

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2016  
 SKOLĒNA DARBA LAPA  
*Lasīšana*

Vārds \_\_\_\_\_

Uzvārds \_\_\_\_\_

Klase \_\_\_\_\_

Skola \_\_\_\_\_

**Task 1 (10 points)**

**Read the text about an eco-friendly designer and circle the correct option (A, B, C or D) for the statements below. An example (0) has been given.**

**ECO-FRIENDLY DESIGNER TRANSFORMS RUBBISH INTO GLAMOROUS OUTFITS**

Most artists have a favourite material they like to work with. For 28-year-old Kristen Alyce, it happens to be trash. The eco-conscious designer uses her incredible talent to transform rubbish like empty drink bottles and sweet wrappers into glamorous outfits that sell for thousands of dollars.

Kristen says the idea came to her after she saw how much waste she and her three college roommates generated on a daily basis. The Fine Arts student began to dream about transforming the thrown away bags and packages into beautiful pieces of clothing. Her first dress, made from plastic bags and rolled magazines, was unusual, fun and even glamorous. However, she only made it to test her creativity.

The young designer did not consider starting a risky business until she spent a week working at Couture Fashion Week in New York City. There she observed the excitement generated by new and vintage looks and decided to see if her unusual idea would result in as much enthusiasm. She began by creating a line of 12 rubbish-inspired dresses. They were a tremendous hit and Garbage Gone Glam was born!

Today the company has offices in Palm Beach (Florida) and New York City and produces a wide variety of outfits that range from cocktail dresses to ball gowns. Kristen, of course, doesn't search bins for her material anymore. Instead, she seeks it from companies that have manufactured more than they need and are planning to throw away the extras. Since the designer can work with anything from brochures to yellow page directory pages to sweet wrappers, finding 'trash' is never a problem.

However, if you think that rubbish inspired couture dresses come cheap, think again. The price for ready-made creations on the company's site is from \$500 to \$1,500 USD. Though that may appear expensive, the designer says that she has no shortage of customers. In fact, thanks to persistent requests she now even has trash inspired outfits for men that include jackets, ties, trousers and even swimming trunks! While most of the outfits are strong enough to be worn many times, whether they can be cleaned is a little unclear.

0. *Kristen Alyce is*A *an eco-conscious clean-up campaigner.*Ⓐ *an eco-friendly outfit designer.*C *an eco-conscious bottle manufacturer.*D *an eco-friendly head of Couture Fashion Week.*

## 1. Kristen says that she had the idea to use rubbish to make dresses after

A she had finished her studies.

B she had seen a beautiful dress.

C she had seen how much waste she and her roommates left after parties.

D she had seen how much waste she and her roommates produced every day.

## 2. Kristen made her first dress

A to check if her ideas were original.

B to help manufacturing companies.

C to get a fine arts degree.

D to make a good living.

Aizpilda  
skolotājs:

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

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

*Uzmanību! 1. uzdevuma turpinājums nākamajā lappusē.*

## 1. uzdevuma turpinājums

3. Kristen decided to set up a business  
**A** when she sold her first dress.  
**B** when she saw that people were interested in original designs.  
**C** when people told her they wanted her dresses.  
**D** when she felt that her idea was at risk.
4. Which is true about her first line of dresses?  
**A** It included clothes for both men and women.  
**B** The dresses were sold at a high price.  
**C** It was a success.  
**D** It shocked people.
5. Nowadays her company has offices  
**A** only in one city.  
**B** in Europe.  
**C** all over the world.  
**D** in two cities.
6. To get material for her outfits Kristen  
**A** employs her roommates.  
**B** collects it herself in Palm Beach and New York.  
**C** collects unneeded rubbish from manufacturing companies.  
**D** started her own manufacturing company.
7. Kristen always has enough material to work with because  
**A** she has got a lot of enthusiastic roommates.  
**B** she works with all kinds of rubbish.  
**C** she uses only sweet wrappers.  
**D** she manufactures sweets and bottled drinks.
8. Which is true about Kristen's business?  
**A** It has a lot of competitors.  
**B** She has a lot of customers.  
**C** Her outfits are quite cheap.  
**D** She wants to open more stores.
9. Kristen designs  
**A** outfits for both men and women.  
**B** outfits only at request.  
**C** only cocktail dresses and ball gowns.  
**D** outfits only for Couture Fashion Week in New York.
10. Kristen's rubbish made outfits  
**A** can be dry-cleaned only.  
**B** can be worn only once.  
**C** need multiple washing.  
**D** can be worn several times.

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

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

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

Kopā par  
1. uzd.:

\_\_\_\_\_

**Task 2 (10 points)**

**Read the article about selfie sticks and do the task. Choose from phrases A - L the one that fits each gap. Write the appropriate letter (A - L) in the gap. An example (0) has been given. There is one extra phrase which you do not need to use. Use each phrase only once.**

**SELFIE STICKS**

Selfies, (0) J are nothing new. But until recently, if you wanted a picture of yourself with a landmark in the background, (1) \_\_\_\_\_. Now, though, gadgets called selfie sticks make it easy. Fans say these sticks, (2) \_\_\_\_\_, are very convenient. No more bothering passers-by to take pictures. No more worrying about strangers taking bad shots.

However, critics have arguments against selfie sticks. They say that these rods (3) \_\_\_\_\_. They even have a sarcastic name for them: narcissi stick. It seems that selfie stick users consider it awkward to ask a stranger for help.

Sarah Kinling lives in Baltimore. She said she was approached 17 times by street vendors selling selfie sticks at the Colosseum in Rome. "These sticks are the quickest way to spot a tourist," she said. "The more I saw them in use, the more I (4) \_\_\_\_\_ and not turning around to see what they were there to see."

When Kinling wanted a photo of herself with her sister and sister-in-law, she asked strangers to take the shot. "Even when the other person didn't speak English, (5) \_\_\_\_\_ and they understand," she said.

But some travellers say it's better to stage your own holiday photos. Andrea Garcia asked a passer-by to take her photo in Egypt. She later realized he had zoomed in on her face, cutting out the pyramids behind her. "I couldn't really be angry at him. He wasn't my photographer. I didn't pay him," she said. The experience made her (6) \_\_\_\_\_. "Take control of your image!" she says.

Selfie sticks are very popular with travellers and are found in many tourist destinations all over the world. However, many museums in Europe, Australia and the USA have recently (7) \_\_\_\_\_. "For the safety of our visitors and collections we prohibit the use of selfie sticks. But that doesn't mean that (8) \_\_\_\_\_," say the representatives of the US museums. Moreover, they have been banished from major football games and music venues. The Louvre in Paris and London's Tate Museums, however, have not taken action and still (9) \_\_\_\_\_.

So, before going on a sightseeing tour, (10) \_\_\_\_\_. What is more, remember that you can always ask locals to take a photo as well as have a pleasant chat to them.

<b>A</b>	you might have asked a passer-by to take the photo
<b>B</b>	which are difficult to use
<b>C</b>	you can't take selfies the old fashioned way—with your arm
<b>D</b>	saw how much focus people were putting on selfies
<b>E</b>	you hold your camera up and show what you want
<b>F</b>	appreciate the selfie sticks
<b>G</b>	make people self-centred
<b>H</b>	decided to ban them
<b>I</b>	permit them
<del><b>J</b></del>	<b>which are self-portrait photographs</b>
<b>K</b>	check out the list of tourist attractions that forbid selfie sticks
<b>L</b>	which allow users to hold their smartphones at a distance

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

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

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

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

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

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

Kopā par  
2. uzd.:Kopā par  
lasīšanu:

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2016  
 SKOLĒNA DARBA LAPA  
**Klausīšanās**

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

**Task 1 (10 points)**

**Listen to a radio programme about two islands. Tick (✓) the statement which is true for either one island or both. Use only one tick (✓) for each statement! The task begins with an example (0).**

Aizpilda skolotājs:

	Isle of Man	Jersey	Both
0. The island is part of the British Isles.			✓
1. The island was very popular with tourists in the past.			
2. The water is rather cold around this island.			
3. It is famous for smoked fish.			
4. Crabs are a popular food there.			
5. Toffee produced there is very famous.			
6. The cows give very rich milk on this island.			
7. The wool of the sheep living on the island is brown.			
8. The symbol of the island includes three things.			
9. The island used to have its own native language.			
10. There are a lot of financial institutions on the island.			

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

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

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

Kopā par 1. uzd.: \_\_\_\_\_

**Task 2 (10 points)**

**Listen to the programme about protecting your online identity. Fill the gaps with the missing information. The task begins with an example (0).**

**PROTECTING YOUR ONLINE IDENTITY**

Ashley is a (0) student .

Ashley's social network profile is (1) \_\_\_\_\_.

Ashley knows teenagers who had to leave their (2) \_\_\_\_\_ because of what they had posted online.

She advises everyone to be (3) \_\_\_\_\_ when posting things online.

A (4) \_\_\_\_\_ person may wish to create a different impression online.

You should read (5) \_\_\_\_\_ to learn how not to let people use your online information.

You can share your password only with (6) \_\_\_\_\_.

You should never reply to (7) \_\_\_\_\_ messages.

It is a good idea to (8) \_\_\_\_\_ before posting a comment on a chat or blog.

You can later (9) \_\_\_\_\_ things you have posted online.

To avoid cyberbullying, post only those things you would (10) \_\_\_\_\_.

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

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

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

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

Kopā par  
2. uzd.:

\_\_\_\_\_

**Kopā par  
klaus.:**

\_\_\_\_\_

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2016  
 SKOLĒNA DARBA LAPA  
*Valodas lietojums*

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

**Task 1 (12 points)**

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

**LANGUAGES – NOT ONLY WITH THE HELP OF WORDS**

When we want \_\_ (0) \_\_ other people what we think, we can do it not only with the help of words, but also with our body. For instance, if people can neither hear \_\_ (1) \_\_ speak, they talk to each other with the help of their fingers. People \_\_ (2) \_\_ do not understand each \_\_ (3) \_\_ language have to do the same. The following story shows how they sometimes \_\_ (4) \_\_ it.

An Englishman who could not speak \_\_ (5) \_\_ Italian was once travelling in Italy. One day he entered a restaurant and sat down at a table. When the waiter came, the Englishman opened his mouth, put his fingers in it, took them out again and moved his lips. In this way he meant to say, "Bring me something to eat."

\_\_ (6) \_\_ waiter soon brought him a cup of tea. The Englishman shook his head, and the waiter understood that he didn't want tea, so he took it away and brought him \_\_ (7) \_\_ coffee.

The Englishman was very hungry and sad. He shook his head each time the waiter brought him something to drink. He brought him juice then soda-water, \_\_ (8) \_\_ that wasn't food, of course.

He \_\_ (9) \_\_ the restaurant when another traveller came in. When this man \_\_ (10) \_\_ the waiter, he put his hands on his stomach. That was enough: in \_\_ (11) \_\_ minutes there was a large plate of macaroni and meat on the table in front of him.

As you see, the language of signs is not always as clear \_\_ (12) \_\_ the language of words, but it helps in different life situations as well.

0.	<b>A</b>	to say	<b>(B)</b>	<b>to tell</b>	<b>C</b>	to tell to	<b>D</b>	telling
1.	<b>A</b>	nor	<b>B</b>	neither	<b>C</b>	either	<b>D</b>	not
2.	<b>A</b>	which	<b>B</b>	what	<b>C</b>	whose	<b>D</b>	who
3.	<b>A</b>	other's	<b>B</b>	others'	<b>C</b>	other	<b>D</b>	others
4.	<b>A</b>	done	<b>B</b>	do	<b>C</b>	are doing	<b>D</b>	have done
5.	<b>A</b>	–	<b>B</b>	in	<b>C</b>	on	<b>D</b>	at
6.	<b>A</b>	A	<b>B</b>	–	<b>C</b>	An	<b>D</b>	The
7.	<b>A</b>	any	<b>B</b>	two	<b>C</b>	some	<b>D</b>	a few
8.	<b>A</b>	and	<b>B</b>	so	<b>C</b>	however	<b>D</b>	but
9.	<b>A</b>	leaves	<b>B</b>	was leaving	<b>C</b>	leaving	<b>D</b>	left
10.	<b>A</b>	saw	<b>B</b>	has seen	<b>C</b>	had seen	<b>D</b>	sees
11.	<b>A</b>	few	<b>B</b>	the few	<b>C</b>	a few	<b>D</b>	a little
12.	<b>A</b>	as	<b>B</b>	like	<b>C</b>	as well	<b>D</b>	than

*Aizpilda skolotājs:*

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

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

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

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

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

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

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

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

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

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

11. \_\_\_\_\_

12. \_\_\_\_\_

Kopā par 1. uzd.:

\_\_\_\_\_

**Task 2 (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).**

**A 4D CINEMA IN ENGLAND**

There is now a new type (0) of cinema in England. It is in Milton Keynes, a city in England (1) \_\_\_\_\_ is located between London and Birmingham. You can still eat popcorn, meet friends and watch great films but this is a cinema (2) \_\_\_\_\_ a difference.

4D, four dimensional cinema, is a step-up from 3D, because it is designed to make you (3) \_\_\_\_\_ like you are part of the film. When (4) \_\_\_\_\_ is an outdoor scene with flowers in the film, for example, you will smell flowers in the cinema. When actors share a cup of coffee in the film, you will be (5) \_\_\_\_\_ to smell fresh coffee in real life. During a storm in the film you will feel real rain on your face or real wind in your hair. If they show (6) \_\_\_\_\_ explosion in the film, your cinema chairs will move and shake.

The 4D cinema (7) \_\_\_\_\_ invented in Korea in 2009, but now there are over 150 cinemas in 30 countries around the world. People seem to have mixed opinions about the 4D cinema. Some people think 4D films are fun to watch. Other people think that it is only fun (8) \_\_\_\_\_ or twice: they say that people still want to watch traditional films.

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

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

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

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

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

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

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

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

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





**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2016  
 DARBA VĒRTĒTĀJĀ LAPA

**Speaking**

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.

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

P.	Task achievement	Vocabulary	Grammar	Organisation	
4	Fulfils 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.	Organisation is appropriate to the task. The text is connected.	
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.		
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.								
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20.								
21.								
22.								
23.								
24.								
25.								

Vērtētāja paraksts \_\_\_\_\_

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
 2016  
 ATBILŽU LAPA

### *Lasišana*

Task 1 ECO-FRIENDLY DESIGNER	Task 2 SELFIE STICKS
1. D	1. A
2. A	2. L
3. B	3. G
4. C	4. D
5. D	5. E
6. C	6. F
7. B	7. H
8. B	8. C
9. A	9. I
10. D	10.K

### *Klausīšanās*

Task 1 TWO ISLANDS	Task 2 ONLINE IDENTITY
1. Both	1. (set to) private
2. Isle of Man	2. sports teams
3. Isle of Man	3. smart
4. Jersey	4. shy
5. Jersey	5. (each site's) instructions / guidelines
6. Jersey	6. parents / a parent / a trusted adult
7. Isle of Man	7. rude
8. Both	8. wait / calm down / think (a few minutes)
9. Both	9. regret
10. Both	10. say in person / say face to face

### *Valodas lietojums*

Task 1 LANGUAGES	Task 2 A 4D CINEMA
1. A	1. which/that
2. D	2. with
3. A	3. feel
4. B	4. there
5. A	5. able
6. D	6. an
7. C	7. was
8. D	8. once
9. B	
10. A	
11. C	
12. A	

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASEI**  
2016  
SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
**1. diena**

*Paper 1*

**Food**

**You and your classmate are visiting a cafe in England. While waiting for the waiter, you start talking about eating habits. Discuss:**

- your eating habits, how often you eat out;
- the food you like/dislike, why;
- the most common food in your country;
- the dish you would like to learn to make, why;
- why fast food is so popular among teenagers.

**Questions for the teacher to ask:**

1. What is the biggest meal of the day in your country? Why?
2. Do you cook for friends when they visit you? Why/Why not?
3. Are there any dishes that you did not use to eat as a child?
4. Which countries, in your opinion, have the most delicious food?
5. Why is it important to eat fresh food?

*Paper 2*

**Music**

**You and your classmate are working on a project about music. You are talking about the information you should include. Discuss:**

- what role music plays in people's lives;
- what kind of music you like best, why;
- how music tastes differ in different generations;
- if people listen to different music in different situations;
- how to present your project.

**Questions for the teacher to ask:**

1. Do you have background music on when you are doing your homework?
2. Why is it good to learn to play a musical instrument?
3. What is your favourite musical instrument? Why?
4. Have you been to a concert? What kind? What do you remember about it?
5. Why do people take part in talent shows?

*Paper 3***Gifts**

**You are going to visit your project friends abroad and you are discussing traditions of giving gifts with your classmate. Discuss:**

- what the best gift to bring from your country is, why;
- why people give gifts;
- some gift giving traditions in your country;
- what the best gift for you is, why;
- what to do when you do not like the gift.

**Questions for the teacher to ask:**

1. Is it better to give a gift or to get one? Why?
2. Describe one special gift you have received.
3. What do you usually bring when visiting friends or relatives?
4. When do people in Latvia give flowers?
5. What present would you like to get and why?

*Paper 4***Health**

**You and your classmate have to write an article for the school newspaper with some tips on how to stay healthy. You are talking about the information you should include. Discuss:**

- what tips you should include (eating habits, daily routine, etc.);
- why health is important;
- what bad habits to write about;
- if school results can depend on your everyday habits;
- what each of you will be responsible for in writing the article.

**Questions for the teacher to ask:**

1. What healthy food do you usually eat?
2. How do people keep fit in Latvia?
3. Do you have enough sports activities at school?
4. How does stress affect our health?
5. How important is sleep for our health? Why?

*Paper 5***Communication**

**Your English teacher asks you and your classmate to write a project on communication in the past and today. Discuss:**

- what you know about how people communicated in the past;
- if people communicate enough these days;
- why online communication is so popular;
- what communication is going to be like in the future;
- what each of you will be responsible for in the project.

**Questions for the teacher to ask:**

1. When was the last time you wrote a letter or note on paper?
2. How do you usually communicate with your friends?
3. What are the dangers of social networking sites?
4. Is it easier for you to write a text message or make a call? Why?
5. What are the benefits of face-to-face communication?

*Paper 6***Computers**

**You and your classmate are preparing a poster about computers for your English class. You are talking about the information you should include. Discuss:**

- who needs computers nowadays;
- how you learned to use a computer;
- activities you do most often on your computer;
- some bad things about using a computer;
- what your poster is going to look like.

**Questions for the teacher to ask:**

1. How often do you use the Internet?
2. What kind of websites do you visit most often? Why?
3. What do you think computers will be used for in the future?
4. If you had your own web page or blog, what would you write about?
5. Does a computer make your life easier or more complicated? Explain.

*Paper 1***Food**

**You and your classmate are visiting a cafe in England. While waiting for the waiter, you start talking about eating habits. Discuss:**

- your eating habits, how often you eat out;
- the food you like/dislike, why;
- the most common food in your country;
- the dish you would like to learn to make, why;
- why fast food is so popular among teenagers.

*Paper 2***Music**

**You and your classmate are working on a project about music. You are talking about the information you should include. Discuss:**

- what role music plays in people's lives;
- what kind of music you like best, why;
- how music tastes differ in different generations;
- if people listen to different music in different situations;
- how to present your project.

*Paper 3***Gifts**

**You are going to visit your project friends abroad and you are discussing traditions of giving gifts with your classmate. Discuss:**

- what the best gift to bring from your country is, why;
- why people give gifts;
- some gift giving traditions in your country;
- what the best gift for you is, why;
- what to do when you do not like the gift.

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Vaļņu ielā 2, Rīgā, LV-1050



Eksāmens angļu valodā 9. klasei

Skolēna bijetes

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2016

*Paper 4***Health**

**You and your classmate have to write an article for the school newspaper with some tips on how to stay healthy. You are talking about the information you should include. Discuss:**

- what tips you should include (eating habits, daily routine, etc.);
- why health is important;
- what bad habits to write about;
- if school results can depend on your everyday habits;
- what each of you will be responsible for in writing the article.

*Paper 5***Communication**

**Your English teacher asks you and your classmate to write a project on communication in the past and today. Discuss:**

- what you know about how people communicated in the past;
- if people communicate enough these days;
- why online communication is so popular;
- what communication is going to be like in the future;
- what each of you will be responsible for in the project.

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**EKSĀMENS ANĢĻU VALODĀ  
9. KLASEI  
2016  
SKOLOTĀJA BIĻETES  
*Mutvārdu daļa*  
2. diena**

*Paper 1*

**Friendship**

**You and your classmate are talking about friendship in your English class. Discuss:**

- what friendship means to you;
- how to keep friendship strong;
- why your best friend is your best friend;
- how many friends a person should have;
- if online friends are real friends.

**Questions for the teacher to ask:**

1. What can you learn from your friends?
2. What can help more – words or actions?
3. How do you usually spend time with friends?
4. Is it important to have the same interests as your friends?
5. Do you remember when you last worked or studied together with a friend? What was it like?

*Paper 2*

**Giving advice**

**You have read a problem page where a teenager complains about the bad results in studies. In her letter she also writes that she has trouble sleeping. Discuss:**

- the teenager's problem and possible reasons for it;
- why sleep is important;
- if you always get enough sleep;
- what a healthy daily routine is;
- what advice you can give.

**Questions for the teacher to ask:**

1. Is it easy for you to wake up early?
2. Do you always feel alert at school?
3. Is it good to prepare for a test or exam the night before the exam? Why/Why not?
4. How many hours of sleep do you need to feel well?
5. What do you think about using phones or computer before going to sleep?

*Paper 3***Sports**

**Your friend has suggested joining a sports club and taking up a sport. Decide what you can take up together. Discuss:**

- if you prefer team sports or individual sports;
- if dancing is an option;
- advantages and disadvantages of outdoor activities;
- what the best time of the day for doing sports is;
- a sport you both could take up.

**Questions for the teacher to ask:**

1. What sports can you do in your neighbourhood?
2. Do you prefer watching or doing sports? Why?
3. Do you like to be physically active or do you prefer relaxing? Why?
4. What sports do people do most often in your country?
5. How much exercise do you take each week?

*Paper 4***A Picnic**

**You and your friend are organising a picnic. Discuss:**

- why having a picnic is a good idea;
- what to take with you when going on a picnic;
- the best places for a picnic, how to arrange the place;
- how to clean up the place after the picnic;
- what can stop you from having a good picnic.

**Questions for the teacher to ask:**

1. Why are picnics so popular?
2. What else besides eating can you do on a picnic?
3. Who do you like to go on picnics with? Why?
4. What do you do with the food packaging after a picnic?
5. What is your favourite picnic food?

*Paper 5***Studying Habits**

**You and your classmate are doing a project about your classmates' studying habits for your English class. You are talking about the information you should include. Discuss:**

- your favourite place to do your homework and study;
- what the atmosphere has to be like there;
- the best time for doing your homework;
- how you like studying – alone or with friends, why;
- how a computer can help you with your homework.

**Questions for the teacher to ask:**

1. Do you like listening to music when you are studying?
2. Is homework necessary?
3. Do you ask your parents to help you with your homework?
4. Do you prefer doing tasks in your workbooks, notebooks or on the computer? Why?
5. Have you ever studied in a library?

*Paper 6***The Environment**

**You and your classmate are preparing a project about green living for your English class. You are talking about the information you should include. Discuss:**

- what the most important environmental problem is;
- how to live green;
- what things you should or shouldn't do;
- what you already do at home and at school;
- how to inform your classmates about the idea to live green.

**Questions for the teacher to ask:**

1. Is it easy to live green? Why/Why not?
2. Have you taken part in a spring-cleaning campaign? What was it like? If not, why not?
3. Why is it good to buy vegetables and fruit from the local market?
4. Do you try to save energy at home?
5. Can TV programmes about nature change people's attitude to the environment?

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Skolēna bijetes

Mutvārdu daļa 2. diena

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- the best time for doing your homework;
- how you like studying – alone or with friends, why;
- how a computer can help you with your homework.

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2016

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- how to live green;
- what things you should or shouldn't do;
- what you already do at home and at school;
- how to inform your classmates about the idea to live green.

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