

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2019
 SKOLĒNA DARBA LAPA
Lasīšana

Vārds _____
 Uzvārds _____
 Klase _____
 Skola _____

Task 1 (10 points)

Read the eight students' opinions about learning a foreign language and do the task. Match the statements (1-10) with the opinions (A-H). Select only one letter for each statement. You can use some letters more than once. An example (0) has been given.

LEARNING A LANGUAGE WITH AN APP?

<p>A Faiz (15), Malaysia In the modern world people who need a foreign language the most don't have much money, but learning a language costs a lot. Earlier learning languages was only for rich people, but now everyone can learn with technology. To learn with apps, users only need a smartphone or an Internet connection.</p>	<p>E Petra (14), Germany Apps are designed as a game, and many teens aren't even necessarily language fans, they're just looking for a way to kill some time. But the game keeps them interested for a long time because it is exciting and shows your progress at once. They're still playing some games, but at least it's somewhat useful.</p>
<p>B Olivia (16), Belgium The majority of teenagers don't have the self-discipline or motivation to stick to a mobile language learning programme. Even if they did, they would never speak fluently only by using the app. Possibly, they could learn to read and write. To learn the language properly, you should attend classes or visit the country itself.</p>	<p>F Min (13), Korea Learning languages is my passion. Using an app is a fresh way of learning, they are always up-to-date with what is happening with the language nowadays. I do not want to learn incorrect or old-fashioned ways of speaking. Young people are the web generation, they can't imagine their lives without using technology.</p>
<p>C Bao (15), China Why learn a language if you don't use it? Firstly, you learn the basics of the language. And this is what an application will provide. Then you have to start using the language: ask and answer, interpret thoughts and feelings. I love apps for the numerous comments made by other users on each lesson.</p>	<p>G Robert (14), Estonia Learning a language is a marathon, not a sprint. I love learning languages, but even so, nothing else has made me work at it as much as the app. Apps don't make you a perfect speaker, they just help you understand other resources and start using the basic language.</p>
<p>D Andras (14), Hungary All learning is useful, but an application alone is not enough. However, it'll give you enough words to have a basic conversation with someone who is willing to speak slowly and repeat if necessary. This rarely happens in real life. In the beginning, it is also good to use a dictionary.</p>	<p>H Azra (16), Turkey Of course, just by using an app you can't learn a language entirely, but you can make a good start and it can be very helpful in learning to pronounce properly. I started learning German with an app, which improved my pronunciation, but later I had many classroom lessons to get to a conversational level.</p>

Aizpilda skolotājs:

Statements	
0. <i>A dictionary helps when you start learning a language.</i>	<i>D</i>
1. The apps can teach you how to say sounds or words correctly.	
2. Teenagers are not organised well enough to study only with an app.	
3. Learning with an app is much cheaper than using other methods.	
4. Applications teach teenagers a language by playing.	
5. Not many people are ready to have a conversation with a beginner.	
6. The applications will help you to learn modern forms of a language.	
7. Many teenagers are learning a language because they have nothing to do.	
8. You should work hard to learn a language with the application.	
9. One of the best ways to learn a language is to go abroad.	
10. Using an app you can see what others think about learning.	

1. _____

2. _____

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9. _____

10. _____

Kopā par
1. uzd.:

Task 2 (10 points)

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

SAVED BY CHANCE

The story of saving the Pere David's deer shows us how easily something beautiful can be destroyed by people forever.

Big herds of *milu* – as it is known in China – once lived there, but by the 1860s there were none of them living in the wild. The last population of *milu* lived in the Emperor of China's Imperial Hunting Park. The park was surrounded by large walls and was well protected by the Emperor's guards.

A French missionary, Pere (*Father* in French) Armand David combined diplomatic service with research work. Once he heard about the mysterious deer kept in the Imperial Hunting Park. However, there was one problem: the *milu* were so carefully protected that no one was even allowed to look into it. The punishment was death. But Father David had to see the deer. He gave money to the guards to let him see the animals. What could that possibly hurt? The guards agreed, but he could only look once.

The animals had a long tail and weird-branching horns unlike any other. Father David realised at once that it was an animal new to Western science. Father David managed to buy the skin of the unusual deer and send it to his country. The researchers confirmed that this really was a new, unknown type of deer. In honour of their discoverer the *milu* were named the Pere David's deer.

The discovery of the unknown animal led to a fashion craze among European countries. After various diplomatic efforts two deer were sent to Europe. In 1869 the Emperor of China even presented some deer to France, Germany and Great Britain.

In the meantime in China, the Imperial Hunting Park proved to be not such a safe place after all. First, there was a great flood of the Hwang Ho River. The water stormed through the Emperor's park, drowning some deer and freeing others. As the flood brought hunger, the deer were quickly eaten by starving people. Then, during the Boxer Rebellion, hungry soldiers killed and ate every last deer. It was the end of the Pere David's deer in China.

Fortunately, there were still deer in Europe. The last sixteen deer were relocated to the Duke of Bedford's deer park in England. By 1932 the Duke already had 182 animals in his park. The Pere David's deer survived World War I, but when World War II started, the Duke decided not to keep all his deer in one place and sent many of them to zoos in other locations.

Today, the Pere David's deer is found widely in deer parks, hunting ranches and zoos. In the 1950s a group of deer was sent to their historical homeland - China. The best zoos of the world breed and study these precious animals. Biologists confirm that the Pere David's deer will not completely disappear from our planet. It forms a stable, ever-growing population. These magnificent animals, saved by people, are still sharing the planet with us.

Statements	T	F	NM
0. <i>In the past, there were many wild milu in China.</i>	√		
1. By the 1860s the Emperor of China was the only owner of the <i>milu</i> .			
2. Father Armand David worked in China as a biologist.			
3. Any person who once saw the <i>milu</i> in the Imperial Hunting Park had to be killed.			
4. When Father David first saw the <i>milu</i> , he understood that it was an unknown kind of the deer.			
5. The French government asked Father David to get the skin of the deer.			
6. The new animals were named in honour of Saint David.			
7. All European monarchs wished to get live Pere David's deer for their gardens.			
8. Some deer ran away when the Hwang Ho River flooded the Imperial Hunting Park.			
9. During World War II the Duke of Bedford sent all deer to other zoos.			
10. Scientists are certain that the Pere David's deer will not die out.			

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9. _____

10. _____

Kopā par
2. uzd.:

Kopā par
lasīšanu:

**EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2019
SKOLĒNA DARBA LAPA
Klausīšanās**

Vārds _____
 Uzvārds _____
 Klase _____
 Skola _____

Task 1 (10 points)

Listen to the recording and mark if the statement is true (T) or false (F), according to the text. Tick (✓) the appropriate box. The task begins with an example (0).

Aizpilda skolotājs:

WHAT YOU SHOULD KNOW ABOUT WALKING

Statements	T	F
0. People love going for a walk for many reasons.	✓	
1. Among other things, walking helps to lift your mood.		
2. Walking may lead to finding new routes.		
3. You won't find easy and safe routes online.		
4. If you do not want to get lost, walk only on the left side of the river.		
5. You have to think about the distance you can walk on one day.		
6. You do not have to carry both sun cream and an umbrella on the same day.		
7. You should never wear new shoes even on a short walk.		
8. Walking equipment should not cost a lot of money.		
9. Experienced groups are very friendly towards beginners.		
10. Some of the best walking areas are near big cities.		

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

Kopā par 1. uzd.:

Task 2 (10 points)**Listen to the recording and complete the sentences with one or two words.****A NEW MATERIAL**

1. A group of engineers have made a new material to keep the buildings _____.
2. The engineers are all from the university in _____.
3. The new material can do its job even in bright _____.
4. The material works without any _____ or _____ to cool the objects.
5. The new material may replace _____ because it is cheaper.
6. The material is about as _____ as cooking foil.
7. The new material makes the things stay cool because it _____ the Sun's rays.
8. It also takes away _____ from the things that it covers.
9. The team of engineers are going to explore how the material could be used in _____, aerospace, agriculture and more.
10. If the material is placed on _____, it will be able to cool the whole house.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Kopā par
2. uzd.:_____
**Kopā par
klaus.:**

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2019
 SKOLĒNA DARBA LAPA
Valodas lietojums

Vārds _____
 Uzvārds _____
 Klase _____
 Skola _____

Task 1 (10 points)

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

BIRDS CAUSING TROUBLE



Australia's __ (0) __ -speed network is __ (1) __ attack from thousands of birds. The birds __ (2) __ the damage are Australia's colourful cockatoos. They have taken a liking for chewing the broadband cables that criss-cross Australian towns and cities. They are causing thousands of dollars in damage to the cables. The National Broadband Network (NBN) company reports that they spend around \$60,000 each time they __ (3) __ called out to fix the cables. The birds' handiwork is also causing great problems such as Internet outages and painfully slow speeds across the country.

Cockatoos are __ (4) __ type of parrot which normally eats fruit, nuts, wood and bark. A spokeswoman from NBN said she was at a loss as to why the birds had started to chew the cables. She guessed that it was the colourful plastic that was put around the cables. She __ (5) __ reporters, "They are sharpening their beaks and __ (6) __ a result will attack and tear apart anything they see. __ (7) __, they've developed a liking for our cables." She joked, "You wouldn't think it __ (8) __ possible, but these birds are unstoppable when in __ (9) __ group. I guess that's Australia for you; if the spiders and snakes __ (10) __ get you, the cockatoos will."

Aizpilda skolotājs:

0.	A	quick	(B)	high	C	fast	D	tall
1.	A	in	B	an	C	under	D	the
2.	A	doing	B	making	C	do	D	make
3.	A	have	B	has	C	are	D	make
4.	A	the	B	a	C	nice	D	Australian
5.	A	told	B	said	C	explained	D	asked
6.	A	as	B	in	C	for	D	at
7.	A	Luckily	B	Unusually	C	Fortunately	D	Unfortunately
8.	A	could	B	does	C	will be	D	was
9.	A	a	B	big	C	an	D	small
10.	A	won't	B	will	C	don't	D	do

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Kopā par 1. uzd.:

Task 2 (10 points)

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

SKYDIVE OVER IGUASSU FALLS

Two years ago I (0) spent three months travelling round South America. We visited so (1) _____ places and it was a great experience. One of the most amazing things we saw was Iguassu Falls. The day after we visited the waterfalls we (2) _____ relaxing in a hotel in Brazil. My friend then suddenly noticed an advert on the wall saying 'Skydive over Iguassu Falls today!' We looked at each other and decided it (3) _____ time to do something crazy. Today would (4) _____ the day that we would jump out of a plane.

That afternoon we (5) _____ picked up and taken to the Skydive Centre. We put on our equipment and we were (6) _____ some instructions. After signing a few papers, we were (7) _____ our way to the plane! There were 14 of us in a very small space as we took off into the air. This is when my heart started to beat very fast.

Suddenly we were 10,000 feet (3,000 metres) above the ground. Luckily, I was strapped to an instructor so I didn't (8) _____ to worry about anything. He asked me if I was ready to fall from the plane, but (9) _____ I had time to answer, I felt the wind rushing against my face as we fell to the ground (10) _____ 200 km an hour! Everything below me looked so small and my breath was literally taken away.

1. _____

2. _____

3. _____

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7. _____

8. _____

9. _____

10. _____

Kopā par
2. uzd.:Kopā par
val.liet.:

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2019
 ATBILŽU LAPA

Lasīšana

Task 1 LEARNING A LANGUAGE WITH AN APP?	Task 2 SAVED BY CHANCE
1. H	1. T
2. B	2. F
3. A	3. T
4. E	4. T
5. D	5. NM
6. F	6. F
7. E	7. NM
8. G	8. T
9. B	9. F
10. C	10. T

Klausīšanās

Task 1 WALKING	Task 2 A NEW MATERIAL
1. T	1. cool
2. T	2. the USA/Colorado
3. F	3. sunlight/sun
4. F	4. energy (electricity), water
5. T	5. (air) conditioners
6. F	6. thick/thin
7. F	7. reflects
8. T	8. (the) heat
9. T	9. power industry
10. T	10. (the) roof/ (the) rooftop

Valodas lietojums

Task 1 BIRDS CAUSING TROUBLE	Task 2 SKYDIVE OVER IGUASSU FALLS
1. C	1. many
2. A	2. were
3. C	3. was
4. B	4. be
5. A	5. were
6. A	6. given
7. D	7. on
8. D	8. have
9. A	9. before
10. C	10. at

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
 2019
 DARBA VĒRTĒTĀJĀ LAPA

Runa (20 punkti)

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

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

Writing, Task 1 (15 points)

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

Task 2 (25 points)

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

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

Skola _____

Intervētāja vārds, uzvārds _____ Datums _____

Vērtētāja vārds, uzvārds _____

N.p. k.	Skolēna vārds	Skolēna uzvārds	Task achievement (4)	Interaction (4)	Accuracy (4)	Fluency (4)	Pronunciation (4)	Total (20)
1.								
2.								
3.								
4.								
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11.								
12.								
13.								
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17.								
18.								
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21.								
22.								
23.								
24.								
25.								

Vērtētāja paraksts _____

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2019
SKOLOTĀJA BIĻETES
Mutvārdu daļa
1. diena

Paper 1

Task 1

Role play

Exchange students from Finland are visiting your school. You are planning to go to the cinema or theatre. Together you should discuss:

- which you would prefer – the cinema or the theatre;
- what sort of film/theatre play you would like to see;
- how you should prepare;
- how you will explain your choice to your classmates;
- what you can do after the film/theatre show.

Task 2

Interview

Questions for the teacher to ask:

1. What do you usually do in your free time?
2. Why do people need to do extra-curricular activities?
3. What leisure time activities would you like to try? Why?
4. What out-of-class activities can you do at your school?
5. Would you like to be an actor/actress? Why?

Paper 2

Task 1

Role play

You and your friend have to plan a project to make your school a better place. Together you should discuss:

- what your school looks like;
- what you like about your school;
- what you want to change about it and why;
- who can help you and how;
- what you need to do to start the project.

Task 2

Interview

Questions for the teacher to ask:

1. What is your favourite subject at school? Why?
2. How do you imagine your school in 10 years' time?
3. What traditions does your school have?
4. What are your future plans?
5. What qualities does a good student have?

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

Your teacher has asked you and your friend to help to organise a visit of exchange students from a school in Lithuania. The visit is one week long. Together you should discuss:

- why they should visit your school;
- what famous landmarks there are in your neighbourhood;
- what activities they can do;
- which is the best place for them to stay;
- how your schools can cooperate in the future.

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

1. Would you like to take part in an exchange programme? Why?
2. Where would you like to go as an exchange student? Why?
3. How would you feel living with a different family during an exchange programme?
4. What are positive and negative aspects of exchange visits?
5. Why is cooperation between schools, students and teachers necessary?

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

You and your friend want to take part in a quiz contest about your hometown. To get ready you should discuss:

- people who live there and their traditions;
- where you can get information about its history and famous people;
- what other topics you should prepare to get ready for the quiz;
- what makes your hometown special;
- what you can do to make it a better place.

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

1. Is there a place that is very special to you? Why?
2. What problems are there in your neighbourhood?
3. How has your hometown changed since you were a child?
4. In your hometown, is there much for young people to do? Why or why not?
5. Is it possible for a person to have two hometowns?

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

The head teacher of your school has asked you and your friends to make souvenirs for your school. Together you should discuss:

- what souvenirs you can make;
- what information they will give about your school;
- how and where you will make and sell the souvenirs;
- how you will tell everybody about your souvenirs;
- what else you need to do to make the souvenirs.

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

1. What are the best souvenirs people can buy from your country?
2. Do you like going shopping? Why?
3. Where is the best place to do shopping in your town? Why?
4. How do you spend your pocket money?
5. Do you think people in your class spend too much money on shopping? Why?

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

Your teacher has asked you and your friend to make a new school website. Together you should discuss:

- what information should be on the website;
- what it will look like – design, colours, pictures, etc.;
- what will make your website interesting for students and teachers;
- how you can advertise the website;
- what help you need and where to get it.

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

1. Do you use social networks? Why?
2. How much time do you spend on the computer every day? What for?
3. What are positive and negative sides of social networks?
4. What social networks should your school use and why?
5. In your opinion, what is the most important invention of all time?

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

Exchange students from Finland are visiting your school. You are planning to go to the cinema or theatre. Together you should discuss:

- which you would prefer – the cinema or the theatre;
- what sort of film/theatre play you would like to see;
- how you should prepare;
- how you will explain your choice to your classmates;
- what you can do after the film/theatre show.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

1. diena

2019

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

You and your friend have to plan a project to make your school a better place. Together you should discuss:

- what your school looks like;
- what you like about your school;
- what you want to change about it and why;
- who can help you and how;
- what you need to do to start the project.

*Task 2**Interview*

Answer the questions asked by the teacher.

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

Your teacher has asked you and your friend to help to organise a visit of exchange students from a school in Lithuania. The visit is one week long. Together you should discuss:

- why they should visit your school;
- what famous landmarks there are in your neighbourhood;
- what activities they can do;
- which is the best place for them to stay;
- how your schools can cooperate in the future.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

1. diena

2019

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

You and your friend want to take part in a quiz contest about your hometown. To get ready you should discuss:

- people who live there and their traditions;
- where you can get information about its history and famous people;
- what other topics you should prepare to get ready for the quiz;
- what makes your hometown special;
- what you can do to make it a better place.

*Task 2**Interview*

Answer the questions asked by the teacher.

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

The head teacher of your school has asked you and your friends to make souvenirs for your school. Together you should discuss:

- what souvenirs you can make;
- what information they will give about your school;
- how and where you will make and sell the souvenirs;
- how you will tell everybody about your souvenirs;
- what else you need to do to make the souvenirs.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

1. diena

2019

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

Your teacher has asked you and your friend to make a new school website. Together you should discuss:

- what information should be on the website;
- what it will look like – design, colours, pictures, etc.;
- what will make your website interesting for students and teachers;
- how you can advertise the website;
- what help you need and where to get it.

*Task 2**Interview*

Answer the questions asked by the teacher.

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2019
SKOLOTĀJA BIĻETES
Mutvārdu daļa
2. diena

Paper 1

Task 1

Role play

You and your friend are making dinner for exchange students from France. Together you should discuss:

- where the dinner will take place;
- what food you and your friend like and dislike;
- what each of you can cook;
- how you will decorate the table;
- menu for the dinner and ingredients you need.

Task 2

Interview

Questions for the teacher to ask:

1. Where do you usually have your lunch? What do you usually have for lunch?
2. What is the most unusual food you have eaten?
3. What is your attitude to junk food?
4. How can people's eating habits influence their health?
5. Would you like to work as a chef? Why? Why not?

Paper 2

Task 1

Role play

Your classmates are organising a trip around Latvia for students from Estonia. You and your friend are responsible for planning the trip. Together you should discuss:

- length of the trip (when it starts, finishes);
- places to take the guests to;
- who could help you plan the route, transport, etc.;
- meals on the way, including the local food;
- difficulties you may have (weather, injuries, etc.).

Task 2

Interview

Questions for the teacher to ask:

1. Why is it important to plan the trip?
2. Why should you show your country to people from abroad?
3. How can museums help know the country better?
4. What outdoor activities could be interesting to young people who come from other countries? Why?
5. Why do people bring souvenirs from their trips?

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

You and your friend are discussing your chances of getting a summer job. Together you should discuss:

- jobs available in the summer time;
- working hours/time you would like to spend at work every day;
- working conditions (uniforms, tools, lunch break, working at weekends, etc.);
- getting to and from the work place;
- skills that you need.

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

1. What would be an ideal job for you? Why?
2. What would you do with the money earned?
3. Who among the people you know has the most interesting job? Why?
4. How can what you are doing now help you in the future?
5. How do students choose their future profession?

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

You have to create a video “A Day in a Teenager’s Life” for the English lesson. Together you should discuss:

- what and who you would like to show;
- the right music for the video;
- when and where you are going to shoot the video;
- what each of you is going to do;
- difficulties you may have.

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

1. Do you plan your day? If yes, how? If no, why not?
2. What is the most difficult thing in a teen’s life?
3. What is the best part of your day? Why?
4. How are your weekends different?
5. How is this summer going to be different for you?

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

The youth parliament has asked you for help to organise a night orienteering* for families in your neighbourhood. Together you should discuss:

- the time/length of the race;
- plan which places to include in the route;
- how to inform people about your race;
- what to warn the runners about (area, equipment, weather, etc.);
- the awards ceremony and prizes.

*Orienteering - a competitive sport in which runners have to find their way across rough country with the aid of a map and compass.

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

1. Which season is better for orienteering? Why?
2. Do you think that night orienteering is an adventure? Why/why not?
3. What is the best outdoor activity you have ever had?
4. What place in your neighbourhood should everyone see? Why?
5. What good cause can we collect money for during a race?

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

You are waiting for a student group from England. You have to show the guests around your school. Together you should discuss:

- where to look for information about the school;
- where to take the guests and why exactly there;
- your school's achievements;
- what lessons they should visit, why;
- what games you could organise together.

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

1. What are the subjects that you didn't study at school but would like to?
2. In the lessons do you prefer working in pairs, groups or alone? Why?
3. Do you think it is easier to learn when you are a child or an adult?
4. What do you especially like about your school?
5. Can you study at home? How?

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

You and your friend are making dinner for exchange students from France. Together you should discuss:

- where the dinner will take place;
- what food you and your friend like and dislike;
- what each of you can cook;
- how you will decorate the table;
- menu for the dinner and ingredients you need.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2. diena

2019

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

Your classmates are organising a trip around Latvia for students from Estonia. You and your friend are responsible for planning the trip. Together you should discuss:

- length of the trip (when it starts, finishes);
- places to take the guests to;
- who could help you plan the route, transport, etc.;
- meals on the way, including the local food;
- difficulties you may have (weather, injuries, etc.).

*Task 2**Interview*

Answer the questions asked by the teacher.

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

You and your friend are discussing your chances of getting a summer job. Together you should discuss:

- jobs available in the summer time;
- working hours/time you would like to spend at work every day;
- working conditions (uniforms, tools, lunch break, working at weekends, etc.);
- getting to and from the work place;
- skills that you need.

Task 2**Interview**

Answer the questions asked by the teacher.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2. diena

2019

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

You have to create a video “A Day in a Teenager’s Life” for the English lesson. Together you should discuss:

- what and who you would like to show;
- the right music for the video;
- when and where you are going to shoot the video;
- what each of you is going to do;
- difficulties you may have.

Task 2**Interview**

Answer the questions asked by the teacher.

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

The youth parliament has asked you for help to organise a night orienteering* for families in your neighbourhood. Together you should discuss:

- the time/length of the race;
- plan which places to include in the route;
- how to inform people about your race;
- what to warn the runners about (area, equipment, weather, etc.);
- the awards ceremony and prizes.

*Orienteering - a competitive sport in which runners have to find their way across rough country with the aid of a map and compass.

*Task 2**Interview*

Answer the questions asked by the teacher.

VISC

Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

Mutvārdu daļa

2. diena

2019

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

You are waiting for a student group from England. You have to show the guests around your school. Together you should discuss:

- where to look for information about the school;
- where to take the guests and why exactly there;
- your school's achievements;
- what lessons they should visit, why;
- what games you could organise together.

*Task 2**Interview*

Answer the questions asked by the teacher.

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