



## READING

### Task 1 (12 points)

Read the six students' blog entries about their time spent on a student exchange and do the task. For statements 1-12, choose the best alternative (A-F). Tick (✓) the appropriate box. You can use each letter more than once. An example (0) has been given.

### STUDENT EXCHANGE

<p><b>A</b> Living away from home has impacted me in ways that will stick with me for life. Since being in Denmark I've become more independent and confident in myself and the choices I make. Being here and experiencing a different culture, a different lifestyle, and a different language has changed my perception of life. Being put outside of your comfort zone is a scary thing, but it is also an opportunity to try new things.</p>	<p><b>B</b> Exchange means establishing new lifelong friendships with my wonderful host family, people from school, fellow exchange students and my coordinator. I am no longer as anxious or shy about meeting new people. My career goals have become more definite as the year after graduating high school has allowed me to find myself and think deeply about what I hope to achieve in the future. It may happen that I return to Iceland once again.</p>
<p><b>C</b> If there is one thing that I am certain about in my life, it is that I will never regret going on an exchange to France. By learning a new language, not only have I discovered the culture, but I also have met some really interesting people. Learning a foreign language is so much fun. Of course, the year has been hard sometimes; yet, the hard parts last for minutes and the best parts last for months.</p>	<p><b>D</b> The first few days were a combination of fantastically exciting and just plain terrifying. It's really the little things that surprised me the most, the things you don't think about just before you leave. For example, I didn't know what time I should wake up in the morning, what my family had planned for the day, how often I could watch TV, etc. Little things that managed to remind me how far from home I really was.</p>
<p><b>E</b> Leaving my family, home, friends and everything familiar to me was something that I did not really think a lot about before I left. Since leaving there have been times when I have felt a bit homesick, but now that I am settled I have been able to move on from that. I have a new home in a wonderful little town. I have lots of new friends, whose lifestyle and habits I do not understand all of the time, but they are still great!</p>	<p><b>F</b> The most challenging part of my year away was learning the language. One thing which I loved though was when I arrived; everyone made such a big effort in helping me out. They would speak very slowly, use hand gestures, take me out on the weekends and involve me in their everyday life. After a few months of constant listening and being very patient, I noticed my language skills had improved dramatically.</p>

		A	B	C	D	E	F
0.	<i>This student might revisit the country she stayed in.</i>		√				
1.	This student found getting used to the new routine the most difficult.						
2.	This student feels more confident about possible future employment.						
3.	This student had mixed feelings at the beginning of the programme.						
4.	This student admits that she missed her family during the exchange year.						
5.	This student put a lot of effort into learning the language.						
6.	This student sees living in a less familiar environment as a chance for exploring something new.						
7.	This student is sure that she made the right decision choosing the country she went to.						
8.	This student appreciated other people's help in learning the language.						
9.	This student believes that she has become more outgoing.						
10.	This student thinks that positive experience is more important than temporary difficulties.						
11.	This student says that differences do not stop people from being friends.						
12.	The programme has influenced the way this student looks at the world.						

**Task 2 (10 points)**

**Read the text and do the task. For questions 1-10, circle the most appropriate answer (A, B, C or D). An example (0) has been given.**

**WHAT IF YOU ARE NOT A MUSICAL PRODIGY\*?**

Some people assume that if you are not a musical prodigy, you should major in something other than music. Nothing can be farther from the truth! In fact, there are actually benefits to not being a prodigy, as long as you are someone who feels compelled to pursue music. Three musicians, each of whom is working in a distinctly different field of music, share their views on the subject.

**Mike Miller** is quick to describe himself as a 'non-prodigy'. He credits majoring in music with teaching him to be an achiever. "In music school, we are learning how to learn and how to adapt in the world," he says. It is an exceptional major." Miller started out in engineering, but it was not his calling. He switched to music, which proved to be the only major that brought together his passion and interests. He credits his undergraduate programme at college, and not being surrounded by prodigies, with providing him the space "to grow and improve, to compete with myself, to become better tomorrow than today." As a non-prodigy, he felt he had to work harder than if he had been labelled a prodigy. Miller refers to music as a 'tough business'. He suggests that music students need to be determined as it is more important than anything else. "If you do not have huge success early on, you understand and learn how to get better. You have hills to climb and you learn to love taking one step at a time and the difficulty of it all."

**Kim Hawkins** describes musical prodigies as a rare breed. She knows that music takes an extraordinary amount of work and dedication. "You cannot succeed if it is half-hearted, especially on the classical scene," she says. "It is a career of dedication, without a known outcome or end result. It is for those who feel they must do music." Hawkins describes herself as a non-prodigy. Her father, a classical violinist and teacher was her first violin instructor, and she took irregular lessons from him until becoming a teenager. It was then that she decided that she, too, wanted to be a musician. She believes she had to work harder to become proficient on her instrument, which taught her how to be persistent. Hawkins believes that most non-prodigies are likely to teach at some point in their careers, and pass on to their students valuable insights about music. She cites her own experience of having to learn how to consciously practice well, which continues to serve her as a performer and as a teacher. She also feels she and other non-prodigies gain a deeper understanding of their instrument, which also informs her teaching.

**Ken Marvin** sees the biggest benefit of an education in the arts as the creativity training one receives. Being a prodigy is in no way a criterion. "Learning to think and interpret the world creatively, to express oneself artistically, and transfer ideas between disciplines is what music education should be all about." Marvin also urges students to look at the broad scope of music careers and not limit their thinking to the few highly competitive chairs open in orchestras. He claims that there is room for well-trained musicians as sound designers for video games, in technical or production positions in a studio, and in so many other areas. While he comes from an orchestra background himself, he has also been successful as a studio musician, teacher, and arts administrator.

*\*prodigy - a person, especially a child or young person, having extraordinary talent or ability*

*Example:*

0. *What idea is suggested in the introduction?*

*A Music can help you achieve success in other areas.*

*B You should not study music if you are not talented.*

*C True talent will always find a way.*

***D You do not have to have an exceptional talent to become successful in music.***

1. How has music education contributed to Mike Miller's personality development?

**A** He has discovered a new talent.

**B** He has developed faster reactions.

**C** He has become more determined.

**D** He has become a prodigy himself.

2. What helped Miller to become successful in music?

**A** His exceptional musical talent.

**B** His background in engineering.

**C** Talented musicians in his programme.

**D** The learning opportunities he had.

3. What advice does Miller give to music students?

**A** They should reach success as soon as possible.

**B** They should appreciate the challenges they face.

**C** They can always rely on other people in the business.

**D** They should take up climbing.

4. What does Hawkins say about having a career in music?

**A** It requires full commitment.

**B** Playing classical music is the key to success.

**C** Talent guarantees success.

**D** The career path is quite predictable.

5. Why did Hawkins decide to become a musician?

**A** She enjoyed playing the piano.

**B** She liked classical music.

**C** She was influenced by a family member.

**D** She was pressured by her father.

6. According to Hawkins, why do non-prodigies often take up teaching?

**A** They would like to share the strategies they have learned.

**B** They would like to start a different career.

**C** They are in need of additional practice.

**D** They would like to learn to play a different musical instrument.

7. What aspect of music education does Marvin stress?

**A** Being given a chance to join an orchestra.

**B** Learning to play as many musical instruments as possible.

**C** Competition between prodigies and non-prodigies.

**D** Learning to use skill and imagination to produce new ideas.

8. What does Marvin encourage music students to do?

**A** To join a famous orchestra.

**B** To be open to work possibilities in the world of music.

**C** To set long-term career goals.

**D** To consider a career which is not connected with arts.

9. Which sentence is true about Marvin?

**A** He began as a music teacher.

**B** He has failed in his career.

**C** He used to play in an orchestra.

**D** He regrets having a career in arts.

10. Which sentence best summarises the main idea of the article?

**A** A successful career in music depends on family connections.

**B** Musical prodigies are bound to succeed in their career.

**C** The number of musical prodigies is growing.

**D** Hard work and effort are more important than talent.

**Task 3 (8 points)**

**Read an extract from a short story and do the task. Choose from the sentences (A-J) the one which fits each gap. Write the appropriate letter (A-J) in the gap. An example (0) has been given. There is one extra sentence which you do not need to use. Use each sentence only once.**

**THE BOAT**

My earliest recollection of my father is a view from the floor of gigantic rubber boots and then of being suddenly elevated and having my face pressed against the stubble of his cheek. (0) I.

When I was very small, he took me for my first ride in the boat. (1) \_\_\_\_\_. I remember the sound of his rubber boots galumphing along the gravel beach, and the odour of the salt, then again the tune of the song he used to sing.

The floor of the boat was permeated with the same odour and in its constancy I was not aware of change. (2) \_\_\_\_\_. He tied the boat by its painter\*, fastened the stern to its permanent anchor and lifted me high over his head to the solidity of the wharf. Then he climbed up the little iron ladder that led to the wharf's cap, placed me once more upon his shoulders so I would have another look at the sea and galumphed off again.

When we returned to the house, everyone made a great fuss over my precocious excursion and asked, "How did you like the boat?" "Were you afraid in the boat?" "Did you cry in the boat?" They repeated 'the boat' at the end of all their questions. (3) \_\_\_\_\_.

My earliest recollection of my mother is being alone with her in the mornings while my father was away in the boat. When my father returned about noon, she would ask, "Well, how did things go in the boat today?" She ran her house as her brothers ran their boats. (4) \_\_\_\_\_. She grew miraculous gardens and magnificent flowers and raised broods of hens and ducks.

The most important room in our house was one of those oblong old-fashioned kitchens heated by a wood- and coal-burning stove. (5) \_\_\_\_\_. There were five wooden homemade chairs which had been chipped and hacked by a variety of knives. The south wall was dominated by a window which faced the sea and on the north there was a five-foot board which bore a variety of clothes hooks.

When he was not in the boat, my father spent most of his time lying on the bed, his discarded coat on the ever-ready chair and the sleeves of the woollen jumper drawn half way up to his elbows. (6) \_\_\_\_\_. At midnight and at one, two, three and four, one could sometimes hear the radio, his occasional cough, or the rustling thud of a completed book being tossed to the corner heap. (7) \_\_\_\_\_. They further overburdened the heroic little table and lay on top of the radio. They filled a baffling and unknowable cave beneath the bed, and in the corner by the bureau they spilled from the walls and grew up from the floor.

Thinking of the sea, my father would hum a song. (8) \_\_\_\_\_. Or perhaps, as I had always felt without really knowing it. I was ashamed yet proud, saved yet forever lost, and there was nothing I could do to control my legs, which trembled, nor my eyes which wept, for what they could not tell.

*Adapted from 'The Boat' by Alistair MacLeod*

\*painter – a rope used for tying up a boat

<b>A</b>	I knew it must be very important to everyone.
<b>B</b>	Magazines and books covered the bureau and competed with the clothes for domination of the chair.
<b>C</b>	In the harbour we made our little circle and returned.
<b>D</b>	I say this now as if I knew it all then.
<b>E</b>	The familiar yet unfamiliar voice made me feel as I had never felt before in my life.
<b>F</b>	Everything was clean and spotless and in order.
<b>G</b>	He seemed never to sleep, only to doze, and the light shone constantly from his window to the sea.
<b>H</b>	I rode the half-mile from our house to the wharf on his strong shoulders.
<b>X</b>	<b><i>I remember how it tasted of salt and how he smelled of salt from his red-soled rubber boots to the shaggy whiteness of his hair.</i></b>
<b>J</b>	A heavy wooden table with leaves that expanded or reduced its dimensions stood in the middle of the floor.

## LISTENING

### Task 1 (12 points)

**Listen to the radio programme about chocolate. Read the statements and decide whether each statement is true (T) or false (F), according to the programme. Tick (✓) the appropriate box. An example (0) has been given.**

### CHOCOLATE

		T	F
0.	<i>Chocolate is one of the most popular sweets in the world.</i>	✓	
1.	Chocolate has been known for forty thousand years.		
2.	Cocoa farms are situated far from the main centres of population.		
3.	Cocoa trees are demanding in terms of climatic conditions.		
4.	Cocoa farming requires special knowledge and skills.		
5.	The cocoa fruit comes in different shapes.		
6.	Only one part of the cocoa fruit is used to make chocolate.		
7.	Nowadays modern machinery is used to harvest the fruit.		
8.	Cocoa tree trunks can be easily damaged.		
9.	Fermentation and drying are optional.		
10.	The beans can be shipped during the fermentation process.		
11.	There is proof that chocolate may minimize the risk of heart failure.		
12.	According to research, chocolate should be included in a healthy diet.		

**Task 2 (10 points)**

**Listen to a podcast about Copenhagen, the capital city of Denmark, and write the missing information in the gaps. An example (0) has been given.**

**COPENHAGEN**

*Example: Denmark's capital is said to be one of the (0) happiest cities in the world.*

- Danes consider (1) \_\_\_\_\_ to be of utmost importance.
- Danish employees are rarely required to work (2) \_\_\_\_\_.
- The stress-free attitude to life is noticeable in Copenhagen's (3) \_\_\_\_\_.
- Almost (4) \_\_\_\_\_ per cent of Copenhagen residents choose to cycle to work.
- Copenhagen has an extensive network of cycling paths equipped with (5) \_\_\_\_\_.
- People in Copenhagen choose to cycle or use public transport because of (6) \_\_\_\_\_.
- The city development plan suggests that Copenhagen is going to be a (7) \_\_\_\_\_ city.
- Copenhagen is trying to reduce its carbon emissions by utilizing (8) \_\_\_\_\_.
- Residents of Copenhagen are said to eat the largest amount of (9) \_\_\_\_\_ food in Europe.
- Copenhagen is home to one of the world's best (10) \_\_\_\_\_.



**Task 3 (8 points)**

**Listen to an interview with a teacher. Read the statements and questions and circle the correct option. An example (0) has been given.**

**CHEMISTRY AND FOOD**

*Example:*

0. The man works as a

A primary school teacher.

B head teacher.

C science teacher.

1. What does the man say about his workplace?

A Its claims of superiority are unjustified.

B It attracts a large number of students.

C Its work environment is demotivating.

2. What is said about the study of food in the Australian Chemistry Curriculum?

A It is to be reintroduced to the curriculum.

B It takes up a large part of the curriculum.

C It should be banned from the curriculum.

3. What does the teacher say about students who start learning chemistry?

A They have high expectations of the subject.

B They have sufficient background knowledge.

C They vaguely understand its usefulness.

4. What is the teacher's argument in favour of studying food in the chemistry course?

A It can promote a healthier lifestyle.

B It can help develop abstract thinking.

C It can help the students connect to the subject.

5. What does the interviewer say about himself?

A He did not enjoy sciences despite family background.

B His mother motivated him to study science.

C He finds sciences captivating.

6. What is the teacher's attitude to organic chemistry?

A He expresses his admiration for the science.

B He admits that it is a challenging subject.

C He denies its relevance for everyday life.

7. What does the interviewer want to know?

A How flavours are produced.

B The link between chemistry and eating.

C The place of chemistry in the teacher's life.

8. The teacher maintains that

A most flavours are artificially created.

B chemistry is an integral part of cooking.

C the interviewer should apply for a cookery course.

## LANGUAGE USE

### Task 1 (12 points)

Read the text below and circle the letter next to the word or phrase which best completes each sentence. An example (0) has been given.

### JANE AUSTEN

After Shakespeare, Jane Austen is the \_\_ (0) \_\_ recognized literary figure today. In the past thirty years, there \_\_ (1) \_\_ a seemingly endless stream of TV adaptations, films, books, and events \_\_ (2) \_\_ to the English novelist.

While not \_\_ (3) \_\_ known in her own time, Austen's novels became popular after 1869, and her reputation skyrocketed in the 20th century. Her novels, \_\_ (4) \_\_ 'Pride and Prejudice' and 'Sense and Sensibility', are considered literary classics, bridging the gap between romance and realism.

The 200th anniversary of 'Pride and Prejudice' \_\_ (5) \_\_ in 2013 by the publication of dozens of books and there were Jane Austen gatherings and \_\_ (6) \_\_ events across England and America.

It's hard to believe her six short novels are still bought in their millions. She has \_\_ (7) \_\_ millions of people all over the world, not simply through the number of languages she has been translated into, but \_\_ (8) \_\_ there is something in her work that readers connect with at once.

What explains the continued popularity of Jane Austen and the handful of novels she wrote? Experts \_\_ (9) \_\_ that it's her creation of characters, the clever dialogue and the irony with which she writes that makes her stand \_\_ (10) \_\_ from a number of writers. Making her novels work on different levels means people can take \_\_ (11) \_\_ they need from them. We read her because we feel she understands us \_\_ (12) \_\_ being born over two centuries ago.

0.	<b>A</b>	more	<b>B</b>	<i>most</i>	<b>C</b>	much	<b>D</b>	many
1.	<b>A</b>	was	<b>B</b>	is	<b>C</b>	has been	<b>D</b>	have been
2.	<b>A</b>	devoted	<b>B</b>	aimed	<b>C</b>	celebrated	<b>D</b>	held
3.	<b>A</b>	widely	<b>B</b>	widen	<b>C</b>	wild	<b>D</b>	wide
4.	<b>A</b>	involving	<b>B</b>	inviting	<b>C</b>	intending	<b>D</b>	including
5.	<b>A</b>	marked	<b>B</b>	was marked	<b>C</b>	has marked	<b>D</b>	has been marked
6.	<b>A</b>	all	<b>B</b>	another	<b>C</b>	other	<b>D</b>	others
7.	<b>A</b>	achieved	<b>B</b>	gained	<b>C</b>	succeeded	<b>D</b>	reached
8.	<b>A</b>	if	<b>B</b>	because	<b>C</b>	while	<b>D</b>	why
9.	<b>A</b>	say	<b>B</b>	says	<b>C</b>	tell	<b>D</b>	tells
10.	<b>A</b>	by	<b>B</b>	on	<b>C</b>	in	<b>D</b>	out
11.	<b>A</b>	that	<b>B</b>	which	<b>C</b>	what	<b>D</b>	whom
12.	<b>A</b>	despite	<b>B</b>	in spite	<b>C</b>	but	<b>D</b>	when

**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.

**LIBRARIES**

As gateways to knowledge and culture, libraries (0) \_\_\_\_\_ / \_\_\_\_\_ a fundamental role in society. The resources and services which they (1) \_\_\_\_\_ bring opportunities for learning, support literacy and (2) \_\_\_\_\_, as well as help to shape the new ideas and perspectives that are central to an (3) \_\_\_\_\_ and innovative society. They also help ensure an authentic record of knowledge (4) \_\_\_\_\_ and accumulated by past (5) \_\_\_\_\_. In a world (6) \_\_\_\_\_ libraries, it would be difficult to advance research or preserve the world's cumulative knowledge and heritage.

Libraries represent different things to different people – from a place where mothers can take their (7) \_\_\_\_\_ to read their first stories, and students can study, to a service (8) \_\_\_\_\_ anyone to borrow a book, (9) \_\_\_\_\_ the Internet or do research. Quite simply, libraries are synonymous with education and offer countless learning opportunities that can (10) \_\_\_\_\_ economic, social and cultural development.

<b>A</b>	provide	<b>G</b>	boost
<b>B</b>	with	<b>H</b>	created
<b>C</b>	toddlers	<del><b>I</b></del>	<b>play</b>
<b>D</b>	without	<b>J</b>	generations
<b>E</b>	education	<b>K</b>	allowing
<b>F</b>	access	<b>L</b>	educated

**Task 3 (10 points)**

Use the appropriate form of the words given in **BLOCK** letters to complete the sentences. Write the words in the spaces provided. An example (0) has been given.

**NAPPING**

<p>Napping might be seen as lazy, but it shouldn't be treated with (0) <b>APPROVE</b> anymore. Taking a couple of hours to fall (1) <b>SLEEP</b> in the afternoon might actually be more (2) <b>BENEFIT</b> than you think. There is growing (3) <b>EVIDENT</b> that napping can increase alertness, (4) <b>PERFORM</b> and productivity. One recent study found that naps helped students improve their memory. It also has (5) <b>EMOTION</b> benefits as it allows a person to escape from (6) <b>DAY</b> stresses for a short time and (7) <b>FRESH</b> themselves.</p> <p>According to several (8) <b>SCIENCE</b>, the most effective time to take a nap is in the afternoon between 2 and 4pm. If you're looking for a restorative nap, you should sleep later in the day. And if you're looking for a nap that might fuel your (9) <b>CREATIVE</b>, you should sleep earlier in the day. Napping may offer a way to fight the (10) <b>DAMAGE</b> effects of sleep restriction but it is never going to be as good as getting a full night of sleep.</p>	0. <i>disapproval</i>
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

**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).**

**TAKING NOTES**

A new study finds that people remember lectures (0) better when they have taken handwritten notes, rather than typed ones.

Using laptops, students tend to take plenty of notes (1) \_\_\_\_\_ they can type much faster than they can write. Moreover, when students take notes using laptops, they try to write down (2) \_\_\_\_\_ word uttered by their professor.

Contrary (3) \_\_\_\_\_ students' belief that word-for-word note taking is more effective for their learning, (4) \_\_\_\_\_ study shows that students (5) \_\_\_\_\_ take direct notes remember significantly less information than (6) \_\_\_\_\_ handwriting groupmates. Faster typing speeds allow students to transcribe a lecture word for word (7) \_\_\_\_\_ devoting much thought to the content. At the same time, writing is slower than typing, so students listen, digest and summarize the information in (8) \_\_\_\_\_ a way that they capture the essence of the information and remember it.



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

When you attended a language course in London, you stayed at a bed and breakfast. You left one of your bags in your room. Write a letter to Mrs Jones, who runs the bed and breakfast. In the letter:

- explain the situation, giving the details of your stay;
- describe the bag, where exactly you left it, and its contents;
- suggest the best way to return it to you.

**Remember you have to write between 100 – 120 words.**

Notes

**Task 2 Essay (25 points)****You should spend about 45 minutes on this task.****Write between 200 – 250 words.**

Some people say that parents should limit the time their children spend on electronic devices (computers, smartphones, tablets, etc.). Do you agree with this view? Write an essay stating your opinion and giving at least two reasons to support it.

**Remember you have to write between 200 – 250 words.**

Notes





## Task 1 Interview

**ART**

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

VISC

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 1. diena

2016

## Task 1 Interview

**CHARACTER AND PERSONALITY**

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

VISC

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 1. diena

2016

## Task 1 Interview

**HEALTH**

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

VISC

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 1. diena

2016

## Task 1 Interview

**TECHNOLOGY**

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

VISC

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 1. diena

2016

## Task 1 Interview

**CAREER**

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

VISC

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 1. diena

2016

## Task 1 Interview

**BOOKS**

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

VISC

Valņu ielā 2, Rīgā, LV-1050

## Task 2

**Role Play 1: Birthday Cake**

**You are an exchange student in the UK. A friend of yours has a birthday coming up and you want to order a cake. You talk to the cake shop manager (played by your teacher). You have one minute to prepare. Then your teacher will start.**

<b>Student</b>
1. <i>(The teacher starts the conversation.)</i>
2. Explain what you want.
3. Give your friend's age and favourite kind of cake.
4. Answer the question (for 10 people) and ask for the manager's suggestions on the cake size.
5. Agree to the suggestion and ask about the price.
6. Answer the question positively and say what should be written on the cake.
7. Answer the question.
8. Enquire about <ul style="list-style-type: none"> <li>• when you need to pay;</li> <li>• payment options.</li> </ul>
9. Thank him/her and end the conversation.

VISC

Valņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 1. diena

2016

## Task 2

**Role Play 2: Hotel Room**

**Your name is Maija Jansone/Miks Jansons. You are touring Ireland with a friend and you are looking for a hotel in Dublin. You find a small hotel and speak to the hotel receptionist (played by your teacher). You have one minute to prepare. Then you will start.**

<b>Student</b>
1. Greet him/her.
2. Ask about the possibility of staying at the hotel.
3. Answer the question.
4. Ask about <ul style="list-style-type: none"> <li>• the cost,</li> <li>• the breakfast options.</li> </ul>
5. Choose one of the breakfast options.
6. Answer the question.
7. Provide the required information.
8. Ask for sightseeing suggestions.
9. Agree to the suggestions. Express thanks and end the conversation.

## Task 2

**Role Play 3: Missed Train**

**Your flight is late arriving in the UK. You had bought advance train tickets but you have missed the train. You go to the ticket office and talk to an official (played by your teacher). You have one minute to prepare. Then your teacher will start.**

<b>Student</b>
1. <i>(The teacher starts the conversation.)</i>
2. Explain your problem and ask about the next steps.
3. Ask for details about <ul style="list-style-type: none"> <li>• the departure time,</li> <li>• the cost of the ticket.</li> </ul>
4. Express shock at the price.
5. Answer the question positively.
6. Answer the question positively and enquire about a refund for the unused ticket.
7. Express your dissatisfaction.
8. Make an appropriate response and end the conversation.

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## Task 2

**Role Play 4: Selling a Leather Jacket**

**You have advertised a leather jacket for sale on the Internet. A student from Ireland (played by your teacher) is interested in buying it and phones you for more information. You have one minute to prepare. Then you will start.**

<b>Student</b>
1. Say hello.
2. Answer the question positively and ask about the reason for the call.
3. Answer the question positively.
4. Provide the required information.
5. Give a negative answer and a reason.
6. Offer a small discount.
7. Suggest a place and time to meet.
8. Briefly describe yourself.
9. End the conversation.

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## Task 2

**Role Play 5: Skiing Trip**

**You are Mikus/Maija Liepa, a Latvian studying in London. Your college is advertising a skiing holiday. You contact the organiser (played by your teacher) to find out more. You have one minute to prepare. Then you will start.**

<b>Student</b>
1. Greet the organiser and explain why you are calling.
2. Express your interest in joining the trip.
3. Answer the question positively and enquire about <ul style="list-style-type: none"> <li>• the price,</li> <li>• any extra costs.</li> </ul>
4. Answer the question positively but express some doubt concerning your ability.
5. Agree to the suggestion.
6. Provide the necessary information.
7. Answer the question.
8. Answer the question.
9. Provide the necessary information.
10. Thank him/her and end the conversation.



## Task 2

**Role Play 6: Bicycle Hire**

**Your name is Maija Jansone/Miks Jansons. You and your friends are on holiday in Scotland and decide to hire bicycles for the day. You go to a local cycle hire company and talk to a member of staff (played by your teacher). You have one minute to prepare. Then your teacher will start.**

<b>Student</b>
1. <i>(The teacher starts the conversation.)</i>
2. Explain what you want.
3. Answer the question negatively and say how many bicycles you require.
4. Suggest a day.
5. Suggest another day.
6. Enquire about <ul style="list-style-type: none"> <li>• the exact cost,</li> <li>• what the price includes.</li> </ul>
7. Answer the question positively.
8. Provide the required information.
9. End the conversation.

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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.**

**MOBILE PHONES**

Banning mobile phones from schools has the effect of giving pupils an extra week's education over the course of an academic year, researchers say. The study, published by the London School of Economics, looked at schools in four English cities and found test scores increased by more than 6% in those which banned phones. The report authors say that despite the benefits of new mobile technology, phones cause distractions, reduce productivity and are harmful to learning. Since April 2007, teachers have had the legal right to confiscate items from pupils.

*www.theguardian.com*

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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.**

**ONLINE UNIVERSITY EDUCATION**

As online university education continues to grow in popularity, many students of different backgrounds, ages, and locations are choosing it. Most students choose this nontraditional route for the flexibility of courses. They say that when pursuing your degree online, there's no need to leave work or family to drive to a specific place at a specific time for class. But online students also stress that they need to be disciplined, organised and focused to avoid distractions and manage their time.

*www.usnews.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.**

**RANDOM ACTS OF KINDNESS**

In a world where people are increasingly stressed out and feeling the pressure to keep up with the demands of modern life, kindness can be in short supply. In an attempt to change this, November 13th has been designated 'World Kindness Day'. The organisers hope that people will take opportunities during the day to perform simple acts of kindness – compliment a colleague, buy coffee for a homeless person, help someone with their shopping. "We might find that we enjoy being kind so much that it becomes part of our daily routine", the organisers say.

[www.faze.ca](http://www.faze.ca)

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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.**

**THE SECRET OF DECISION-MAKING**

Do you want to know the secret to making difficult decisions? It's easy: just pretend that you are advising someone else. Recent research has shown that when a sample group of people were presented with the same dilemma (how to advise a friend which job offer to accept), those who could distance themselves from the problem were much better at coming up with a clear solution. The researchers concluded that people are wiser when reasoning about other people's problems than about their own.

[www.independent.co.uk](http://www.independent.co.uk)

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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.**

**TOO MANY FRIENDS?**

How many friends on social networking sites do you have? Probably too many, and you may want to cut down. Here are some questions which can help you decide which friends to keep, and which need to go. Do you like spending time with them in real life? Do they post too much boring stuff? Have you seen them at all in the last 3 years? Have you actually met them? Think about how you answered each question, and you'll see more clearly what it means to be a friend.

[www.faze.ca](http://www.faze.ca)

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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.**

**WORK / LIFE BALANCE**

Wouldn't it be great if you had the perfect combination of work and play in your life? It might not be as impossible as it seems, as long as you learn a couple of basic rules, and stick to them. Rule one: plan your schedule. It might seem restrictive, but actually you are giving yourself more freedom, as you take control of organising your time. Rule two: forget the idea of multi-tasking. It simply isn't possible to do two things well at the same time. Do one thing, finish it, then move on to the next. You will notice the difference almost immediately.

[www.studymagazine.com](http://www.studymagazine.com)

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**Task 1 Interview****GIFTS**

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 1 Interview****FASHION**

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****EDUCATION**

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****LEISURE**

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****TRAVEL AND TOURISM**

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: Cake Shop**

**You are an exchange student in the UK. You have a Saturday job in a cake shop. A customer (played by your teacher) wants to order a special birthday cake.** You have one minute to prepare. Then you will start.

<b>Student</b>
1. Greet the customer and offer to help.
2. Enquire about <ul style="list-style-type: none"> <li>• the child's age,</li> <li>• what kind of cake she likes.</li> </ul>
3. Ask about <ul style="list-style-type: none"> <li>• a birthday cake message;</li> <li>• cake decoration.</li> </ul>
4. Answer the question positively and give several options, including a panda.
5. Give the price.
6. Ask for the customer's name and phone number.
7. Answer the question positively.
8. Express a preference for the second option and say when the cake will be ready.
9. Confirm the order and end the conversation.



## Task 2

**Role Play 2: Parcel Delivery**

**Your name is Maija Jansone/Miks Jansons and you are an exchange student in the UK. Your family sent you a parcel from Latvia but you were not at home when the courier called. You telephone the delivery company and talk to a staff member (played by your teacher).** You have one minute to prepare. Then your teacher will start.

<b>Student</b>
1. <i>(The teacher starts the conversation.)</i>
2. Explain your problem.
3. Provide the required information <i>(number 0778 44312)</i> .
4. Give the necessary information.
5. Express a wish to receive the parcel as soon as possible and give a reason.
6. Give a time period when you will be at home tomorrow.
7. Express your disappointment and make another suggestion.
8. Confirm the day and time of delivery.
9. Express your thanks and end the conversation.

## Task 2

**Role Play 3: Part-time Job**

**Your name is Mikus/Maija Liepa. You are an exchange student in the UK. You see an advertisement for a part-time job as a dog walker. You phone the dog owner (played by your teacher) to find out more about the job.** You have one minute to prepare. Then you will start.

<b>Student</b>
1. Greet him/her. Introduce yourself and explain why you are calling.
2. Enquire if the job is still available.
3. Answer the question positively.
4. Express agreement.
5. Explain that you have a dog at home and ask for more details about the owner's dog.
6. Agree and enquire about <ul style="list-style-type: none"><li>• the time,</li><li>• the place to meet.</li></ul>
7. Give a positive answer, and ask for the owner's name .
8. Provide the required information.
9. Express your thanks and close the conversation.



## Task 2

**Role Play 4: Changing your Course**

**You are Mikus/Maija Liepa, an exchange student in the UK. You wish to change one of your college courses. You talk to the course organiser (played by your teacher).** You have one minute to prepare. Then you will start.

<b>Student</b>
1. Greet the course organiser.
2. Explain the purpose of your visit.
3. Answer the question. Say what course you would like to take, give reasons.
4. Express disappointment and enquire about <ul style="list-style-type: none"><li>• when places will be available,</li><li>• if you can register now.</li></ul>
5. Agree to the suggestion.
6. Provide the required information.
7. Answer the question.
8. Answer the question.
9. Make an appropriate response and say good-bye.

## Task 2

**Role Play 5: Youth Hostel**

**Your name is Mikus/Maija Liepa. You and your friends are planning to visit the north of Scotland. You telephone the youth hostel to make a reservation and speak to the manager (played by your teacher). You have one minute to prepare. Then your teacher will start.**

<b>Student</b>
1. ( <i>The teacher starts the conversation.</i> )
2. Explain the reason for your call.
3. Answer the question, giving details of dates of your visit.
4. Give the number of people.
5. Ask for more information about the prices of the rooms.
6. Express your preference. Enquire about cooking facilities.
7. Enquire about <ul style="list-style-type: none"> <li>• check in times,</li> <li>• check out times.</li> </ul>
8. Answer the question positively and give your name.
9. Ask for directions to the hostel from the train station.
10. Express your thanks and close the conversation.



## Task 2

**Role Play 6: Table Tennis Club**

**Your name is Mikus/Maija Liepa. You are an exchange student in Ireland. You see an advert in your college for a table tennis club. You telephone the organiser (played by your teacher) to find out more. You have one minute to prepare. Then you will start.**

<b>Student</b>
1. Greet the organiser and explain why you are calling.
2. Answer the question negatively and ask if this is a problem.
3. Enquire about <ul style="list-style-type: none"> <li>• when the group meets,</li> <li>• the location.</li> </ul>
4. Find out <ul style="list-style-type: none"> <li>• the duration of the class,</li> <li>• what you need to bring.</li> </ul>
5. Ask about the size of the group.
6. Agree to the suggestion and ask about the cost.
7. Provide the required information.
8. Answer the question negatively and give a reason.
9. Agree and close the conversation.

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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.**

**OPPOSITES ATTRACT**

The age-old saying has always been, 'Opposites attract.' And there's no denying it. When your best friend is your polar opposite, you complement each other, and it just works. The key is communication. You're best friends and yet can recognize the individual qualities each of you possesses that are strong and different. You never have a problem communicating with each other and improving each other. Your dissimilarities bring you closer; they never tear you apart. When you're best friends with someone who is completely different from you, you're both opening yourselves up to a whole world of possibility and excitement.

[www.elitedaily.com](http://www.elitedaily.com)

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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.**

**POLITENESS**

Do you feel uncomfortable around someone because they have been rude? Politeness plays an important role in getting along with people. The relationships that you work hard to make usually require some degree of politeness. Everyone wants respect from the people they interact with, and only through respect and politeness will you be able to slowly decrease social distance and become closer friends. Asking instead of taking, being aware of others in public, being helpful, courteous and friendly are all extremely important social skills.

[www.eveningsun.com](http://www.eveningsun.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.**

**REACHING YOUR GOALS**

If you struggle to achieve your goals, you are not alone. There are steps you can take, however, to give yourself a better chance of success. Firstly, be clear about what it is that you want to achieve, and be honest with yourself – if you're not excited by the goals you've set yourself, you probably need to set different ones! Also, give yourself a deadline by which you want to have attained your goal; otherwise you won't even get started. Finally, ask for some help. You will make more progress if you have another person to encourage you.

[www.faze.ca](http://www.faze.ca)

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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.**

**SCIENCE AND EVERYDAY LIFE**

If you think science doesn't matter much to you, think again. Science affects us all, every day of the year, from the moment we wake up, all day long, and through the night. Your digital alarm clock, the weather report, the bus you ride in, your cell phone, the antibiotics that treat your sore throat, the clean water that comes from your tap, and the light that you turn off at the end of the day have all been brought to you courtesy of science. The modern world would not be modern at all without the lifestyle and technology enabled by science.

[undsci.berkeley.edu](http://undsci.berkeley.edu)

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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.**

**THE INTERNET**

Young people aged between 16 and 24 spend more than 27 hours a week on the Internet. People are spending twice as much time online compared to ten years ago, fuelled by increasing use of tablets and smartphones. Almost 70 per cent of Internet users say they feel comfortable giving away personal information on the Internet, including their home address, and a quarter say they don't read website terms and conditions or privacy statements at all and two-thirds of Internet users use the same passwords for most or all websites.

*www.telegraph.co.uk*

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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.**

**WRITING A GOOD CV**

A good CV (curriculum vitae) is essential if you are one of many candidates for your dream job. A survey of employers found that, on average, it takes just under nine seconds for a potential employer to reject someone's CV. So what can you do to make sure your CV stands out? Employers don't like too much detail, so don't bore them with an exhaustive list of all your exam results. Don't include hobbies that are too general, either – such as reading, or cooking. Finally, whatever else you do, don't make grammatical errors or spelling mistakes! Keep these simple rules in mind, and be ready to impress in your interview.

*National Citizen Service*

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**Task 1 Interview****TV AND MEDIA**

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****FRIENDSHIP**

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****ENVIRONMENT**

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****MUSEUMS**

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****SHOPPING**

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****TRADITIONS**

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: Buying Flowers**

**You are finishing your English course in Brighton and want to buy some flowers for your teacher for the last lesson tomorrow. You talk to the florist (played by your teacher). You have one minute to prepare. Then your teacher will start.**

Student
1. ( <i>The teacher starts the conversation.</i> )
2. Explain the situation.
3. Agree to the suggestion and enquire about <ul style="list-style-type: none"><li>• the size,</li><li>• colour options.</li></ul>
4. Choose one of the colour options and explain that you want an odd number of roses.
5. Answer the question.
6. Answer the question positively and say what message you want to include.
7. Answer the question negatively and ask when the bouquet will be ready.
8. Express satisfaction and ask about the payment options.
9. Express your thanks and end the conversation.



## Task 2

**Role Play 2: Coffee Shop**

**You work part-time in a local coffee shop. A foreign tourist (played by your teacher) is one of your customers. You have one minute to prepare. Then your teacher will start.**

Student
1. ( <i>The teacher starts the conversation.</i> )
2. Answer the question and ask how you can help.
3. Answer the question negatively. Explain what drinks you can offer, giving the day's special offer.
4. Answer the question.
5. Offer a selection of cakes.
6. Answer the question, giving reasons.
7. Ask if he/she needs anything else.
8. Suggest the post office, and give brief directions.
9. Say when the order will be ready and close the conversation.



## Task 2

**Role Play 3: Wrong Delivery**

**Your name is Mikus/Maija Liepa. You ordered a pair of boots on the Internet, but when they arrive they are the wrong colour. You telephone the company to complain and talk to a salesperson** (played by your teacher). You have one minute to prepare. Then your teacher will start.

<b>Student</b>
1. <i>(The teacher starts the conversation.)</i>
2. Explain your problem.
3. Provide the required information (000562016).
4. Provide the necessary information.
5. Provide the required information.
6. Explain the problem again.
7. Agree, and enquire about <ul style="list-style-type: none"> <li>• how to return the unwanted boots,</li> <li>• the cost,</li> <li>• waiting time for the new boots.</li> </ul>
8. Accept the apology, and wish him/her success in the new job.
9. Close the conversation.



## Task 2

**Role Play 4: Day Trip**

**You are an exchange student in Leeds, UK. You want to take a day trip to London. You go to the bus station information office to ask about tickets and talk to a member of staff** (played by your teacher). You have one minute to prepare. Then you will start.

<b>Student</b>
1. Greet the member of staff.
2. Explain your reason for being there.
3. Answer the question negatively and ask for <ul style="list-style-type: none"> <li>• the price options,</li> <li>• the regularity of buses.</li> </ul>
4. Ask about <ul style="list-style-type: none"> <li>• the duration of the journey,</li> <li>• about the first and last buses.</li> </ul>
5. Enquire about the price.
6. Give a negative answer and ask for more information.
7. Enquire about the process for getting a student card.
8. Answer the question negatively and ask about train tickets.
9. Express your thanks and close the conversation.

## Task 2

**Role Play 5: Buying a Second-hand Guitar**

**You see an advertisement for a guitar on sale. A student from England (played by your teacher) is selling it, and you phone him/her for more information.** You have one minute to prepare. Then your teacher will start.

<b>Student</b>
1. <i>(The teacher starts the conversation.)</i>
2. Greet him/her and explain why you are calling.
3. Express satisfaction and ask for details: <ul style="list-style-type: none"> <li>• the guitar's age,</li> <li>• its condition,</li> <li>• if a case is included.</li> </ul>
4. Express disappointment. Enquire about a possible discount.
5. Suggest a further discount.
6. Answer the question positively and ask about meeting up.
7. Give a negative answer and a reason.
8. Answer the question.
9. Give a brief description of yourself, including something unusual.
10. Close the conversation.



## Task 2

**Role Play 6: Exchanging Shoes**

**You are an exchange student in the UK. You've bought a pair of shoes, but they are a size too big. You take them back to the shop and talk to the assistant (played by your teacher).** You have one minute to prepare. Then you will start.

<b>Student</b>
1. Greet the shop assistant.
2. Explain your problem, giving as much detail as you can.
3. Answer the question positively.
4. Answer the question.
5. Ask about your options.
6. Choose the first option and ask <ul style="list-style-type: none"> <li>• about similar shoes in your size,</li> <li>• the cost.</li> </ul>
7. Ask for more detailed information.
8. Express some doubt, and enquire about other options.
9. Express understanding, and tell the shop assistant what you are going to do.

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.**

**CROWDFUNDING**

Unless you've been living on a remote island for the last few years, you will have heard about crowdfunding. It's a simple process: you share your business idea or product online, and ask for donations from as many people as possible so that you can make your idea a reality. In return you offer either shares in your company, or a free product once it is ready, or simply give them the satisfaction of knowing that they have helped make your dream a reality. Crowdfunding is changing the way people do business.

*www.forbes.com*

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VISC

Vaiņņu ielā 2, Rīgā, LV-1050



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Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 3. diena

2016

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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.**

**EXPERIENCES OR THINGS**

Just think about it: in twenty years' time, are you going to be thinking about the fact that you had an expensive smartphone, or are you going to recall golden memories you share with people who shaped who you've become? Our experiences are a bigger part of ourselves than our material goods. You can really like your material stuff. You can even think that part of your identity is connected to those things, but nonetheless they remain separate from you. In contrast, your experiences really are part of you. We are the sum total of our experiences.

*www.elitedaily.com*

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Vaiņņu ielā 2, Rīgā, LV-1050

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.**

**ONLINE ETIQUETTE**

When you communicate electronically, all you see is a computer screen. And it's frighteningly easy to forget that your correspondent is a person with feelings more or less like your own. A useful test is proposed for anything you're about to post or mail. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process until you feel sure that you'd feel comfortable saying these words to the live person as you do sending them through cyberspace.

*www.albion.com*

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VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 12. klasei

Skolēna materiāls

Mutvārdu daļa 3. diena

2016

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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.**

**SLEEP**

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. During sleep, your body is working to support healthy brain function and maintain your physical health. In children and teens, sleep also helps support growth and development. The damage from sleep deficiency can be instant (such as a car crash), or it can harm you over time. It can affect how well you think, react, work, learn, and get along with others.

*www.nhlbi.nih.gov*

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VISC

Vaļņu ielā 2, Rīgā, LV-1050

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.**

**TEXTING**

Did you know that texting while walking can be just as dangerous as texting while driving? While it might seem to be a no-brainer task to talk or text on a cell phone while walking, mounting accident statistics from towns and cities across the US, along with various university research studies, prove otherwise. A study found that pedestrians talking or texting on cell phones were much more likely to walk in front of cars than those not using phones. Researchers concluded that for pedestrians, distractions caused by mobile phone use reduce situational awareness and increase unsafe behaviour, putting pedestrians at greater risk of having accidents.

*www.laptopmag.com*



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.**

**TRAVEL AND CREATIVITY**

There are plenty of things to be gained from going abroad: new friends, new experiences, and new stories. But living in another country may come with a less noticeable benefit, too: some scientists say it can also make you more creative. What a lot of psychological research has shown now is that the ability to engage with people from different backgrounds than yourself, and the ability to get out of your own social comfort zone, helps you to build a strong sense of your own self. Cross-cultural experiences have the potential to pull people out of their 'cultural bubbles', and in doing so, can increase their sense of connection with people from backgrounds different to their own.

*www.theatlantic.com*

**EKSĀMENS ANĢĻU VALODĀ  
12. KLASEI  
2016  
SKOLOTĀJA MATERIĀLS  
*Mutvārdu daļa, 1. diena***

**EKSĀMENS ANĢĻU VALODĀ  
12. KLASEI**

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*Mutvārdu daļa, 1. diena  
Skolotāja materiāls*

**2016**

**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.**

**ART**

1. What kind of artistic talent do you have or would you like to have?
2. Have you participated in the cultural activities offered at your school?
3. Which area of the arts interests you most: music, photography, painting, or something else? Why?
4. Do you think parents should make children take music or art classes? Why/Why not?
5. How can one benefit from learning to appreciate art?

**CHARACTER AND PERSONALITY**

1. How would you describe yourself?
2. What character traits do you especially value in people? Why?
3. What habits do you find irritating? Why?
4. Do you think it is possible for a person to change their character? Why/Why not?
5. Do you think it is important to have a role-model? Why/Why not?

**HEALTH**

1. What does healthy living mean to you?
2. What healthy eating advice would you give to a friend?
3. Does school provide enough information about living healthily?
4. Do you agree that people do not value their health until they are sick? Why/Why not?
5. Is it possible to have a healthy lifestyle in the modern world? Why/Why not?

**TECHNOLOGY**

1. What technologies do you use in your daily life?
2. How can modern technology be used in school?
3. How have computers changed society?
4. What things would you never let technology replace? Why?
5. Should any technological developments be limited? Why/Why not?

**CAREER**

1. What career do you plan to follow after finishing your education? Why?
2. Would you prefer a well-paid job or an interesting one? Why?
3. What are the most popular career choices among your friends and classmates?
4. Should career be a priority in life? Why/Why not?
5. How has technology changed career options available?

**BOOKS**

1. How do you choose what to read?
2. Is reading in digital format different from reading in paper format? Why/Why not?
3. Do you agree that the original book is better than the movie based on the book? Why/Why not?
4. Should people be encouraged to read more? Why/Why not?
5. Do you agree that you cannot read a book without learning something? Why/Why not?

**Task 2****Role Play 1: Birthday Cake**

You are an exchange student in the UK. A friend of yours has a birthday coming up and you want to order a cake. You talk to the cake shop manager (played by your teacher). You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Good morning! Can I help you?
2. Explain what you want.	2. Yes, we can do that. Can you give me more details?
3. Give your friend's age and favourite kind of cake.	3. Oh, I see. How big should the cake be?
4. Answer the question (for 10 people) and ask for the manager's suggestions on the cake size.	4. I'd suggest ordering an eight-inch cake.
5. Agree to the suggestion and ask about the price.	5. That would be £25. We can also write a greeting on the cake – would you like that?
6. Answer the question positively and say what should be written on the cake.	6. Ok, I got it. When do you need the cake?
7. Answer the question.	7. Yes, your cake will be ready by then.
8. Enquire about <ul style="list-style-type: none"> <li>• when you need to pay;</li> <li>• payment options.</li> </ul>	8. <ul style="list-style-type: none"> <li>• You can pay a deposit of 10 pounds now and the rest when you collect.</li> <li>• You can pay by cash or by card.</li> </ul>
9. Thank him/her and end the conversation.	9. Thank you! Good-bye!

**Role Play 2: Hotel Room**

Your name is Maija Jansone/Miks Jansons. You are touring Ireland with a friend and you are looking for a hotel in Dublin. You find a small hotel and speak to the hotel receptionist (played by your teacher). You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her.	1. Hello, how can I help you?
2. Ask about the possibility of staying at the hotel.	2. Yes, we have one twin room free at the moment. How many nights is it for?
3. Answer the question.	3. Yes, that's fine.
4. Ask about <ul style="list-style-type: none"> <li>• the cost,</li> <li>• the breakfast options.</li> </ul>	4. <ul style="list-style-type: none"> <li>• It's 35 euro per person.</li> <li>• A buffet breakfast is included in the price, but a cooked breakfast is 10 euros extra.</li> </ul>
5. Choose one of the breakfast options.	5. OK, I'll make a note of it. How would you like to pay?
6. Answer the question.	6. Could you give me your name, please?
7. Provide the required information.	7. Thank you! Here's your key! Is there anything else I can do for you?
8. Ask for sightseeing suggestions.	8. I'd suggest taking a 'Hop-on Hop-off' bus tour around Dublin.
9. Agree to the suggestions. Express thanks and end the conversation.	9. You're welcome! Enjoy your stay in Dublin!



**Role Play 3: Missed Train**

**Your flight is late arriving in the UK. You had bought advance train tickets but you have missed the train. You go to the ticket office and talk to an official (played by your teacher). You have one minute to prepare. Then your teacher will start.**

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Hello, how may I help you?
2. Explain your problem and ask about the next steps.	2. I see. I'm sorry, but you will have to buy another ticket for the next train.
3. Ask for details about <ul style="list-style-type: none"> <li>• the departure time,</li> <li>• the cost of the ticket.</li> </ul>	3. <ul style="list-style-type: none"> <li>• The next train leaves in 45 minutes.</li> <li>• The cheapest full fare is 35 pounds 20 pence.</li> </ul>
4. Express shock at the price.	4. I'm sorry about that. Do you have a railcard?
5. Answer the question positively.	5. Then it will cost nineteen pounds fifty. Would you like to buy a ticket?
6. Answer the question positively and enquire about a refund for the unused ticket.	6. Unfortunately, we don't refund money for advance tickets.
7. Express your dissatisfaction.	7. There's nothing I can do. Next time I suggest you buy a ticket for a later train in case your flight is late again.
8. Make an appropriate response and end the conversation.	8. Goodbye and have a safe journey!

**Role Play 4: Selling a Leather Jacket**

**You have advertised a leather jacket for sale on the Internet. A student from Ireland (played by your teacher) is interested in buying it and phones you for more information. You have one minute to prepare. Then you will start.**

Student	Teacher
1. Say hello.	1. Hello, do you speak English?
2. Answer the question positively and ask about the reason for the call.	2. I saw your advert about the jacket. Is it still available?
3. Answer the question positively.	3. Could you just tell me what size it is?
4. Provide the required information.	4. Have you worn it much?
5. Give a negative answer and a reason.	5. I was wondering if the price is negotiable.
6. Offer a small discount.	6. OK, I'll take it! Where can I pick it up?
7. Suggest a place and time to meet.	7. Sounds good! How will I recognise you?
8. Briefly describe yourself.	8. OK, I'll look out for you!
9. End the conversation.	9. Bye!

**Role Play 5: Skiing Trip**

You are Mikus/Maija Liepa, a Latvian studying in London. Your college is advertising a skiing holiday. You contact the organiser (played by your teacher) to find out more. You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet the organiser and explain why you are calling.	1. Oh, yes. There are a few places still available.
2. Express your interest in joining the trip.	2. Maybe you'd like some more information?
3. Answer the question positively and enquire about <ul style="list-style-type: none"> <li>• the price,</li> <li>• any extra costs.</li> </ul>	3. <ul style="list-style-type: none"> <li>• It's 100 pounds.</li> <li>• If you need skiing lessons, that's extra.</li> </ul> Have you skied before?
4. Answer the question positively but express some doubt concerning your ability.	4. There are ski slopes for all abilities so probably you will be fine. Do you want to sign up?
5. Agree to the suggestion.	5. Can I have your name, please?
6. Provide the necessary information.	6. That doesn't sound English! Where are you from?
7. Answer the question.	7. Do you do much skiing in Latvia?
8. Answer the question.	8. I'm sure you'll enjoy this trip! Can I just have your email address, please?
9. Provide the necessary information.	9. Great, I'll send you the details.
10. Thank him/her and end the conversation.	10. Bye!

**Role Play 6: Bicycle Hire**

Your name is Maija Jansone/Miks Jansons. You and your friends are on holiday in Scotland and decide to hire bicycles for the day. You go to a local cycle hire company and talk to a member of staff (played by your teacher). You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Hello, how may I help you?
2. Explain what you want.	2. Is it just one bike?
3. Answer the question negatively and say how many bicycles you require.	3. OK, when do you want to hire the bikes?
4. Suggest a day.	4. Oh, I'm sorry, all our bikes are booked for that day. Can you do another day?
5. Suggest another day.	5. Yes, that's fine.
6. Enquire about <ul style="list-style-type: none"> <li>• the exact cost,</li> <li>• what the price includes.</li> </ul>	6. <ul style="list-style-type: none"> <li>• It's 10 pounds per bike for six hours.</li> <li>• You also get helmets and a puncture repair kit. Would you like to reserve the bikes?</li> </ul>
7. Answer the question positively.	7. Can I have your name and phone number, please?
8. Provide the required information.	8. Thank you, see you later!
9. End the conversation.	9. 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****MOBILE PHONES**

Banning mobile phones from schools has the effect of giving pupils an extra week's education over the course of an academic year, researchers say. The study, published by the London School of Economics, looked at schools in four English cities and found test scores increased by more than 6% in those which banned phones. The report authors say that despite the benefits of new mobile technology, phones cause distractions, reduce productivity and are harmful to learning. Since April 2007, teachers have had the legal right to confiscate items from pupils.

[www.theguardian.com](http://www.theguardian.com)

**TEXT 2****ONLINE UNIVERSITY EDUCATION**

As online university education continues to grow in popularity, many students of different backgrounds, ages, and locations are choosing it. Most students choose this nontraditional route for the flexibility of courses. They say that when pursuing your degree online, there's no need to leave work or family to drive to a specific place at a specific time for class. But online students also stress that they need to be disciplined, organised and focused to avoid distractions and manage their time.

[www.usnews.com](http://www.usnews.com)

**TEXT 3****RANDOM ACTS OF KINDNESS**

In a world where people are increasingly stressed out and feeling the pressure to keep up with the demands of modern life, kindness can be in short supply. In an attempt to change this, November 13th has been designated 'World Kindness Day'. The organisers hope that people will take opportunities during the day to perform simple acts of kindness – compliment a colleague, buy coffee for a homeless person, help someone with their shopping. "We might find that we enjoy being kind so much that it becomes part of our daily routine", the organisers say.

[www.faze.ca](http://www.faze.ca)

**TEXT 4****THE SECRET OF DECISION-MAKING**

Do you want to know the secret to making difficult decisions? It's easy: just pretend that you are advising someone else. Recent research has shown that when a sample group of people were presented with the same dilemma (how to advise a friend which job offer to accept), those who could distance themselves from the problem were much better at coming up with a clear solution. The researchers concluded that people are wiser when reasoning about other people's problems than about their own.

[www.independent.co.uk](http://www.independent.co.uk)

**TEXT 5****TOO MANY FRIENDS?**

How many friends on social networking sites do you have? Probably too many, and you may want to cut down. Here are some questions which can help you decide which friends to keep, and which need to go. Do you like spending time with them in real life? Do they post too much boring stuff? Have you seen them at all in the last 3 years? Have you actually met them? Think about how you answered each question, and you'll see more clearly what it means to be a friend.

[www.faze.ca](http://www.faze.ca)

**TEXT 6****WORK / LIFE BALANCE**

Wouldn't it be great if you had the perfect combination of work and play in your life? It might not be as impossible as it seems, as long as you learn a couple of basic rules, and stick to them. Rule one: plan your schedule. It might seem restrictive, but actually you are giving yourself more freedom, as you take control of organising your time. Rule two: forget the idea of multi-tasking. It simply isn't possible to do two things well at the same time. Do one thing, finish it, then move on to the next. You will notice the difference almost immediately.

[www.studymagazine.com](http://www.studymagazine.com)

**EKSĀMENS ANĢĻU VALODĀ  
12. KLASEI  
2016  
SKOLOTĀJA MATERIĀLS  
*Mutvārdu daļa, 2. diena***

**EKSĀMENS ANĢĻU VALODĀ  
12. KLASEI**

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*Mutvārdu daļa, 2. diena  
Skolotāja materiāls*

**2016**

**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.**

**GIFTS**

1. What would be an ideal gift for a person of your age?
2. What criteria do you use when choosing gifts?
3. Do you think it is correct to re-gift a present that you did not like yourself to somebody else? Why/Why not?
4. What makes a gift special – the effort made choosing it or the money spent? Why?
5. When is it inappropriate to give gifts?

**MUSIC**

1. When listening to a song, what is more important for you, the lyrics or the music? Why?
2. Why do people like music so much?
3. What do you think about illegally downloading music from the Internet?
4. How much influence does music have on young people's life?
5. Music is now a big business. Is this good or bad? Why?

**FASHION**

1. Is it important to you to be fashionable? Why/Why not?
2. What influences you most when it comes to choosing clothes?
3. Should people be judged by the clothes they wear? Why/Why not?
4. Do you agree that workplaces or schools should have a dress code? Why/Why not?
5. Does fashion allow people to express their individuality or does it force people to look the same? Why?

**EDUCATION**

1. Which subjects take most of your time at school? Why?
2. What important life skills have you learned at school?
3. Who is responsible for your education (you yourself, your parents, school)? Why?
4. What advice would you give to someone who wants to do well at school?
5. What do you think of the view that without higher education you cannot achieve much in life?

**LEISURE**

1. How important are leisure activities for our well-being?
2. How can our leisure time choices show what kind of people we are?
3. Should parents encourage children to take up leisure activities? Why/Why not?
4. Why do so many people nowadays feel that they do not have enough time?
5. Have technologies changed the way we spend our free time? Why/Why not?

**TRAVEL AND TOURISM**

1. What is the most interesting place you have visited?
2. What makes Latvia an interesting destination for tourists?
3. Why do people travel?
4. Do tourists really get to explore the countries they visit? Why/Why not?
5. How can travel change a person?

**Task 2****Role Play 1: Cake Shop**

**You are an exchange student in the UK. You have a Saturday job in a cake shop. A customer (played by your teacher) wants to order a special birthday cake.** You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet the customer and offer to help.	1. Hello! I'd like to order a birthday cake for my daughter.
2. Enquire about <ul style="list-style-type: none"> <li>• the child's age,</li> <li>• what kind of cake she likes.</li> </ul>	2. <ul style="list-style-type: none"> <li>• She will be 10 years old.</li> <li>• She loves chocolate cake.</li> </ul>
3. Ask about <ul style="list-style-type: none"> <li>• a birthday cake message;</li> <li>• cake decoration.</li> </ul>	<ul style="list-style-type: none"> <li>• Just "Happy Birthday, Anna!"</li> <li>• Something with animals would be great. Can you do that?</li> </ul>
4. Answer the question positively and give several options, including a panda.	4. She would love a panda cake! How much will it cost?
5. Give the price.	5. That's fine!
6. Ask for the customer's name and phone number.	6. It's Mr/Mrs Jackson, 7689 345002. Do I need to pay now?
7. Answer the question positively.	7. Can you deliver or should I collect the cake?
8. Express a preference for the second option and say when the cake will be ready.	8. OK, thank you. That's no problem.
9. Confirm the order and end the conversation.	9. Yes, that's right. Thank you! Goodbye!

**Role Play 2: Parcel Delivery**

**Your name is Maija Jansone/Miks Jansons and you are an exchange student in the UK. Your family sent you a parcel from Latvia but you were not at home when the courier called. You telephone the delivery company and talk to a staff member (played by your teacher).** You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Hello, how may I help you?
2. Explain your problem.	2. OK, I see. Do you have the parcel number?
3. Provide the required information ( <i>number 0778 44312</i> ).	3. Can you confirm your name please?
4. Give the necessary information.	4. OK. That's fine.
5. Express a wish to receive the parcel as soon as possible and give a reason.	5. OK, we can arrange that. When will you be at home?
6. Give a time period when you will be at home tomorrow.	6. I'm sorry, but this option will not work. Can you suggest another time?
7. Express your disappointment and make another suggestion.	7. Yes, that will be fine.
8. Confirm the day and time of delivery.	8. Yes, our courier should be with you then.
9. Express your thanks and end the conversation.	9. You're welcome! Good-bye!

**Role Play 3: Part-time Job**

Your name is Mikus/Maija Liepa. You are an exchange student in the UK. You see an advertisement for a part-time job as a dog walker. You phone the dog owner (played by your teacher) to find out more about the job. You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet him/her. Introduce yourself and explain why you are calling.	1. Oh, yes, I see.
2. Enquire if the job is still available.	2. Yes, it is. Are you interested?
3. Answer the question positively.	3. OK, then maybe I can ask you a few questions?
4. Express agreement.	4. Do you have any experience with dogs?
5. Explain that you have a dog at home and ask for more details about the owner's dog.	5. Buster is a young Labrador, he's very active and friendly. Would you like to come and meet him?
6. Agree and enquire about <ul style="list-style-type: none"> <li>• the time,</li> <li>• the place to meet.</li> </ul>	6. <ul style="list-style-type: none"> <li>• Let's say 4pm tomorrow.</li> <li>• We could meet in the city park, at the ice-cream stand. Do you know it?</li> </ul>
7. Give a positive answer, and ask for the owner's name.	7. My name is John/Jane Richards. Could you give me your name, please?
8. Provide the required information.	8. OK, Mikus/Maija, see you tomorrow at 4pm!
9. Express your thanks and close the conversation.	9. Bye!

**Role Play 4: Changing your Course**

You are Mikus/Maija Liepa, an exchange student in the UK. You wish to change one of your college courses. You talk to the course organiser (played by your teacher). You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet the course organiser.	1. Hello! How can I help you?
2. Explain the purpose of your visit.	2. Why do you want to change?
3. Answer the question. Say what course you would like to take, give reasons.	3. I see. That is a very popular course, so we don't have places at the moment.
4. Express disappointment and enquire about <ul style="list-style-type: none"> <li>• when places will be available,</li> <li>• if you can register now.</li> </ul>	4. <ul style="list-style-type: none"> <li>• We will start another course after Christmas.</li> <li>• You can put your name on the waiting list if you like.</li> </ul>
5. Agree to the suggestion.	5. OK, then I need your name and date of birth.
6. Provide the required information.	6. How do you spell your surname?
7. Answer the question.	7. We will contact you by email when a place is available, so can I have your email address, please?
8. Answer the question.	8. Thank you. We will be in touch!
9. Make an appropriate response and say good-bye.	9. Goodbye!

**Role Play 5: Youth Hostel**

Your name is Mikus/Maija Liepa. You and your friends are planning to visit the north of Scotland. You telephone the youth hostel to make a reservation and speak to the manager (played by your teacher). You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Hello, Aberdeen Youth Hostel, how may I help you?
2. Explain the reason for your call.	2. Can you tell me when you will be visiting?
3. Answer the question, giving details of dates of your visit.	3. We have some rooms free then. How many people is it for?
4. Give the number of people.	4. Do you want shared or single rooms?
5. Ask for more information about the prices of the rooms.	5. A single room costs 15 pounds per night, and a shared room is 10 pounds.
6. Express your preference. Enquire about cooking facilities.	6. There's a fully equipped kitchen, and a supermarket next door.
7. Enquire about <ul style="list-style-type: none"> <li>• check in times,</li> <li>• check out times.</li> </ul>	7. <ul style="list-style-type: none"> <li>• You can arrive any time after 2pm.</li> <li>• Check out is by 10am.</li> </ul> Would you like to make a reservation?
8. Answer the question positively and give your name.	8. OK, thank you. Is there anything else I can help you with?
9. Ask for directions to the hostel from the train station.	9. It's just a short walk – turn left out of the station, and the hostel is 200 metres on the right.
10. Express your thanks and close the conversation.	10. You're welcome! Bye!

**Role Play 6: Table Tennis Club**

Your name is Mikus/Maija Liepa. You are an exchange student in Ireland. You see an advert in your college for a table tennis club. You telephone the organiser (played by your teacher) to find out more. You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet the organiser and explain why you are calling.	1. Oh, yes, we are looking for new members. Have you played table tennis before?
2. Answer the question negatively and ask if this is a problem.	2. No, we have a beginner's group with an excellent teacher.
3. Enquire about <ul style="list-style-type: none"> <li>• when the group meets,</li> <li>• the location.</li> </ul>	3. <ul style="list-style-type: none"> <li>• Beginners meet on Wednesday evenings.</li> <li>• We play in the local leisure centre.</li> </ul>
4. Find out <ul style="list-style-type: none"> <li>• the duration of the class,</li> <li>• what you need to bring.</li> </ul>	4. <ul style="list-style-type: none"> <li>• It's from 7 to 9pm.</li> <li>• You need sports shoes, tracksuit or shorts. We provide the rest.</li> </ul>
5. Ask about the size of the group.	5. There are about 8 regulars, everyone is very friendly. Would you like to sign up?
6. Agree to the suggestion and ask about the cost.	6. It costs 5 euros a session. Can I have your name, please?
7. Provide the required information.	7. Great, thank you. Will we see you this Wednesday?
8. Answer the question negatively and give a reason.	8. OK, so we'll see you in a couple of weeks' time!
9. Agree and close the conversation.	9. 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****OPPOSITES ATTRACT**

The age-old saying has always been, 'Opposites attract.' And there's no denying it. When your best friend is your polar opposite, you complement each other, and it just works. The key is communication. You're best friends and yet can recognize the individual qualities each of you possesses that are strong and different. You never have a problem communicating with each other and improving each other. Your dissimilarities bring you closer; they never tear you apart. When you're best friends with someone who is completely different from you, you're both opening yourselves up to a whole world of possibility and excitement.

*www.elitedaily.com*

**TEXT 2****POLITENESS**

Do you feel uncomfortable around someone because they have been rude? Politeness plays an important role in getting along with people. The relationships that you work hard to make usually require some degree of politeness. Everyone wants respect from the people they interact with, and only through respect and politeness will you be able to slowly decrease social distance and become closer friends. Asking instead of taking, being aware of others in public, being helpful, courteous and friendly are all extremely important social skills.

*www.eveningsun.com*

**TEXT 3****REACHING YOUR GOALS**

If you struggle to achieve your goals, you are not alone. There are steps you can take, however, to give yourself a better chance of success. Firstly, be clear about what it is that you want to achieve, and be honest with yourself – if you're not excited by the goals you've set yourself, you probably need to set different ones! Also, give yourself a deadline by which you want to have attained your goal; otherwise you won't even get started. Finally, ask for some help. You will make more progress if you have another person to encourage you.

*www.faze.ca*

**TEXT 4****SCIENCE AND EVERYDAY LIFE**

If you think science doesn't matter much to you, think again. Science affects us all, every day of the year, from the moment we wake up, all day long, and through the night. Your digital alarm clock, the weather report, the bus you ride in, your cell phone, the antibiotics that treat your sore throat, the clean water that comes from your tap, and the light that you turn off at the end of the day have all been brought to you courtesy of science. The modern world would not be modern at all without the lifestyle and technology enabled by science.

*undsci.berkeley.edu*

**TEXT 5****THE INTERNET**

Young people aged between 16 and 24 spend more than 27 hours a week on the Internet. People are spending twice as much time online compared to ten years ago, fuelled by increasing use of tablets and smartphones. Almost 70 per cent of Internet users say they feel comfortable giving away personal information on the Internet, including their home address, and a quarter say they don't read website terms and conditions or privacy statements at all and two-thirds of Internet users use the same passwords for most or all websites.

*www.telegraph.co.uk*

**TEXT 6****WRITING A GOOD CV**

A good CV (curriculum vitae) is essential if you are one of many candidates for your dream job. A survey of employers found that, on average, it takes just under nine seconds for a potential employer to reject someone's CV. So what can you do to make sure your CV stands out? Employers don't like too much detail, so don't bore them with an exhaustive list of all your exam results. Don't include hobbies that are too general, either – such as reading, or cooking. Finally, whatever else you do, don't make grammatical errors or spelling mistakes! Keep these simple rules in mind, and be ready to impress in your interview.

*National Citizen Service*

**EKSĀMENS ANĢĻU VALODĀ  
12. KLASEI  
2016  
SKOLOTĀJA MATERIĀLS  
*Mutvārdu daļa, 3. diena***

**EKSĀMENS ANĢĻU VALODĀ  
12. KLASEI**

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*Mutvārdu daļa, 3. diena  
Skolotāja materiāls*

**2016**

**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.**

**TV AND MEDIA**

1. What kinds of entertainment programmes or series do you enjoy? Why?
2. How do you prefer to watch a movie: at home or at the cinema? Why?
3. Should parents control what their children watch? Why/Why not?
4. Do you think the Internet will make TV unnecessary? Why/Why not?
5. How have foreign TV shows and movies influenced our popular culture?

**FRIENDSHIP**

1. What does it mean to be a friend?
2. What can you offer as a friend?
3. Are online friends 'real' friends? Why/Why not?
4. Do you agree that a person can have only a few best friends? Why?
5. In what situations are friendships tested?

**ENVIRONMENT**

1. Which environmental problems are you concerned about? Why?
2. How important is it to save endangered species?
3. What can each of us do to improve the environment?
4. How can people be encouraged to recycle more?
5. Which is more important, people's standard of living or the environment?

**MUSEUMS**

1. What is the most interesting museum you have visited?
2. Should museums and other cultural sites be free to visit? Why/Why not?
3. How can museums be made more interesting for visitors?
4. Why do some people say that visiting museums is a waste of time?
5. What is the point of preserving objects in museums?

**SHOPPING**

1. Where do you usually go shopping?
2. Do you think Internet shopping is a good idea? Why/Why not?
3. Do you think your spending habits will change in the future? How?
4. Why do some people become addicted to shopping?
5. Has consumerism changed our way of life? How?

**TRADITIONS**

1. What is your favourite tradition?
2. What is the role of traditional celebrations in your school?
3. What Latvian traditions should visitors to Latvia learn about?
4. Do you think it is important to follow a country's customs when you visit there? Why/Why not?
5. Do you agree that without traditions we lose our sense of belonging? Why/Why not?

**Task 2****Role Play 1: Buying Flowers**

You are finishing your English course in Brighton and want to buy some flowers for your teacher for the last lesson tomorrow. You talk to the florist (played by your teacher). You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Good morning, how can I help you?
2. Explain the situation.	2. How much money would you like to spend? We could do a nice bouquet for £12.99.
3. Agree to the suggestion and enquire about <ul style="list-style-type: none"> <li>• the size,</li> <li>• colour options.</li> </ul>	3. <ul style="list-style-type: none"> <li>• There will be about 8 roses.</li> <li>• We can do red, yellow or white.</li> </ul>
4. Choose one of the colour options and explain that you want an odd number of roses.	4. Why do you want an odd number?
5. Answer the question.	5. That's very interesting! I'll make it 7 roses, then. Do you want to include a message?
6. Answer the question positively and say what message you want to include.	8. Ok, we will put that on the card. Would you like to have the bouquet delivered?
7. Answer the question negatively and ask when the bouquet will be ready.	7. You can pick your bouquet in 30 minutes.
8. Express satisfaction and ask about the payment options.	8. We accept both cash and credit cards.
9. Express your thanks and end the conversation.	9. See you in half an hour.

**Role Play 2: Coffee Shop**

You work part-time in a local coffee shop. A foreign tourist (played by your teacher) is one of your customers. You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Hello! Do you speak English?
2. Answer the question and ask how you can help.	2. Oh, great! Do you have an English menu?
3. Answer the question negatively. Explain what drinks you can offer, giving the day's special offer.	3. That sounds great, I'll take today's special. How much will it cost?
4. Answer the question.	4. Thank you! Do you also serve cakes?
5. Offer a selection of cakes.	5. Which one would you suggest?
6. Answer the question, giving reasons.	6. Great! I'll take it.
7. Ask if he/she needs anything else.	7. Could you tell me the best place near here to buy postcards?
8. Suggest the post office, and give brief directions.	8. Thank you! You've been a big help!
9. Say when the order will be ready and close the conversation.	9. Thank you.

**Role Play 3: Wrong Delivery**

Your name is Mikus/Maija Liepa. You ordered a pair of boots on the Internet, but when they arrive they are the wrong colour. You telephone the company to complain and talk to a salesperson (played by your teacher). You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Hello, this is ShoeLand, how may I help you?
2. Explain your problem.	2. Can you give me your order number, please?
3. Provide the required information (000562016).	3. And can you confirm your name?
4. Provide the necessary information.	4. I'm sorry, I can't find your order – can you give me the order number again, please?
5. Provide the required information.	5. Oh, yes, now I see it. What is the problem?
6. Explain the problem again.	6. I'm sorry, sir/madam. This is my first day in this job, I am trying my best. We have the colour you want in stock, I can send the boots out today.
7. Agree, and enquire about <ul style="list-style-type: none"> <li>• how to return the unwanted boots,</li> <li>• the cost,</li> <li>• waiting time for the new boots.</li> </ul>	7. <ul style="list-style-type: none"> <li>• Take them to your nearest post office.</li> <li>• You don't need to pay anything.</li> <li>• You should get them tomorrow.</li> </ul> I am sorry for the mistake.
8. Accept the apology, and wish him/her success in the new job.	8. Thank you very much for your understanding!
9. Close the conversation.	9. Good-bye!

**Role Play 4: Day Trip**

You are an exchange student in Leeds, UK. You want to take a day trip to London. You go to the bus station information office to ask about tickets and talk to a member of staff (played by your teacher). You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet the member of staff.	1. Hello. How can I help you?
2. Explain your reason for being there.	2. Do you know exactly when you want to travel?
3. Answer the question negatively and ask for <ul style="list-style-type: none"> <li>• the price options,</li> <li>• the regularity of buses.</li> </ul>	3. <ul style="list-style-type: none"> <li>• It's cheaper to travel at a weekend, or during the day, rather than at peak times.</li> <li>• Buses run six times a day.</li> </ul>
4. Ask about <ul style="list-style-type: none"> <li>• the duration of the journey,</li> <li>• about the first and last buses.</li> </ul>	<ul style="list-style-type: none"> <li>• It takes about 4 hours.</li> <li>• The first bus to London is at 5am, and the last one back leaves London at 9pm.</li> </ul>
5. Enquire about the price.	5. The return ticket is 24 pounds. If you book in advance, it will be cheaper. Do you have a student card?
6. Give a negative answer and ask for more information.	6. If you are studying in the UK you can get a student card which gives you twenty per cent off.
7. Enquire about the process for getting a student card.	7. You need to ask at your college or university for details. Would you like to buy a ticket now?
8. Answer the question negatively and ask about train tickets.	8. You'll need to go to the train station for that.
9. Express your thanks and close the conversation.	9. Goodbye!

**Role Play 5: Buying a Second-hand Guitar**

You see an advertisement for a guitar on sale. A student from England (played by your teacher) is selling it, and you phone him/her for more information. You have one minute to prepare. Then your teacher will start.

Student	Teacher
1. ( <i>The teacher starts the conversation.</i> )	1. Hello!
2. Greet him/her and explain why you are calling.	2. Oh, yes, the guitar is still available.
3. Express satisfaction and ask for details: <ul style="list-style-type: none"> <li>• the guitar's age,</li> <li>• its condition,</li> <li>• if a case is included.</li> </ul>	3. <ul style="list-style-type: none"> <li>• I've had it for about 4 years.</li> <li>• It's OK, except two of the strings are broken.</li> <li>• Sorry, no.</li> </ul>
4. Express disappointment. Enquire about a possible discount.	4. Well, I suppose I could take 5 euros off the price. Would that be good for you?
5. Suggest a further discount.	5. I can't take less than 40 euro. Can we agree on that?
6. Answer the question positively and ask about meeting up.	6. Could we meet on Friday at 6pm, somewhere in the centre of town?
7. Give a negative answer and a reason.	7. OK, when would be a good time and place for you?
8. Answer the question.	8. Yes, that's fine. How will I recognise you?
9. Give a brief description of yourself, including something unusual.	9. Great! You'll recognise me because I'll have the guitar with me.
10. Close the conversation.	10. I'll see you then, bye!

**Role Play 6: Exchanging Shoes**

You are an exchange student in the UK. You've bought a pair of shoes, but they are a size too big. You take them back to the shop and talk to the assistant (played by your teacher). You have one minute to prepare. Then you will start.

Student	Teacher
1. Greet the shop assistant.	1. Hello, how may I help you?
2. Explain your problem, giving as much detail as you can.	2. OK, I see. Do you have the receipt?
3. Answer the question positively.	3. Then that should be fine. What size do you take?
4. Answer the question.	4. Oh, I'm sorry, but we don't have these shoes in your size.
5. Ask about your options.	5. You can exchange them for a different style, or we will give you a gift voucher.
6. Choose the first option and ask <ul style="list-style-type: none"> <li>• about similar shoes in your size,</li> <li>• the cost.</li> </ul>	6. <ul style="list-style-type: none"> <li>• We do have a similar style in your size.</li> <li>• They are more expensive.</li> </ul>
7. Ask for more detailed information.	7. They cost 5 pounds more, but are better quality. Would you like to try them on?
8. Express some doubt, and enquire about other options.	8. You can look around for something else you like, but if they are cheaper than the ones you are exchanging we can't give you any money back.
9. Express understanding, and tell the shop assistant what you are going to do.	9. OK, that's fine!

**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****CROWDFUNDING**

Unless you've been living on a remote island for the last few years, you will have heard about crowdfunding. It's a simple process: you share your business idea or product online, and ask for donations from as many people as possible so that you can make your idea a reality. In return you offer either shares in your company, or a free product once it is ready, or simply give them the satisfaction of knowing that they have helped make your dream a reality. Crowdfunding is changing the way people do business.

*www.forbes.com*

**TEXT 2****EXPERIENCES OR THINGS**

Just think about it: in twenty years' time, are you going to be thinking about the fact that you had an expensive smartphone, or are you going to recall golden memories you share with people who shaped who you've become? Our experiences are a bigger part of ourselves than our material goods. You can really like your material stuff. You can even think that part of your identity is connected to those things, but nonetheless they remain separate from you. In contrast, your experiences really are part of you. We are the sum total of our experiences.

*www.elitedaily.com*

**TEXT 3****ONLINE ETIQUETTE**

When you communicate electronically, all you see is a computer screen. And it's frighteningly easy to forget that your correspondent is a person with feelings more or less like your own. A useful test is proposed for anything you're about to post or mail. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process until you feel sure that you'd feel comfortable saying these words to the live person as you do sending them through cyberspace.

*www.albion.com*

**TEXT 4****SLEEP**

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. During sleep, your body is working to support healthy brain function and maintain your physical health. In children and teens, sleep also helps support growth and development. The damage from sleep deficiency can be instant (such as a car crash), or it can harm you over time. It can affect how well you think, react, work, learn, and get along with others.

*www.nhlbi.nih.gov*

**TEXT 5****TEXTING**

Did you know that texting while walking can be just as dangerous as texting while driving? While it might seem to be a no-brainer task to talk or text on a cell phone while walking, mounting accident statistics from towns and cities across the US, along with various university research studies, prove otherwise. A study found that pedestrians talking or texting on cell phones were much more likely to walk in front of cars than those not using phones. Researchers concluded that for pedestrians, distractions caused by mobile phone use reduce situational awareness and increase unsafe behaviour, putting pedestrians at greater risk of having accidents.

*www.laptopmag.com*

**TEXT 6****TRAVEL AND CREATIVITY**

There are plenty of things to be gained from going abroad: new friends, new experiences, and new stories. But living in another country may come with a less noticeable benefit, too: some scientists say it can also make you more creative. What a lot of psychological research has shown now is that the ability to engage with people from different backgrounds than yourself, and the ability to get out of your own social comfort zone, helps you to build a strong sense of your own self. Cross-cultural experiences have the potential to pull people out of their 'cultural bubbles', and in doing so, can increase their sense of connection with people from backgrounds different to their own.

*www.theatlantic.com*

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

<b>Task Achievement (communicative strategies)</b>				
	<b>Task 1: Interview</b>	<b>Task 2: Role Play</b>	<b>Task 3: Monologue</b>	
<b>6</b>	Can participate fully in the 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.	<b>6</b>
<b>5</b>	Can participate effectively in the interview and give extended answers to most 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.	<b>5</b>
<b>4</b>	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.	<b>4</b>
<b>3</b>	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.	<b>3</b>
<b>2</b>	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.	<b>2</b>
<b>1</b>	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.	<b>1</b>
<b>0</b>	Not enough to evaluate.	Not enough to evaluate.	Reading the original text aloud is not evaluated.	<b>0</b>

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

	<b>Vocabulary</b>	<b>Grammar</b>	<b>Fluency and Pronunciation</b>	
<b>4</b>	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.	<b>4</b>
<b>3</b>	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.	<b>3</b>
<b>2</b>	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.	<b>2</b>
<b>1</b>	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.	<b>1</b>
<b>0</b>	Not enough to evaluate.			<b>0</b>

**Total Points: 30**