I'll do it tomorrow.
5. Suggest asking your boss about vacancies.	5. That would be good. What do I need for my application?
6. Answer the question and then offer your help in preparing the CV.	6. That would be great. Could we do it tomorrow?
7. Answer the question and then say good-bye.	7. See you tomorrow.

Role play 3

You are an exchange student in the UK. You meet your classmate (played by your teacher) to talk about organising a sports day.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Explain the purpose of your meeting.	2. I see. I have some information about it.
3. Enquire about <ul style="list-style-type: none"> • the number of participants, • various sports included. 	3. <ul style="list-style-type: none"> • Most of our school students will be there. • Usually we have volleyball, basketball and football. Do you play any of them?
4. Answer the question and then enquire about the length of the sports day.	4. It starts at 9 and is planned to finish at about 3.
5. Suggest organising a badminton championship.	5. Why not? Do you play it well?
6. Answer the question and then suggest inviting a popular athlete.	6. That's a good idea.
7. Offer your help in preparing an informative poster.	7. That would be great. Could you do it by tomorrow?
8. Answer the question and then offer your help registering the participants.	8. Thanks. Have you done it before?
9. Answer the question and then say good-bye.	9. See you tomorrow.

Role play 4

Your name is Miks Jansons / Maija Jansone and you are meeting an exchange student from Poland (played by your teacher) who has arrived to take part in a summer camp in Latvia.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Introduce yourself.	2. My name is Piotr/Agata. Nice to meet you.
3. Enquire about <ul style="list-style-type: none"> • how he/she got to Latvia, • his/her returning back home, • his/her interests. 	3. <ul style="list-style-type: none"> • I came by bus, and the trip was nice. • I'm leaving next Sunday. • I play tennis. How about you?
4. Answer the question and then explain that most people have already arrived.	4. Great. Have you met them all?
5. Answer the question and then describe your experience with summer camps.	5. I see. For me, this is my first summer camp, so I'm really excited.
6. Offer your help in showing him/her the camp.	6. Thank you, that would be nice.
7. Suggest <ul style="list-style-type: none"> • fetching the timetable from the reception area, • having lunch. 	7. <ul style="list-style-type: none"> • That's a good idea. • Fine. I'm very hungry. What about you?
8. Answer the question.	8. Let's go then.

Role play 5

You are hosting an exchange student from Spain (played by your teacher). **You discuss spending an evening together.**

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Enquire about his/her plans for the evening.	2. Nothing particular. What about you?
3. Suggest spending the evening at home.	3. Yes, why not? The weather is awful. Is it always like this?
4. Answer the question and then ask about <ul style="list-style-type: none"> • the weather in Spain, • his/her ideas for this evening, • his/her favourite TV show. 	4. <ul style="list-style-type: none"> • It is much warmer and sunnier than in Latvia. • Oh, we could watch TV. • I like reality shows. Do you have them in Latvia?
5. Answer the question and then describe your favourite free time activity.	5. I see.
6. Suggest playing Monopoly.	6. Fine. What about 6?
7. Answer the question and then say good-bye.	7. Bye-bye.

Role play 6

You are an exchange student Maija Jansone / Miks Jansons in the UK. **You are being interviewed by the school website editor** (played by your teacher).

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi. I'm John Simmons/Jane Simmons and I'm the editor of the school website.
2. Introduce yourself.	2. Nice to meet you. We are preparing information about exchange students. Could you answer some questions?
3. Answer the question and then express your readiness for the interview.	3. Could you tell me a little about your school?
4. Answer the question and then suggest bringing a brochure about your school.	4. Thanks. Tell me something about your classmates, their interests.
5. Describe your classmates and their interests.	5. I see. Would you recommend our students to visit Latvia?
6. Answer the question and then describe why Latvia is an interesting place for young people.	6. That's great.
7. Express your readiness to write some tips for exchange students in Latvia.	7. That would be nice. Thank you for the interview.
8. Say good-bye.	8. Bye-bye.

Task 3**Monologue****Task instructions:**

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

TEXT 1**REPURPOSING – A SIMPLE WAY TO SAVE THE ENVIRONMENT**

Repurposing means taking an item and changing its use. A wide range of items can be recycled and repurposed. This can be as simple as taking waste paper and repurposing this into memo pads or note books, through to complex repurposing ideas for furnishing a house. All that is required to repurpose and reuse items is a little creative thought. It is really surprising what can be created from items that would otherwise be discarded. Most importantly repurposing helps the environment by reducing the amount of waste that is put into landfills, while also reducing the amount of virgin materials that are used to make new items.

www.lovetoknow.com

TEXT 2**TEEN CONSUMERS**

In the past, teenagers were a market that advertisers largely ignored. These days, things have changed quite a bit. Marketing firms have realised that brand loyalty starts at a young age and is often carried into adulthood. Teenagers are shoppers who like to have the latest fashions and technology. At the same time teens are skeptical and don't buy into the usual marketing messages. While they want the latest and greatest items, they are also willing to wait. Approximately 55 percent of teens wait for items to go on sale, and 50 percent of teens make few impulse purchases.

www.lovetoknow.com

TEXT 3**EARTH DAY**

There are many projects and activities that you can do to celebrate Earth Day: clean up a roadside or park, plant trees or flowers, make bird feeders or make posters. Some people feel that one day is not enough to encourage society to make the changes needed. They feel that celebrating Earth Day causes people to feel that by focusing only on one day all other days of the year are ignored. Still they hope that the Earth Day activities can inspire people to adopt eco-friendly habits and implement them throughout the year or even to make permanent changes in their life. It will take more than one day of green activities to make a significant difference to environmental issues.

www.lovetoknow.com

TEXT 4**ROBOTIC VEHICLES HIT OUR ROADS**

Thanks to advanced computer science, from 2025 onwards we will see the arrival of smart vehicles capable of fully autonomous navigation. Self-driving cars will save time, fuel, cut traffic jams and prevent some car accidents. Safety is definitely the number one benefit, because in 95% of accidents human error is at least a contributing factor. Due to new technologies even a blind person will be able to drive a vehicle safely and independently, which was thought to be an impossible task until now. Big car manufacturers are all working on systems that promise to allow drivers to take their hands off the wheel.

www.bbc.com

TEXT 5**ESPERANTO LANGUAGE GAINS GROUND IN INTERNET AGE**

Ludwig Lazarus Zamenhof, a doctor and philologist from Poland, created the language Esperanto at the end of the 19th century. It was meant for communication between people from different nations who do not share a common native language. He wanted to create a medium for understanding that would bring people from different nations and cultures together, and in the process promote world peace. After World War II, English became so dominant that Esperanto didn't stand much of a chance, but in recent years, Esperanto is becoming increasingly popular. The Internet has made it possible, now more than ever, to communicate across national boundaries.

www.dw.de

TEXT 6**PEOPLE ARE NOT SO DIFFERENT AS THEY SEEM**

Culture is a strong part of people's lives. It influences their views, their values, their humour, their hopes, their loyalties, their worries and fears. So when you are working with people and building relationships with them, it helps to have some perspective and understanding of their cultures. But as we explore culture, it is also important to remember how much we have in common. A person who grew up in Tibet will probably see the world very differently than someone who grew up in Manhattan, but both know what it is like to wake up in the morning and look forward to the adventures of the day. We are all human beings, we all love deeply, want to learn, have hopes and dreams. Probably we are not so different as we seem.

www.ctb.ku.edu

**EKSĀMENS ANĢĻU VALODĀ
12. KLASEI
2013
SKOLOTĀJA MATERIĀLS
*Mutvārdu daļa, 3. diena***

**EKSĀMENS ANĢĻU VALODĀ
12. KLASEI**

*Mutvārdu daļa, 3. diena
Skolotāja materiāls*

2013

Task 1**Interview****Task instructions:**

You have to answer 5 questions about the topic. You have 3-5 minutes for the 5 questions. Say as much as you can.

HEALTH

1. What is your idea of a healthy lifestyle?
2. What are the benefits and drawbacks of doing physical exercises?
3. How important is diet?
4. Why don't many people care more about their health?
5. How would you change your lifestyle to make it healthier?

HOME

1. What does home mean to you?
2. Describe your idea of a perfect home.
3. Is it important to have good neighbours? Why (not)?
4. What is your neighbourhood like?
5. Would you like to live in a different place? Why (not)?

WORK

1. What are you planning to do for a living?
2. What professions are the most important for society?
3. What do you think is the most difficult job? Why?
4. Would you like to work in an office? Why (not)?
5. What is more important for getting a job – education or work experience? Why?

CHARACTER

1. What are your best qualities?
2. Does it matter what others think of you?
3. What kind of people do you trust? Why?
4. What do you like most in your friends' characters?
5. What would you like to change in your character?

SPORTS IN LATVIA

1. What are Latvia's national sports?
2. What sports do you do at school?
3. Do you think that enough time is spent on sport in schools? Why (not)?
4. What sport would you like to try? Why?
5. Do people in Latvia have access to good sporting facilities?

MUSIC

1. What kind of music do you like? Why?
2. What music is the most popular among your friends?
3. Do you listen to music while doing your homework? Why (not)?
4. What is your opinion about classical music?
5. What concert would you most like to see?

Task 2**Role play 1**

You are an exchange student in Italy. You would like to participate in a discussion “Youth in Europe”. You meet your teacher (played by your teacher) to talk about this event.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Explain the purpose of your meeting.	2. That's great.
3. Ask about <ul style="list-style-type: none"> • the participants, • the language used in this event. 	3. <ul style="list-style-type: none"> • There will be students from your class and from our partner school in Germany. • The working language will be English.
4. Find out if there are particular rules for the discussion.	4. We have a time limit for each participant's speech – 1 minute, and the total speaking time of one team should not exceed 30 minutes.
5. Offer your help in preparing the programme.	5. Thank you, that would be nice. Have you ever done it before?
6. Answer the question and then ask about the most convenient time for helping with the programme.	6. What about tomorrow afternoon?
7. Answer the question and then suggest bringing a video about Latvia.	7. That's a good idea. Could you also present it?
8. Answer the question and then say good-bye.	8. See you.

Role play 2

You are an exchange student in France. You want to buy a Christmas present for your hosts and ask your classmate (played by your teacher) for help.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Explain the purpose of your meeting.	2. I see. I'll try to help you.
3. Ask about traditional Christmas presents.	3. I think it can be absolutely anything. What sort of gifts do you give in Latvia?
4. Answer the question and then ask about his/her suggestions.	4. It's important to know your hosts' interests.
5. Describe your hosts' interests: nature.	5. Then it could be a DVD about nature.
6. Explain your problems in finding a good DVD shop.	6. Oh, the best one is in the old town. Have you been there yet?
7. Answer the question and suggest going to the shop together.	7. Yes, why not? Do you know what DVDs your hosts already have?
8. Answer the question and then enquire about the most convenient time for shopping.	8. Friday afternoon would suit me. What about you?
9. Answer the question and then say good-bye.	9. Bye-bye.

Role play 3

You are an exchange student Maija Jansone / Miks Jansons in Estonia. Your school is organising an English language day. You are meeting one of the organisers (played by your teacher) to discuss organisational matters.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Introduce yourself.	2. Nice to meet you. I am Laura Brown/Tim Brown.
3. Ask about the activities during the English language day.	3. We are planning to have various activities. You can see the programme on our school website. Have you had such a day in your school?
4. Answer the question and then describe your experience in learning English.	4. I see. What other languages do you know?
5. Answer the question and then offer your help in preparing the day.	5. Great! You could help in organising the language competition.
6. Enquire <ul style="list-style-type: none"> • about the number of participants, • where the competition will take place, • about preparation. 	6. <ul style="list-style-type: none"> • There will be a team from each class. • In the school hall. • We already have the tasks, you just need to copy them. Could you do that?
7. Answer the question and then suggest arriving early to help with things.	7. Thanks, that would be nice.
8. Say good-bye.	8. Bye-bye.

Role play 4

You are an exchange student in the UK. You are preparing to go to a party and you are talking about it with your classmate (played by your teacher).

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Ask if he/she can help you.	2. Sure.
3. Enquire about <ul style="list-style-type: none"> • how often parties are organised, • the dress code, • how long the party usually lasts. 	3. <ul style="list-style-type: none"> • Every spring we have a party. • It's a fancy dress party. • We have to finish at midnight.
4. Offer your help in preparing the hall.	4. Great, could you arrange the furniture?
5. Answer the question and then suggest bringing some snacks.	5. Thanks, it would be nice.
6. Recommend organising some games.	6. Why not? Do you know any?
7. Answer the question and then describe parties organised in your school in Latvia.	7. Interesting. Thank you for your help.
8. Say good-bye.	8. See you soon.

Role play 5

You are an exchange student in Liverpool. You work in a café part time and your classmate (played by your teacher) asks you about booking it for your class party.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi. Do you have a minute?
2. Answer the question and then enquire how you can help.	2. Do you think it would be possible to book your café for our class party?
3. Answer the question and then tell him/her about the number of seats in your café – 30.	3. That's enough. What about dancing?
4. Answer the question and then tell him/her about the special room for dancing.	4. Excellent! Anything else?
5. Recommend ordering drinks and snacks in advance.	5. We were hoping that everyone will order what they want.
6. Explain that the café offers a discount if food is ordered in advance.	6. OK, we can think about it.
7. Offer your help in decorating the café for the party.	7. Thanks, it would be nice. Have you ever done it?
8. Answer the question and then suggest <ul style="list-style-type: none"> • going to the café together and talking to the manager, • going to the café the next day. 	8. <ul style="list-style-type: none"> • Good idea. Can we go to the café now? • OK.
9. Say good-bye.	9. See you tomorrow then.

Role play 6

You are an exchange student in Stockholm. You are meeting another exchange student (played by your teacher) to discuss going sightseeing.

You have a minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hi.
2. Explain what you would like to do.	2. Sounds interesting.
3. Enquire about the most interesting museums.	3. I have heard that the Astrid Lindgren museum is great. Have you read her books?
4. Answer the question and then enquire about <ul style="list-style-type: none"> • why the Astrid Lindgren museum is so special, • the opening hours. 	4. <ul style="list-style-type: none"> • Well, they offer a guided tour through her books, such as visiting Peppi's house. • It's open from 10 to 6 all year round.
5. Express your interest in history.	5. Then we should see the Vasa Museum. Do you have any other interests?
6. Suggest walking in the centre of the city.	6. OK, that would be nice.
7. Offer to call the museums to check the availability of guided tours.	7. Great. And I will check the Internet for other places to see.
8. Suggest meeting at 9 on Sunday.	8. Fine. I'll take the city map with me. Would you like to go to a café or take a packed lunch?
9. Answer the question and then say good-bye.	9. Bye-bye.

Task 3**Monologue****Task instructions:**

Read the extract from an article. In your own words:

1) say what the main idea is;

2) say what you think about the issue raised in the text and come to a conclusion.

You have 2 minutes to prepare.

Speaking time: 3 minutes.

TEXT 1**WHY ARE THE BRITISH HOPELESS AT LANGUAGES?**

According to a report by the Nuffield Foundation, the UK has turned into a land of “deplorable monolingualism”. Researchers found that the teaching of modern languages in schools and to adults is so poor and under-resourced that the British are left at the mercy of “the linguistic competence and goodwill of others”. English is becoming the global language, so many English-speaking people do not feel the necessity of learning foreign languages. They say that there is no point learning other languages when everyone else speaks English anyway.

www.news.bbc.co.uk

TEXT 2**NEWS NETWORKS**

The most common source for current events may still be traditional sources such as newspapers and TV news networks. There are many different programmes to choose from with the advance in cable broadcasting and students often view news on different channels to get the full picture of what is going on in the world. Also social networks cover current events on topics such as local band news, what is going on with celebrities and what is happening around the world.

www.lovetoknow.com

TEXT 3**FIRST PART-TIME JOBS**

Many young people are looking for part-time jobs. It might not be glamorous, for example, many teens get their working start in the food service industry. They think that the earlier you start working, the easier it can be to get a job later in life. Besides, part-time job experience can come in immensely handy when you enter the workforce after finishing school. Internships can be a great way to get essential skills and enhance your CV. The problem is that most internships do not pay money but may offer other incentives (such as free tickets to a concert or lunch).

www.lovetoknow.com

TEXT 4**HOW TO START A CLUB**

Teens today are more active in their communities than ever before. If you want to start a club, you need a clear idea. It could be photography, mystery books, or even knitting. The next step is to figure out where and when your club will meet. You can approach a teacher who has a similar interest. Usually in order to hold a meeting on school property, a faculty member must agree to be present at your meetings. Once you have an adult who agrees to help you, you will be off and running.

www.lovetoknow.com

TEXT 5**TEAM SPORTS**

Team sports are great motivators for keeping teens in shape and fit. What teen does not like to do things with friends? However, and perhaps even more importantly, working out with teammates is motivating. It not only helps you to be consistent, but it helps you push yourself to your absolute best - making the workout effective and efficient. On top of all of those benefits, sports teams allow teens the opportunity to work with coaches who have specialised skills.

www.lovetoknow.com

TEXT 6**SIMPLE STEPS MAKE A BIG DIFFERENCE**

The human population in general tends to believe that by living green and eco-friendly, one family or person cannot help the environment. This is simply not true. Not everyone can afford to switch to solar power or buy a new hybrid vehicle, but affordable green living is a matter of implementing new habits into your old lifestyle. While it is undeniable that disposable plastic bags are a relatively small problem in the overall scheme of things, reducing their use is something we can all do. Such steps may seem too simple to make an impact, but when they are used by a large number of people these changes can make a big difference.

www.lovetoknow.com

Task Achievement (communicative strategies) to be evaluated separately (each task max. 6 points).

Task Achievement (communicative strategies)				
	Task 1: Interview	Task 2: Role Play	Task 3: Monologue	
6	Can participate fully in an interview, expanding on and developing the questions being asked.	Can fluently, accurately and spontaneously participate in the given situation.	Can give the main idea of the text and an elaborate opinion, developing particular points and rounding off with an appropriate conclusion.	6
5	Can participate effectively in an interview and give extended answers to at least one of the questions.	Can participate in the given situation quite fluently. Some hesitation might occur.	Can give the main idea of the text and develop his/her opinion, expanding on the issue raised in the text and supporting his/her main points.	5
4	Can answer the questions quite effectively, but occasionally does so with limited precision.	Can maintain a conversation in the given situation but may sometimes have difficulties in saying what she / he would like to.	Can give the main idea of the text. Can state his/her point of view on at least one point relevant to the topic. May sometimes lack precision.	4
3	Can provide straightforward answers to questions, but almost all of them are short.	Can maintain a conversation in the given situation using mostly short phrases, which sometimes might hinder effective communication.	Can relate his/her ideas in a simple, sometimes clumsy way. The ideas might be only partly related to the topic.	3
2	Can provide only short and simple answers to most questions.	Can handle short social exchanges, but there are misunderstandings in communication.	Can express some ideas. Their relation to the topic is often not clear.	2
1	Attempts to provide some answers.	Can handle very short and often inaccurate social exchanges; often misinterprets what is asked.	Can give separate, very simple, mostly unrelated statements.	1
0	Not enough to evaluate.	Not enough to evaluate.	Reading the original text aloud is not evaluated.	0

Vocabulary, Grammar, Fluency and Pronunciation to be evaluated for the whole performance.

	Vocabulary	Grammar	Fluency and Pronunciation	
4	Has a good command of a wide range of vocabulary. Can express him / herself, provide clear descriptions, opinions and arguments.	Consistently maintains a high degree of grammatical accuracy using a wide range of grammatical structures; occasional insignificant errors.	Can communicate spontaneously, often showing remarkable fluency and ease of expression even in longer complex stretches of speech. Has acquired a clear, natural pronunciation and intonation.	4
3	Has sufficient vocabulary to express him / herself and provide arguments.	Uses various language structures. Some errors and minor flaws in sentence structure may still occur.	Can express him / herself with ease. Pauses occur only when searching for ideas. Pronunciation is clear and easy to understand; errors are rare.	3
2	Has sufficient vocabulary to conduct routine, everyday transactions.	Uses a range of basic grammatical structures reasonably accurately. The errors do not cause problems in communication.	Can make him / herself understood in short utterances, even though pauses and reformulation are very evident. Pronunciation is generally clear enough.	2
1	Has limited vocabulary. Uses basic phrases.	Shows only limited control of simple grammatical structures and sentence patterns. Errors often cause problems in communication.	Can manage very short utterances, with much pausing to search for expressions. Pronunciation can be understood with some effort.	1
0	Not enough to evaluate.			0

Total Points: 30