

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2022  
 SKOLĒNA DARBA LAPA  
**Lasīšana**

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

**Task 1 (10 points)**

**Read the interview with Kate DiCamillo and match the questions (A-L) with the answers (1-10). Write the letter (A-L) of the appropriate question in the gap (1-10). Use each question only once. There is one extra question you do not need to use. An example (0) has been given.**

*Aizpilda skolotājs:*

**INTERVIEW WITH KATE DICAMILLO**

*Kate DiCamillo is an American writer of children’s books, usually featuring animals. She is one of six people who have won the Newbery Medal for her novels twice.*

0.       I      

*My college professors said, “Hey, you’ve got a way with words.” I thought, “Super. I’m going to be a writer.”*

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

I have four novels and a total of six easy readers. These are mostly novels, but I’m branching out into other things.

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

I worked at Disney World and at Circus World. I worked at a campground and in a greenhouse, and the whole time, I said, “I’m going to be a writer” — but I wasn’t writing.

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

I decided a long time ago that I didn’t have to be talented. I just had to be patient, and that was something I could control — the patience. I’ve always been kind of persistent.

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

I feel that I’m incredibly lucky that I found what I like to do. It’s hard sometimes but it’s what I’m supposed to be doing.

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

Every morning I wake up and think, “Oh, God. I don’t want to write today.” But I just go ahead and do it anyway and then for the rest of the day I can think, “Oh, I got that done.” And then I start the battle over again the next morning...

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

If you see it on a book it guarantees that you will like the story. People know it and pick up a book because of it.

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

It was unbelievable to think that it would be on the first book that I’d written. It was a mind-blowing experience, and I understood that it was going to change my life forever.

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

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

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

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

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

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

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

*Uzmanību! 1. uzdevuma turpinājums nākamajā lappusē.*

## 1. uzdevuma turpinājums

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

Read to them. I know that's incredibly hard to do now, with standardized testing — that there's not enough time in the day to do that. But if you could read aloud that will make the difference.

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

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

Read aloud for their kids each night. When children see that you are reading a book for your own pleasure, it has more effect than screaming at them to read for 15 minutes.

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

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

First of all, you should read — a lot. You should pay attention to people, not because you want to steal their story, but because almost everybody's interesting if you give them a chance and if you ask them the right questions.

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

Kopā par  
1. uzd.:  
\_\_\_\_\_

INTERVIEW QUESTIONS	
<b>A</b>	What qualities helped you become a writer?
<b>B</b>	What makes the Newbery Medal so special?
<b>C</b>	How did you earn your living before you started writing books?
<b>D</b>	Were you a passionate reader yourself?
<b>E</b>	What can teachers do to make kids interested in reading?
<b>F</b>	What did the Newbery Medal mean to you?
<b>G</b>	What advice would you give to young writers?
<b>H</b>	How can parents encourage their child to read?
<del><b>I</b></del>	<i>Who encouraged you to become a writer?</i>
<b>J</b>	How many books have you written so far?
<b>K</b>	What makes you happy about your profession?
<b>L</b>	How can you describe the process of writing?

**Task 2 (10 points)**

**Read the text and decide whether each statement (1-10) is true (T), false (F) or not mentioned (NM) according to the text. Tick (✓) the appropriate box – true (T), false (F) or not mentioned (NM). An example (0) has been given.**

**PLANT A TREE: MILAN'S AMBITIOUS PLANS TO BE CLEANER AND GREENER**

Milan is Italy's fashion capital. If it has a main colour, it is grey. This is not only because of the blocks of neoclassical stone buildings for which the city is known, but also due to its often-grey sky, which traps pollution. However, Milan now wants to shift its colour palette towards green. The city has ambitious plans to plant 3 million new trees by 2030, a move that experts say could offer relief from the city's muggy, sometimes tropical weather.

Some projects have already led to environmental improvements. One example is architect Stefano Boeri's unusual Vertical Forest residential towers. The famous Bosco Verticale - or Vertical Forest - completed in 2014 in the heart of Milan, is doubtless one of the most recognisable buildings of the last decade. It is often used as inspirational imagery for the green building movement because of its innovative idea to incorporate a vertical forest into 44 storeys across two towers. "I think the theme of forestation is one of the big challenges that we have today. It is one of the most effective ways we have to fight climate change. It is like fighting the enemy on its own field," Boeri said. "It is effective and it is also democratic because everyone can plant trees."

The program will boost the number of trees by 30 percent in the broader metropolitan area. Milan officials predict it will absorb an additional 5 million tons of carbon dioxide a year - four-fifths of the total produced by Milan. Significantly, it would also reduce temperatures in the city by 2 degrees Celsius, according to officials. Milan is a city where the nighttime temperature can be much higher than in the surrounding area. City statistics show that the city endures 35 tropical nights a year. Milan gets very little wind to clear the pollutants that become blocked in by extreme changes in temperature - when a layer of cool air is trapped by a layer of warmer air, because the city lies close to the Alps. The lack of wind makes the urban heating more noticeable. The climate is very unchangeable here and planting trees will help tackle the problem.

The project to make Milan greener includes an ambitious plan to transform a disused railway network into a series of seven parks, with 25,000 new trees every year. It also includes planting trees in 2,300 school courtyards.

The Vertical Forest has attracted more than 20 species of birds, which Boeri said they had not expected. And the shade provided by the 800 trees and 15,000 plants means that residents rarely have to put on air conditioning, even during the peak of Milan's wet summers. The Vertical Forest's total greenery has the capacity to absorb 30 metric tons of carbon dioxide every year. "There are also other advantages that are less measurable but I believe that the presence of green and trees has a very important effect on health and a person's psychological state of mind, as it has been proved," said Boeri.

Statements		T	F	NM
0.	<i>Milan's colour palette is affected by an environmental issue.</i>	√		
1.	The Vertical Forest project has already proved to be successful.			
2.	The Vertical Forest residential towers were built at the request of the residents of Milan.			
3.	Milan officials are optimistic about the outcome of the tree planting programme.			
4.	Milan produces the largest amount of carbon dioxide in the area.			
5.	Milan usually has cooler nights than its region.			
6.	Milan's climate is worsened by its geographical location.			
7.	It is planned to close a railway to make room for new parks.			
8.	Boeri aimed to attract birds to the Vertical Forest.			
9.	The project reduced the use of air conditioning in the residential towers.			
10.	There is little connection between people's psychological well-being and the project.			

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

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

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

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

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

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

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

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

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

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

Kopā par  
2. uzd.:Kopā par  
lasīšanu:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2022  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (10 points)**

**Listen to an interview in which Curtis is describing his dream house and decide if the statements below are true (T) or false (F), according to the text. Tick (✓) the appropriate box. An example (0) has been given.**

Aizpilda skolotājs:

**DREAM HOUSE**

	Statements	T	F
0.	Curtis' father offered to help his son.	✓	
1.	Curtis wants to order some artwork for his house.		
2.	He worked as a builder in his earlier life.		
3.	He would like to film cooking tutorials in his kitchen.		
4.	He wants his kitchen furniture to be compact.		
5.	He was inspired by the kitchen appliances he saw in another place.		
6.	Curtis is keen on doing some sport near his house.		
7.	He prefers his living room to be plain and simple.		
8.	He thinks he could use the garage as a workshop.		
9.	He wants to be able to enjoy the view from his house.		
10.	He would be happy to be in touch with his neighbours.		

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

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

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

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

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

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

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

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

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

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

Kopā par 1. uzd.:

\_\_\_\_\_

**Task 2 (10 points)**

**Listen to the conversation between Richard and Jackie about two important landmarks in Great Britain and complete the sentences with the missing information. Use no more than TWO words or a number per gap. An example (0) has been given.**

**LANDMARKS**

*Hadrian's wall is in the (0) North of England.*

The wall is (1) \_\_\_\_\_ miles long.

Emperor Hadrian ordered (2) \_\_\_\_\_ Roman soldiers to build the Wall.

Jackie would like to know why the wall is still (3) \_\_\_\_\_.

A (4) \_\_\_\_\_ has been created along the Wall.

The Iron Bridge is not far from the Welsh (5) \_\_\_\_\_.

Apart from iron, that area of England has a lot of (6) \_\_\_\_\_.

The Iron Bridge was constructed in (7) \_\_\_\_\_.

The idea to use cast iron for the bridge was realized by Abraham Darby's (8) \_\_\_\_\_.

The bridge had to have a special construction because the river was used by (9) \_\_\_\_\_.

Jackie says that there is a (10) \_\_\_\_\_ not far from the bridge.

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

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

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

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

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

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

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

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

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

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

Kopā par  
2. uzd.:Kopā par  
klaus.:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2022  
 SKOLĒNA DARBA LAPA  
**Valodas lietojums**

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

**Task 1 (10 points)**

**Read the text below and choose the word which best completes each sentence. Circle A, B, C or D. An example (0) has been given.**

**THE STORY OF GUINNESS WORLD RECORDS**

\_\_ (0) \_\_ 2020, *Guinness World Records* celebrated the 65<sup>th</sup> anniversary of \_\_ (1) \_\_ first published edition. It is a reference book published \_\_ (2) \_\_ year. It has a collection of world records, \_\_ (3) \_\_ human achievements and the extremes of the natural world. The book itself holds a world record as the best-selling book series of all time.

On 4 May 1951, Sir Hugh Beaver went on a shooting party in Ireland. He got involved in an argument over \_\_ (4) \_\_ bird in Europe was the fastest. That evening he realised that it \_\_ (5) \_\_ impossible to make sure \_\_ (6) \_\_ or not the golden plover was Europe's fastest bird. Beaver knew that there must be many other questions \_\_ (7) \_\_ every day throughout Ireland, but there was no book to find the answers. He understood that a book with the answers to these question \_\_ (8) \_\_ popular.

It took more than three months to write the book and it was finally published in 1955. To get \_\_ (9) \_\_ attention, one thousand copies were given away. It went to the top of the British bestseller lists at Christmas and it \_\_ (10) \_\_ on the bestseller lists since then.

0.	<b>A</b>	<i>in</i>	<b>B</b>	on	<b>C</b>	at	<b>D</b>	through
1.	<b>A</b>	it's	<b>B</b>	its	<b>C</b>	her	<b>D</b>	his
2.	<b>A</b>	in	<b>B</b>	once	<b>C</b>	a	<b>D</b>	each
3.	<b>A</b>	both	<b>B</b>	also	<b>C</b>	such	<b>D</b>	from
4.	<b>A</b>	where	<b>B</b>	whose	<b>C</b>	which	<b>D</b>	that
5.	<b>A</b>	is	<b>B</b>	was	<b>C</b>	has been	<b>D</b>	had been
6.	<b>A</b>	whether	<b>B</b>	why	<b>C</b>	weather	<b>D</b>	if
7.	<b>A</b>	debating	<b>B</b>	debated	<b>C</b>	were debated	<b>D</b>	were debating
8.	<b>A</b>	will be	<b>B</b>	will become	<b>C</b>	becomes	<b>D</b>	would be
9.	<b>A</b>	everyone	<b>B</b>	all	<b>C</b>	people's	<b>D</b>	people
10.	<b>A</b>	has been	<b>B</b>	is	<b>C</b>	was	<b>D</b>	have been

*Aizpilda skolotājs:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Kopā par 1. uzd.:

The golden plover - dzeltenais tārtiņš

**Task 2 (10 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).**

**JEANS**

Jeans are (0) a type of trousers, typically made from denim fabric. They (1) \_\_\_\_\_ invented by Jacob W. Davis and Levi Strauss, (2) \_\_\_\_\_ patented their design in 1873. Levi Strauss lived in California and (3) \_\_\_\_\_ a shop that sold a lot of goods, including fabric. Jacob Davis was born in 1831 in Riga, where he trained and worked (4) \_\_\_\_\_ a tailor. In 1854, he emigrated to the United States and started a company in New York.

Davis had an idea to make trousers for working people that would last a long time (5) \_\_\_\_\_ tearing. He decided to put rivets on certain parts of the trousers to make (6) \_\_\_\_\_ stronger. The customers loved the new pants so much that their jeans quickly (7) \_\_\_\_\_ popular with cowboys, miners, and railway workers.

Jacob Davis was busy making trousers with rivets so he wrote to Strauss and asked if he would partner with (8) \_\_\_\_\_ to patent the design. (9) \_\_\_\_\_ afterwards Davis and Strauss started to mass produce the jeans.

Today Levi's jeans are more popular (10) \_\_\_\_\_ ever, and Levi's name continues to live on.

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

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

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

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

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

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

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

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

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

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

Kopā par  
2. uzd.:Kopā par  
val.liet.:



**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2022  
SKOLĒNA DARBA LAPA  
**Rakstīšana**

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

**Task 1 (15 points)**  
**You should spend about 15 minutes on this task.**  
**Write between 40 – 60 words.**

You are responsible for organising a class event to celebrate the end of the school year. You need to write an announcement for the school website to inform other students about it. In the announcement:

- write when and where it will take place;
- give one reason why people should take part in it;
- invite people to help you organise it.

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<b>Task Achievement</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Organisation</b>	<b>Total</b>

**Task 2 (25 points)****You should spend about 25 minutes on this task.****Write between 100 – 120 words.**

Write an article for your English class blog with the title 'If you can dream it, you can do it', in which you describe one of your achievements. In the article:

- describe the achievement;
- mention the difficulties you had to overcome;
- write how the experience has changed you.

**IF YOU CAN DREAM IT, YOU CAN DO IT**


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<b>Task Achievement</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Organisation</b>	<b>Spelling</b>	<b>Total</b>

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2022  
 ATBILŽU LAPA

**Lasīšana**

<b>Task 1</b> INTERVIEW	<b>Task 2</b> PLANT A TREE
1. J	1. T
2. C	2. NM
3. A	3. T
4. K	4. NM
5. L	5. F
6. B	6. T
7. F	7. F
8. E	8. F
9. H	9. T
10. G	10. F

**Klausīšanās**

<b>Task 1</b> DREAM HOUSE	<b>Task 2*</b> LANDMARKS
1. F	1. 73/seventy-three
2. T	2. 15000/fifteen thousand
3. F	3. popular
4. F	4. walking route
5. T	5. border
6. T	6. coal
7. F	7. 1779/seventeen seventy-nine
8. T	8. grandson
9. T	9. tall ships
10. F	10. museum

\*atbildi ar pareizrakstības kļūdām ieskaita, ja kļūda neietekmē vārda nozīmi

**Valodas lietojums**

<b>Task 1</b> GUINNESS WORLD RECORDS	<b>Task 2</b> JEANS
1. B/its	1. were
2. D/each	2. who
3. A/both	3. ran/had/owned
4. C/which	4. as
5. B/was	5. without
6. A/whether	6. them
7. B/debated	7. became
8. D/would be	8. him
9. C/people's	9. Soon
10. A/has been	10. than

Eksāmens angļu valodā 9. klasei. Rakstīšana. Darba vērtējuma lapa.

**Writing, Task 1 (15 points)**

P.	Task achievement	Vocabulary	Grammar	Organisation
4	Fulfills the task quite convincingly; all content points are developed.	Has sufficient vocabulary used accurately to complete the task.	Uses frequently used constructions with few errors which do not lead to communication breakdown.	
3	Completes the task only generally; all content points are mentioned but may lack development.	Moderate range of vocabulary; the ideas are generally clear.	Uses simple structures correctly; occasional systematic errors are possible, though the message is clear.	Organisation is appropriate to the task. The text is connected.
2	Attempts to complete the task; some of the content points are missing.	Restricted range of simple everyday vocabulary; errors may cause misunderstandings.	Restricted range of grammar structures; errors may cause misunderstandings.	Makes an attempt to organise the text; ideas might be jumbled.
1	Very difficult to spot any required content points, though the text has some relevance to the task.	Very basic vocabulary with frequent mistakes; occasionally is unable to express ideas clearly.	Generally inadequate grammar; unable to produce basic grammar structures and patterns.	Is able to link words into sentences.
0	Not enough to evaluate / The script has no relevance to the task.			

**Task 2 (25 points)**

P.	Task achievement	Vocabulary	Grammar	Organisation	Spelling
5	Completes the task convincingly; all required content points are mentioned and appropriately developed.	Uses a wide range of everyday vocabulary accurately.	Shows good control of different grammatical structures and sentence patterns.	The organisation is clear and appropriate to the task; paragraphs are linked; uses connectors.	There are rare nonsystematic spelling mistakes in more complex words.
4	Completes the task only generally; all content points are mentioned but some of them may lack development.	Moderate range of everyday vocabulary; few errors occur and these do not hinder the message.	Quite accurate use of frequently used grammar structures; some minor errors.	The organisation is reasonably appropriate to the task; some evidence of linking sentences into paragraphs.	A few spelling mistakes which do not cause misunderstanding.
3	Produces a text in a list of points; all content points are mentioned but not developed.	Limited range of everyday vocabulary, occasionally misused.	Reasonably accurate use of basic grammatical structures and patterns; systematic errors may occur.	Some evidence of organisation; some ideas are linked; there may be no paragraphs. Can use the most frequently occurring connectors, e.g., <i>and</i> , <i>but</i> , <i>because</i> .	Repetitive spelling mistakes which can sometimes affect the meaning.
2	Attempts to complete the task; at least one of the required points mentioned; very little relevant information.	Very limited range of vocabulary; can produce very simple everyday expressions; misuse of some words.	Grammar sufficient for basic communication only; mistakes appear in simple structures.	Little organisation present. The text mostly consists of a sequence of separate sentences.	Frequent spelling errors are distracting and often interfere with the meaning.
1	Very difficult to spot any of the required points, though the text has some relevance to the task.	Very basic vocabulary with frequent mistakes, occasionally is unable to express ideas clearly.	Shows little control of simple grammatical structures and sentence patterns.	Shows the ability to link words or groups of words into sentences with very basic connectors like 'and' or 'then'.	Very many spelling mistakes cause strain for the reader. Copied words are correct.
0	Not enough to evaluate / The script has no relevance to the task.				

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2022  
 SKOLOTĀJA BIĻETES  
**Mutvārdu daļa**  
**1. diena**

*Paper 1**Task 1**Role play*

**You have decided to help your English teacher to organise a class trip. Together you should agree on the details of the trip:**

- suggest three places near your hometown;
- discuss two reasons why these places are good destinations;
- agree on one destination, give reasons;
- choose three things you need to do to prepare for the trip;
- discuss how you will share the duties/responsibilities.

*Task 2**Interview***Questions for the teacher to ask:**

1. What is the most interesting place you have visited? Please, describe it.
2. What activities do you enjoy doing with your class? Why?
3. Which is more important to you – the company or the place you are travelling to?
4. Where do you usually get information about the place you are travelling to?
5. What is your dream destination? Why?

*Paper 2**Task 1**Role play*

**Exchange students from Lithuania are coming to your school. You have to plan one day of their stay. Together you should:**

- agree on two activities from the suggestions below, give reasons;
- discuss what has to be done to organise these activities;
- decide what you would like to do in the evening;
- discuss what you expect to learn from the exchange programme;
- discuss how to find out the exchange students' opinion of your plan.

Museum	Excursion around your area	Sports competition
Concert	Photo orienteering around the school	Textile design workshop

*Task 2**Interview***Questions for the teacher to ask:**

1. What is your hometown/local area famous for?
2. How has your hometown/local area changed recently?
3. How do you usually spend your evenings?
4. Do you think city or country life is better? Why?
5. What would you like to change about your neighbourhood? Why?

*Paper 3**Task 1**Role play*

**You and your friend have decided to make a presentation about teenagers' attitude to distance learning. Together you should discuss:**

- what you personally gained;
- how different distance learning was from learning at school;
- what problems you had;
- how you will find out your classmates' opinions about distance learning;
- what sections you will have in your presentation.

*Task 2**Interview*

**Questions for the teacher to ask:**

1. Which technologies for learning have you used?
2. What do you like about your school? Why?
3. How has your school changed over the past years?
4. What challenges do students face in school?
5. What advice would you give to a new student coming to your school?

*Paper 4**Task 1**Role play*

**You have a new classmate from the UK, and you have decided to surprise her by cooking a traditional Latvian dinner. Together you should discuss:**

- the menu for the dinner;
- what each of you can cook;
- how you will do the shopping;
- how to lay the table;
- what each of you will be responsible for.

*Task 2**Interview*

**Questions for the teacher to ask:**

1. What dish would you like to learn to cook?
2. Is cooking an important skill?
3. What should a good school lunch include?
4. Is it important to like the same food as your friend?
5. What food is typically Latvian?

*Paper 5**Task 1**Role play*

**Your head teacher has asked you to help to organise a visit of exchange students from Ireland. The visit is one week long. Together you should discuss:**

- what questions you need to ask the students before the visit;
- how to plan the week;
- what three things they should see in your school;
- what famous landmarks you can show them in your neighbourhood;
- what activities they can do in the evenings.

*Task 2**Interview***Questions for the teacher to ask:**

1. Do you like travelling? Why?
2. What is the best trip you have ever had?
3. What is the best way to travel?
4. Why do people travel?
5. What are some positive and negative aspects of travelling?

*Paper 6**Task 1**Role play*

**During the Charity Week you are organising a concert in a kindergarten. Together you should:**

- discuss why the concert is a good idea,
- agree on the theme of the concert,
- agree who will perform in the concert;
- divide the responsibilities between you;
- decide how you will inform people about the concert.

*Task 2**Interview***Questions for the teacher to ask:**

1. Does the music you listen to depend on your mood? Why/Why not?
2. Do you prefer to work in silence or listening to music? Why?
3. Why do people's tastes in music change?
4. Why do people like going to live concerts?
5. What can you learn about a nation from its folksongs?

*Paper 1**Task 1**Role play*

**You have decided to help your English teacher to organise a class trip. Together you should agree on the details of the trip:**

- suggest three places near your hometown;
- discuss two reasons why these places are good destinations;
- agree on one destination, give reasons;
- choose three things you need to do to prepare for the trip;
- discuss how you will share the duties/responsibilities.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

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 VISC

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

1. diena

2022

*Paper 2**Task 1**Role play*

**Exchange students from Lithuania are coming to your school. You have to plan one day of their stay. Together you should:**

- agree on two activities from the suggestions below, give reasons;
- discuss what has to be done to organise these activities;
- decide what you would like to do in the evening;
- discuss what you expect to learn from the exchange programme;
- discuss how to find out the exchange students' opinion of your plan.

Museum	Excursion around your area	Sports competition
Concert	Photo orienteering around the school	Textile design workshop

*Task 2**Interview*

*Answer the questions asked by the teacher.*



*Paper 3**Task 1**Role play*

**You and your friend have decided to make a presentation about teenagers' attitude to distance learning. Together you should discuss:**

- what you personally gained;
- how different distance learning was from learning at school;
- what problems you had;
- how you will find out your classmates' opinions about distance learning;
- what sections you will have in your presentation.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa

1. diena

2022

*Paper 4**Task 1**Role play*

**You have a new classmate from the UK, and you have decided to surprise her by cooking a traditional Latvian dinner. Together you should discuss:**

- the menu for the dinner;
- what each of you can cook;
- how you will do the shopping;
- how to lay the table;
- what each of you will be responsible for.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

*Paper 5**Task 1**Role play*

**Your head teacher has asked you to help to organise a visit of exchange students from Ireland. The visit is one week long. Together you should discuss:**

- what questions you need to ask the students before the visit;
- how to plan the week;
- what three things they should see in your school;
- what famous landmarks you can show them in your neighbourhood;
- what activities they can do in the evenings.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

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Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

1. diena

2022

*Paper 6**Task 1**Role play*

**During the Charity Week you are organising a concert in the kindergarten. Together you should:**

- discuss why the concert is a good idea,
- agree on the theme of the concert,
- agree who will perform in the concert;
- divide the responsibilities between you;
- decide how you will inform people about the concert.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2022  
SKOLOTĀJA BIĻETES  
***Mutvārdu daļa***  
***2. diena***

*Paper 1*

*Task 1*

*Role play*

**The school parliament has asked you to help them organise a games festival (e.g., kendama, chess, darts, board games, etc.) at your school. Together you should discuss:**

- the place and the time of the event;
- what games to have in the festival;
- what age group participants to invite and how to invite them;
- what activities you can suggest;
- the prizes for the winners.

*Task 2*

*Interview*

**Questions for the teacher to ask:**

1. What games are your classmates interested in? Why?
2. Do you follow trends in gaming (e.g., kendama, fidget spinner, etc.)? Why/Why not?
3. Are online games kinds of sports? Why/Why not?
4. Can your present hobbies help you choose your future profession?
5. Which is more important – winning or taking part?

*Paper 2*

*Task 1*

*Role play*

**You and your classmate are preparing a presentation on the use of smartphones in your class. Together you should discuss:**

- at least three questions you will ask your classmates in a survey before the presentation,
- what you should include in the presentation,
- what each of you is going to be responsible for,
- how to make the presentation effective,
- what you hope to achieve with your presentation.

*Task 2*

*Interview*

**Questions for the teacher to ask:**

1. How do you learn about the latest events?
2. How do you keep in touch with your friends?
3. Do you think smartphones will eventually replace computers?
4. Should smartphones be banned from the classroom? Why/Why not?
5. What is the longest you have been offline? How did you feel?

*Paper 3**Task 1**Role play*

**You and your classmate are helping to organize an event called ‘Healthy Lifestyle and Teenagers’ at school. Together you should:**

- discuss possible activities;
- agree on two activities, giving reasons;
- divide the responsibilities for the event;
- discuss possible challenges and how you could deal with them;
- discuss how students will benefit from the event.

*Task 2**Interview*

**Questions for the teacher to ask:**

1. What does it mean to be healthy?
2. Would you like to change your lifestyle? Why/Why not?
3. Where can you find information about healthy lifestyles?
4. Do you think junk food should be banned? Why/Why not?
5. Is it important to know how to cook? Why/Why not?

*Paper 4**Task 1**Role play*

**You are taking part in an online contest called ‘My Country’ in which you are asked to write a blog post. Together you should discuss:**

- what information about Latvia people will find interesting;
- where to find the information;
- your experience in writing/reading blogs;
- how to plan your blog post;
- what each of you will be responsible for.

*Task 2**Interview*

**Questions for the teacher to ask:**

1. What makes Latvia an attractive tourist destination?
2. Which place in Latvia would you recommend someone to visit?
3. Why do people write blogs?
4. Why do people like travelling?
5. What place (city or country) would you like to visit? Why?

*Paper 5**Task 1**Role play*

**Your classmate has her birthday next week and you would like to surprise her. Talk to your partner and discuss:**

- your classmate's interests;
- what the best present could be;
- the best way to surprise her;
- what you could do together after school;
- what each of you will take care of.

*Task 2**Interview*

**Questions for the teacher to ask:**

1. How do you usually celebrate your birthday?
2. What special occasions do you usually celebrate with your family?
3. Would you like to have a surprise birthday party? Why/Why not?
4. Why do some people like giving gifts more than receiving them?
5. What makes a great present? Why?

*Paper 6**Task 1**Role play*

**You are making a poster about a typical day in a teenager's life. Together you should:**

- compare your typical day;
- find out what you have in common;
- discuss out-of-class activities your friends do;
- what information to include in the poster;
- how to make your poster more appealing.

*Task 2**Interview*

**Questions for the teacher to ask:**

1. What do you do in your free time?
2. What household chores do you have to do?
3. Is it important to plan your day?
4. Should teenagers take part in out-of-class activities?
5. How do technologies influence the way you spend your free time?

*Paper 1**Task 1**Role play*

**The school parliament has asked you to help them organise a games festival (e.g., kendama, chess, darts, board games, etc.) at your school. Together you should discuss:**

- the place and the time of the event;
- what games to have in the festival;
- what age group participants to invite and how to invite them;
- what activities you can suggest;
- the prizes for the winners.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

VIS C

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna biļetes

Mutvārdu daļa

2. diena

2022

*Paper 2**Task 1**Role play*

**You and your classmate are preparing a presentation on the use of smartphones in your class. Together you should discuss:**

- at least three questions you will ask your classmates in a survey before the presentation,
- what you should include in the presentation,
- what each of you is going to be responsible for,
- how to make the presentation effective,
- what you hope to achieve with your presentation.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

*Paper 3**Task 1**Role play*

**You and your classmate are helping to organize an event called ‘Healthy Lifestyle and Teenagers’ at school. Together you should:**

- discuss possible activities;
- agree on two activities, giving reasons;
- divide the responsibilities for the event;
- discuss possible challenges and how you could deal with them;
- discuss how students will benefit from the event.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

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VISC Valņu ielā 2, Rīgā, LV-1050



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Eksāmens angļu valodā 9. klasei Skolēna bijetes Mutvārdu daļa 2. diena 2022

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*Paper 4**Task 1**Role play*

**You are taking part in an online contest called ‘My Country’ in which you are asked to write a blog post. Together you should discuss:**

- what information about Latvia people will find interesting;
- where to find the information;
- your experience in writing/reading blogs;
- how to plan your blog post;
- what each of you will be responsible for.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

*Paper 5**Task 1**Role play*

**Your classmate has her birthday next week and you would like to surprise her. Talk to your partner and discuss:**

- your classmate's interests;
- what the best present could be;
- the best way to surprise her;
- what you could do together after school;
- what each of you will take care of.

*Task 2**Interview*

*Answer the questions asked by the teacher.*

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Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2. diena

2022

*Paper 6**Task 1**Role play*

**You are making a poster about a typical day in a teenager's life. Together you should:**

- compare your typical day;
- find out what you have in common;
- discuss out-of-class activities your friends do;
- what information to include in the poster;
- how to make your poster more appealing.

*Task 2**Interview*

*Answer the questions asked by the teacher.*



**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2022  
 DARBA VĒRTĒTĀJĀ LAPA

**Runa (20 punkti)**

P.	Task achievement	Interaction	Accuracy	Fluency	Pronunciation
4	Task is achieved and communicated successfully.	Intended meaning is communicated. Initiates and maintains interaction.	A wide range of everyday vocabulary accurately used; large range of grammar structures used with a few errors.	Utterances are even and fluent.	Accurate and consistent use of most aspects of pronunciation.
3	Task is achieved though some of the task requirements are lacking.	Communicates main ideas; some difficulties in initiation.	Moderate range of vocabulary. Quite accurate use of grammar structures.	Although utterances are sometimes hesitant, the speaker is able to keep conversation going.	Intonation and pronunciation is quite accurate.
2	Task requirements are partly achieved.	Communicates main ideas in limited contexts; initiation rare.	Restricted range of vocabulary and grammar structures, sufficient for basic communication only.	Utterances halting and fragmentary except for short routine sentences and memorised phrases.	Frequent errors sometimes cause unintelligibility.
1	Does not know what to do to fulfil the task.	Great difficulty in communication. Unable to initiate.	Very restricted range of vocabulary; usually inadequate grammar.	Speech is slow, exceedingly halting and stumbling. Difficult to perceive continuity.	Speech is largely unintelligible.
0	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.

**Eksāmens svešvalodā (angļu valodā) 9. klasei  
RUNĀŠANAS PRASMES VĒRTĒJUMS**

Skola \_\_\_\_\_

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

Vērtētāja vārds, uzvārds \_\_\_\_\_

N.p.k.	Skolēna vārds	Skolēna uzvārds	Task achievement (4)	Interaction (4)	Accuracy (4)	Fluency (4)	Pronunciation (4)	Total (20)
1.								
2.								
3.								
4.								
5.								
6.								
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24.								
25.								

Vērtētāja paraksts \_\_\_\_\_