



Inglise keele riigieksami eristus kiri

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1. Inglise keele riigieksami eesmärgid ja vorm

Gümnaasiumi lõpueksamite ettevalmistamise, läbiviimise, eksamitööde koostamise ja hindamise tingimused ning kord on kehtestatud haridus- ja teadusministri [määrusega nr 54](#).

Eksami eesmärgid

Riigieksamite läbiviimise eesmärk on hinnata gümnaasiumi riikliku õppekava üldpädevuste, valdkonnapädevuste, läbivate teemade ning kohustuslike kursuste õpitulemuste omandatust selleks, et:

- 1) anda õpilasele, vanemale, koolile, kooli pidajale ja riigile võimalikult objektiivset ja võrreldavat tagasisidet õppimise ja õpetamise tulemuslikkusest ning sellest, milline on kooli panus õpilaste edasijõudmisse;
- 2) selgitada, kuidas õppe tulemuslikkus ning kooli panus õpilaste edasijõudmisse on ajas muutunud;
- 3) anda riigile informatsiooni hariduspoliitiliste otsuste tegemiseks;
- 4) toetada riikliku õppekava rakendamist ning suunata eksami sisu ja vormi kaudu õppeprotsessi;
- 5) teha otsus õpilase gümnaasiumi lõpetamise kohta;
- 6) siduda järjestikuste haridustasemetega õppekavad ning võimaldada kasutada riigieksamitulemusi õpingute jätkamiseks.

Eksami vorm

Inglise keele riigieksam koosneb kirjalikust (kirjutamine, kuulamine, lugemine) ja suulisest osast.

2. Eksami sihtrühm ja oodatavad õpitulemused

Eksami sihtrühm

Gümnaasiumi lõpetamise üheks tingimuseks on riigieksami sooritamine võõrkeeles (inglise, saksa, prantsuse või vene keeles). Eksami peamine sihtrühm on gümnaasiumide lõpetajad, kes on läbinud gümnaasiumi riikliku õppekava. Vastavalt



haridus- ja teadusministri [määrusele nr 54](#) on õpilasel õigus sooritada võõrkeeleeksam ka võõrkeeles, mida ta ei ole koolis õppinud.

Riigieksamite sooritamise õigus on ka:

- 1) põhihariduse baasil kutseõppeasutuses lõpukursusel õppival õpilasel;
- 2) varem gümnaasiumi või kutseõppeasutuse lõpetanud isikul, kes ei ole antud õppeaines riigieksamit sooritanud;
- 3) varem gümnaasiumi või kutseõppeasutuse lõpetanud isikul, kes soovib varasemat riigieksamitulemust parandada;
- 4) välisriigis või Eestis Eesti keskhariidusele vastava haridustaseme omandanud või seda omandaval isikul;
- 5) kutseõppeasutuse õpilasel, kes ei ole lõpukursusel, kuid kellel on eksamiaine läbitud.

Oodatavad õpitulemused

Inglise keele riigieksam kontrollib kirjutamis-, kuulamis-, lugemis- ja rääkimisoskust ning keelepädevust. Eksam põhineb gümnaasiumi riiklikul õppekaval ja Euroopa keeleõppe raamdokumendil ning vastab Euroopa Nõukogu keeleoskustasemete B1 ja B2 kirjeldustele.

Inglise keelt B1-keeleoskustasemega keelena või B2-keeleoskustasemega keelena õppinud gümnaasiumi lõpetaja õpitulemused on leitavad gümnaasiumi riikliku õppekava [võõrkeelte ainekava](#) punktist 2.2.3.1.

3. Eksami väljatöötamine ja ülesehitus

Eksamitöö väljatöötamine

Inglise keele riigieksamitöö sisulise ja vormilise ettevalmistamise tagab Haridus- ja Noorteamet. Riigieksami küsimused ja ülesanded, eksamitöö, hindamisjuhendi ja vastavustabeli töötab välja inglise keele riigieksamit ettevalmistav komisjon, mis on moodustatud gümnaasiumide õpetajatest ja kõrgkoolide õppejõududest. Riigieksameid ettevalmistavad komisjonid moodustab ja nende töökorra kinnitab valdkonna eest vastutav minister käskkirjaga. Komisjon koostab tellitud ülesannetest eksamitööd, vajaduse korral neid arendades, täpsustades ja parandades.

Kuulamis- ja lugemisosa tekstide valikul lähtutakse põhimõttest, et teksti keeleline raskus ja teema arvestavad eksaminandide tausta ehk vanust, haridust, huvialasid



jne. Tekstidena kasutatakse autentseid tekste, mida vajadusel kohandatakse tasemele vastavaks.

Kuulamisülesannete tekstideks võivad olla: uudised, argivestlused, keskustelud, koosolekud, teadaanded, intervjuud, ülevaated, reportaažid, juhised, lühisõnumid, teated, loengud. Tekstide allikaks on meediakanalid ja salvestised.

Lugemisülesande tekstideks võivad olla: kirjad ja teated, uudised, artiklid, arvustused, reportaažid, intervjuud, reklaamtekstid ja kuulutused, kasutusjuhised, kaasaegsed ilukirjanduslikud tekstid. Tekstide allikaks on ajakirjandus ning aime- ja ilukirjandus.

Riigieksamitöö sisaldab erineva raskusastmega ülesandeid. Kõiki eksamil kasutatavaid ülesandeid eeltestitakse. Eeltestimisega kontrollitakse eksamitöö osade ning ülesannete ja küsimuste raskusastet, kvaliteeti ja ülesehitust.

Eksamitöö ülesehitus

Inglise keele riigieksam koosneb kirjalikust (kirjutamine, kuulamine, lugemine) ja suulisest (rääkimine) osast.

Eksamiosa		Kestus	Maksimumpunktid	Ülesanded/ üksikküsimused
I osa	Kirjutamine	90 min	25	2
<i>Vaheaeg</i>		<i>30 min</i>		
II osa	Kuulamine	40 min	25	5/40
III osa	Lugemine	90 min	30	7/60
KOKKU :	Eksami kirjalik osa	220 min	80	14/102
IV osa	Suuline osa	15 min	20	2



Järgnev tabel annab ülevaate inglise keele riigieksami võimalikest ülesandetüüpidest ja kontrollitavatest oskustest.

Osa	Võimalikud ülesandetüübid	Kontrollitavad oskused
Kirjutamine	<ul style="list-style-type: none">• konkreetsele lugejale suunatud kirjutis, nt (pool)ametlik kiri (120 sõna)• arvamustekst, nt essee või aruanne (200 sõna)	<ul style="list-style-type: none">• arvamuse väljendamine• hinnangu andmine• kommenteerimine• sündmuste ja protsessi kirjeldamine• veenmine• kaebuse esitamine• ettepaneku esitamine• arutlemine• võrdlemine• näitlikustamine• poolt- ja vastuargumentide esitamine
Kuulamine	<ul style="list-style-type: none">• valikvastustega ülesanne (õige vastuse leidmine etteantud valikute hulgast)• lünkade täitmine (teksti täiendamine vajaliku infoga)• sobitamisülesanne (pealkirja/väite/küsimuse ja helilõigu kokkusobitamine)	<ul style="list-style-type: none">• arusaamine teksti peamisest mõttest• järelduste tegemine teksti kohta• valikulise info leidmine tekstist• teksti detailne mõistmine



Lugemine	<ul style="list-style-type: none">• sobitamisülesanne (pealkirja/väite/küsimuse/tekstiosa ja tekstilõigu kokkusobitamine; sõnade ja nende definitsioonide kokkusobitamine)• valikvastustega ülesanne (õige vastuse leidmine etteantud valikute hulgast)• valikvastustega lünkülesanne (sobiva sõna või fraasi leidmine etteantud valikute hulgast)• lünkade täitmine (teksti täiendamine puuduva sõna või fraasiga)• sõnamoodustusülesanne• vigade leidmine ja parandamine	<ul style="list-style-type: none">• teksti detailne mõistmine• arusaamine teksti peamisest mõttest• järelduste tegemine teksti kohta• arusaamine kaudselt esitatud infost• olulise info mõistmine• tekstisiseste seoste mõistmine• sõnavara tundmine ja oskus tuletada tähendust kaasteksti abil• keeleline korrektsus, sõnavara ulatus ja täpsus
Rääkimine	<ul style="list-style-type: none">• piltide kirjeldamine, võrdlemine, vastandamine• monoloog etteantud teemal• suunatud vestlus	<ul style="list-style-type: none">• üldine rääkimisoskus• üldine suuline suhtlus (suuline esinemine, vestlus, seisukohtade põhjendamine ja selgitamine)

Kuulamisosa tekste kuulatakse 1–2 korda. Lugemistekstide kogupikkus on ca 2500 sõna. Eksami suuline osa salvestatakse.

4. Eksami korraldamine

Eksami korraldus

Eksam viiakse läbi vastavalt haridus- ja teadusministri [määruses nr 54](#) ning inglise keele riigieksami läbiviimisjuhendis ette nähtud korrale. Riigieksamite läbiviimise ja riigieksamikorrast kinnipidamise eest koolis vastutavad riigieksamikomisjonid.

Eksami aeg

Eksami toimumise kuupäeva kinnitab haridus- ja teadusminister määrusega. Eksami kirjalik osa algab kell 10.00. Esimesena sooritatakse kirjutamisosa, mis kestab 90 minutit. Eksami aega hakatakse arvestama hetkest, kui kõik eksaminandid on saanud kätte eksamitöö 1. vihiku ja eksamikomisjoni esimees annab märku töö



alustamiseks. Riigieksamikomisjon teatab eksaminandidele, kui riigieksami kirjutamisosas lõpuni on jäänud aega 30 minutit ja 15 minutit. Eksamiks ette nähtud aega ei tohi ületada.

Inglise keele riigieksamil on pärast kirjutamisosas 30-minutiline vaheaeg, mille järel sooritatakse eksami kuulamis- ja lugemisosas, mille lahendamiseks on ette nähtud 130 minutit. Aega hakatakse arvestama hetkest, kui kõik eksaminandid on saanud kätte eksamitöö 2. vihiku ja kuulamisosa CD/helifail pannakse mängima. Riigieksamikomisjon teatab eksaminandidele, kui kirjaliku riigieksami lõpuni on jäänud aega 30 minutit ja 15 minutit. Eksamiks ette nähtud aega ei tohi ületada.

Inglise keele riigieksami suuline osa algab igal eksamipäeval kell 9.00. Suulise osa intervjuud viiakse läbi vastavalt koolides koostatud graafikutele. Iga intervjuu jaoks on ette nähtud ca 15 minutit.

Abivahendid

Inglise keele riigieksamil ei ole sõnastike, õpikute ega muude abivahendite kasutamine lubatud.

Erivajadused

Kooli direktori põhjendatud otsusega ja Haridus- ja Noorteameti nõusolekul võimaldatakse erivajadusega gümnaasiumilõpetajale riigieksami sooritamiseks eritingimusi, mis on sätestatud haridus- ja teadusministri [määruses nr 54](#).

Lisainfot erivajadustega õpilaste eritingimustel eksamineerimise kohta leiab Haridus- ja Noorteameti kodulehelt <https://harno.ee/eksamid-testid-ja-uuringud/eksamid-testid-ja-lopudokumendid/riigieksamid#erivajadus>

Eksamilt kõrvaldamine

Eksaminand, kes on võtnud eksamile kaasa lubamatuid abivahendeid, kasutab riigieksami sooritamisel kõrvalist abi, kirjutab maha, üritab seda teha või aitab sellele kaasa, kõrvaldatakse eksamilt. Eksamilt kõrvaldatakse ka juhul, kui eksaminandi käitumine häirib riigieksami läbiviimist või teisi eksaminande. Riigieksamilt kõrvaldatud eksaminandi eksam loetakse mittesooritatuks ja eksamitulemuseks märgitakse 0 punkti.



5. Eksami hindamine, lisaeksam ja eksamitulemuse vaidlustamine

Hindamise korraldus

Inglise keele riigieksamit hindab gümnaasiumiõpetajatest ning kõrgkooli õppejõududest koosnev komisjon. Hindamiskomisjoni kinnitab haridus- ja teadusminister oma käskkirjaga.

Riigieksamitöö hindamisel lähtutakse riigieksameid ettevalmistava komisjoni poolt koostatud hindamisjuhendist. Hindamisjuhend kirjeldab iga ülesande, aspekti või üksikküsimuse osakaalu kogu riigieksamitöö hindamisel.

Kirjutamis- ja kuulamisosa eest on võimalik saada 25, lugemisosa eest 30 ja suulise osa eest 20 punkti. Kuulamisosa iga üksikküsimuse kaal on 0,625 punkti, lugemisosas 0,5 punkti. Kuulamis- ja lugemisosa ülesandeid hinnatakse võtme järgi. Kirjutamise hindamiseks kasutatakse vastavaid hindamisskaalasid. Riigieksami kirjutamisosa hindavad vastava väljaõppe saanud eksperdid. Iga kirjutamisosa ülesannet hindab kaks teineteisest sõltumatut hindajat. Kui kahe hindaja antud punktide vahe on suurem kui 5 punkti, läheb eksamitöö kolmandale hindamisele. Sel juhul kujuneb lõplik tulemus kolmanda hindaja ja temale punktidele lähemal seisva hindaja tulemustest.

Kirjutamisosa esimese ülesande hindamiskriteeriumid on jagatud kolme aspekti vahel: (1) ülesande täitmine, (2) sõnavara ja (3) grammatiline korrektsus. Iga aspekti eest on võimalik saada 0–3 punkti. Kirjutamisosa teise ülesande hindamiskriteeriumid on jagatud nelja aspekti vahel: (1) ülesande täitmine, (2) teksti ülesehitus, (3) sõnavara ja (4) grammatiline korrektsus. Iga aspekti eest on võimalik saada 0–4 punkti.

Suulise osa eest on võimalik saada 20 punkti. Suulise osa hindaja on kvalifitseeritud inglise keele õpetaja, kes on läbinud vastava koolituse ja ei ole eksaminandi aineõpetaja. Suulise osa hindamiseks kasutatakse vastavat hindamisskaalat. Suulise osa hindamiskriteeriumid on jagatud nelja aspekti vahel: (1) ülesande täitmine, (2) sõnavara, (3) grammatika ning (4) soravus ja hääldus. Iga aspekti eest on võimalik saada 0–5 punkti.



Hindamisskaala: kiri

	Task Completion	Vocabulary	Grammar
3	All aspects of the task mentioned and expanded. Clear organisation (information grouped into paragraphs logically). Correct format.	Appropriate, task-specific vocabulary with a few slips. Appropriate tone and register. Correct spelling.	Grammatically correct, with a few slips. Complex sentences and structures correctly used. Punctuation mostly well managed.
2	All aspects of the task mentioned but only two or three aspects expanded. Organisation mostly logical. Mostly correct format (Salutation and/or sign-off inappropriate). Some irrelevant remarks.	Basic vocabulary well controlled but less common vocabulary faulty or lifted from the task. Tone and register mostly appropriate. Some spelling mistakes.	Basic grammar well controlled. Mistakes in complex sentences and structures. Several grammar and/or punctuation mistakes.
1	All aspects of the task mentioned but none expanded OR not all aspects mentioned. Organisation not logical. Faulty format (does not look like a letter; salutation and/or sign-off inappropriate). Significant amount of irrelevant information.	Vocabulary limited. Frequent incorrect use. Inappropriate tone and register. Vocabulary and spelling mistakes make comprehension problematic.	Limited range of grammar. Frequent incorrect use. Grammar and punctuation mistakes make comprehension problematic.
0	The task has been misunderstood. Fewer than 60 words.	Vocabulary and spelling mistakes make comprehension impossible.	Grammar and punctuation mistakes make comprehension impossible.
	Ignores the task. Plagiarised work.		

**Hindamisskaala: aruanne**

	Task completion	Organisation	Vocabulary	Grammar
4	Data discussed appropriately. Reasons/recommendations given.	Clearly organised, systematic. Paragraphs have a clear focus. Purpose clear. Correct format.	Accurate and appropriate task-specific vocabulary. Appropriate tone and register. Correct spelling.	A variety of grammatical structures correctly used. Complex sentences and structures frequently used. Tenses appropriately used. Punctuation well managed.
3	Data generally discussed well. At least one appropriate reason/recommendation given. Some irrelevant remarks.	Organisation mostly logical. Some paragraphs lack focus. Purpose generally clear. Correct format.	Good general control of vocabulary. May be repetitive. Tone and register mostly appropriate. Some spelling mistakes.	Good general control of grammatical structures. May be repetitive. A mix of simple and complex structures. Some mistakes in complex structures. A few punctuation mistakes.
2	Data generally discussed well but no reasons/recommendations provided. OR Data discussed only partly but at least one appropriate reason/recommendation given. Includes irrelevant discussion.	Organisation is evident but not always logical. Paragraphs lack focus. Purpose missing. Begins or ends like a letter.	Basic vocabulary well controlled but more complex vocabulary used repetitively or lifted from the task. Tone and register inappropriate at times. Frequent spelling mistakes.	Basic grammar well controlled but used repetitively. Mistakes in complex sentences and structures. Several grammar and/or punctuation mistakes.
1	Data not used in the discussion (no numbers) or misunderstood. Task partly misunderstood. Significant amount of irrelevant information.	No apparent organisation. No paragraphs. Formatted like a letter.	Vocabulary limited. Frequent incorrect use. Inappropriate tone and register. Vocabulary and spelling mistakes make comprehension problematic.	Limited range of grammar. Frequent incorrect use. Grammar and punctuation mistakes make comprehension problematic.
0	The task has been misunderstood. Fewer than 100 words.	No apparent organisation.	Vocabulary and spelling mistakes make comprehension impossible.	Grammar and punctuation mistakes make comprehension impossible.
	Ignores the task. Plagiarised work.			



Hindamisskaala: essee

	Task completion	Organisation	Vocabulary	Grammar
4	All aspects of the task appropriately addressed. Ideas presented, expanded and supported.	Well organised. All required elements present. Clear paragraphs. Natural use of linking devices.	Accurate, appropriate, wide vocabulary. Appropriate tone and register. Correct spelling.	A variety of grammatical structures correctly used. Complex sentences and structures frequently used. Punctuation well managed.
3	All aspects of the task appropriately addressed. Some aspects expanded and supported.	Organisation mostly logical. Required elements present but not always appropriate. Paragraphing mostly clear with a few slips. Linking devices mostly used appropriately.	Good general control of vocabulary. May be repetitive. Tone and register mostly appropriate. Some spelling mistakes	Good general control of grammatical structures. May be repetitive. A mix of simple and complex structures. Some mistakes in complex structures. A few punctuation mistakes.
2	Some aspects of the task addressed. Some irrelevant remarks.	Organisation is evident but may not always be logical. Some required elements missing or wrong. No paragraphs, but logical. Linking devices limited in number or used mechanically.	Basic vocabulary well controlled but more complex vocabulary used repetitively or lifted from the task. Tone and register inappropriate at times. Frequent spelling mistakes.	Basic grammar well controlled. Mistakes in complex sentences and structures. Several grammar and/or punctuation mistakes.
1	Task addressed in a limited way or partly misunderstood. Significant amount of irrelevant information.	Organisation unclear or illogical. Random paragraphs. Relations between ideas unclear. Linking devices missing or overused.	Vocabulary limited. Frequent incorrect use. Inappropriate tone and register. Vocabulary and spelling mistakes make comprehension problematic.	Limited range of grammar. Frequent incorrect use. Grammar and punctuation mistakes make comprehension problematic.
0	The task has been misunderstood. Fewer than 100 words.	No apparent organisation.	Vocabulary and spelling mistakes make comprehension impossible.	Grammar and punctuation mistakes make comprehension impossible.
		Ignores the task. Plagiarised work.		

**Hindamis skaala: suuline osa**

	Task completion	Vocabulary	Grammar	Fluency & pronunciation
5	Deals with the tasks <u>effectively</u> . Discusses all the points with precision, expanding on the ideas expressed.	<u>Wide vocabulary</u> . Has a broad range of vocabulary and can express him/herself clearly on both everyday and abstract topics in an appropriate register. Minor slips may occur.	<u>Very good control of grammar</u> . Uses a variety of grammatical structures to express him/herself clearly and accurately. Minor slips may occur.	<u>Very fluent</u> . Expresses him/herself almost effortlessly. Accurate pronunciation, appropriate intonation, and only natural pauses.
4	Deals with the tasks <u>well</u> . Discusses all the points, mostly expanding on the ideas expressed.	<u>Good vocabulary</u> . Has enough vocabulary to discuss both everyday and abstract topics. Mostly appropriate register. Occasional misuse of words.	<u>Good control of grammar</u> . Uses a variety of grammatical structures to express him/herself clearly and accurately most of the time. Some mistakes occur.	<u>Fluent</u> . Expresses him/herself with an even tempo most of the time. Mostly accurate pronunciation, appropriate intonation and natural pauses.
3	Deals with the tasks <u>unevenly</u> . Discusses most points well but has problems with some.	<u>Basic vocabulary</u> . Has a good command of vocabulary on everyday topics. More complicated words and expressions not attempted or misused. May have some register problems.	<u>Mostly grammatical</u> . Uses simple grammar to express him/herself mostly accurately. Complex structures, if attempted, contain errors.	<u>Inconsistent/variable</u> . Expresses him/herself mostly clearly but is not able to maintain an even tempo. Self-correction, hesitation and pronunciation problems may occur.
2	Deals with the tasks in a <u>limited</u> way, addressing most points but not coping with some. Limited personal contribution.	<u>Limited vocabulary</u> . Has enough vocabulary to discuss everyday topics in a simple way. Words often misused. May have register problems. May use his/her mother tongue to replace words.	<u>Limited control of grammar</u> . Uses only simple grammar to express his/her ideas to some extent. Frequent mistakes occur.	<u>Hesitant</u> . Expresses him/herself with difficulty. Self-correction, hesitation and pronunciation problems make him/her difficult to follow.



1	<u>Attempts the tasks</u> , mentioning only some points without development. Almost no personal contribution.	<u>Very limited vocabulary</u> . Uses very simple memorised phrases. May often use his/her mother tongue to replace words.	<u>Very limited control of grammar</u> . Uses very simple memorised phrases. Systematically makes basic mistakes.	<u>Laconic</u> . Some memorised phrases may be used fluently but otherwise unable to express him/herself. Self-correction, hesitation and pronunciation problems make him/her almost impossible to follow.
0	Does not attempt the tasks. OR Misinterprets the tasks completely. OR Produces not enough language to evaluate.			

Eksami sooritamine

Eksamitöö kogutulemus ümardatakse täisarvuliseks. Näiteks kui eksaminand saab eksamitöö nelja osa peale kokku 75,5 punkti, siis on tema kogutulemus 76 punkti. Inglise keele riigieksam loetakse sooritatuks, kui eksaminand on eksamil saanud vähemalt ühe protsendi maksimaalsest tulemusest. Eksaminandile omistatakse inglise keeles B1-keeleskustase, kui ta on saavutanud 50–74% maksimumtulemusest. B2-keeleskustaseme saavutab eksaminand, kelle tulemus on 75–100% maksimumtulemusest. Inglise keele B1- või B2-keeleskustaseme saavutamise tingimuseks on, et ühegi osaoskuse tulemus ei tohi olla 0 punkti.

Lisaeksam

Gümnaasiumilõpetaja, kes ei sooritanud riigieksamit haiguse või muu mõjuva põhjuse tõttu, sooritab riigieksami lisaeksami. Selleks tuleb kolme tööpäeva jooksul riigieksami toimumisest esitada Haridus- ja Noorteametile lisaeksamil osalemise taotlus, millele lisatakse tõendid mõjuvate põhjuste kohta.

Lisainfo <https://harno.ee/eksamid-testid-ja-uuringud/eksamid-testid-ja-lopudokumendid/riigieksamid#lisaeksamid>

Lisaeksamilt puudunud eksaminand saab riigieksami sooritada järgmisel õppeaastal. Eksaminand, kes saavutab riigieksamil alla ühe protsendi maksimaalsest tulemusest, saab riigieksami sooritada järgmisel õppeaastal.



Eksamitulemuse vaidlustamine

Riigieksami tulemuse vaidlustamiseks tuleb esitada vaie Haridus- ja Teadusministeeriumile viie tööpäeva jooksul riigieksamitunnistuse kättesaadavaks tegemise päevast arvates.

Lisainfo <https://www.hm.ee/et/tegevused/valishindamine/riigieksamid>

Apellatsioonikomisjon teeb vaidlustatud tulemusega eksamitöö kohta kümne päeva jooksul vaide esitamisest arvates ühe järgmistest otsustest:

- 1) jätta eksami tulemus muutmata;
- 2) tõsta eksami tulemust;
- 3) langetada eksami tulemust.

6. Õppematerjalid

Inglise keele riigieksamiks valmistumisel on abiks Euroopa keeleõppe raamdokumendiga seotud B1- või B2-tasemel inglise keele õpikud ja töövihikud, sest need sisaldavad samal tasemel ja sama tüüpi ülesandeid, mida riigieksamilgi kasutatakse.

7. Haridus- ja Noorteameti koostatud eksamimaterjalid

Eksamiks valmistumisel on soovitatav tutvuda Haridus- ja Noorteameti kodulehel avaldatud inglise keele riigieksamite materjalidega, mis on leitavad aadressilt <https://harno.ee/eksamid-testid-ja-uuringud/eksamid-testid-ja-lopudokumendid/riigieksamid#materjalid>

Harjutamiseks võiks kasutada ülesandeid 2014.–2021. aasta materjalide hulgast, sest need on koostatud kahetasemelise eksami jaoks.



8. Ülesannete näiteid

Kirjutamisosa: kiri (*letter*)

You are looking for a place to hold a youth seminar. Look at the advertisement you have found online. Write a letter of enquiry, introducing your plans for the seminar (dates, topic, participants) and asking for additional information. Use **all** the prompts.

DreamTime Cottage
An ideal place for training events.
Located in a naturally beautiful area,
our facility offers suitable accommodation
for families as well as larger groups.

Size? → Conference rooms available.
→ Sports equipment and
catering at an additional cost. ← How much?

What kind? →

For more information write:
James Peterson, Dream Time Cottages
Peak District, Sheffield

Use the pen name Mari Mets/Mart Mets for yourself. **Do not write** any addresses. You should write **120 words**.

Kirjutamisosa: essee (*essay*)

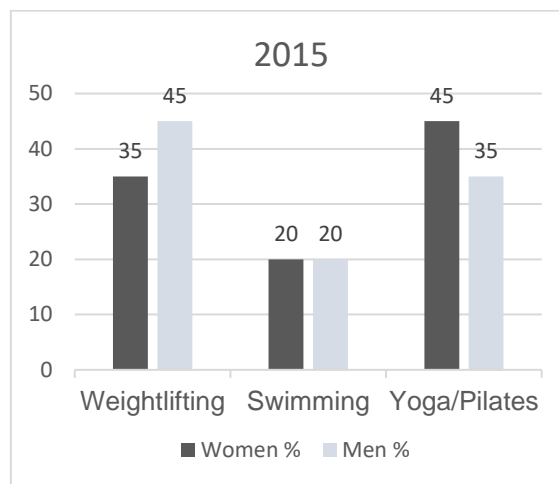
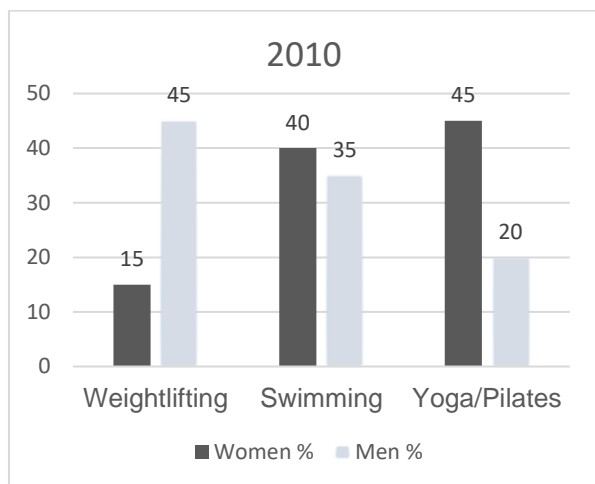
YOUNG PEOPLE'S HEALTH

Recently there has been much concern about young people's health. Write an essay discussing the reasons for the concern and suggesting what could be done to solve the problem.

You should write at least **200 words**.

**Kirjutamisosa: aruanne (report)**

You are an exchange student in Edinburgh, Scotland, and a new sports centre has asked you to carry out a survey among the students to see which exercise routines they prefer. Look at the charts below showing the results of the students' preferences five years ago and now.



Write a report to Mr Jones, sports centre manager, describing the results. Speculate on the reasons for the changes and make recommendations for the sports centre on which facilities and training opportunities to include in the future. You should write at least **200 words**. Use the pen name Mari/Mart Mets for yourself if necessary.

Kuulamisosa: ühe kuulamisega lünkade täitmine

You are going to hear a talk about expeditions to the South Pole. You will hear the talk **only once**. Before you listen, read the sentences below. While you listen, complete the sentences. Write no more than **two words** in each gap. *An example (0) has been done for you.* You now have **30 seconds** to read the sentences.

The podcast is about expeditions to **(0)** the Antarctic.

The first person to reach the South Pole was from **(1)** _____.

Scott's expedition got more publicity because he kept **(2)** _____.

The distance they had to walk to reach the South Pole was **(3)** _____.

The first expedition beat Scott's expedition by **(4)** _____.

Amundsen was an experienced **(5)** _____.

Scott's motorised transport failed because of **(6)** _____.

Amundsen's clothes were made of **(7)** _____.

Despite the misfortunes, Scott's team was extremely **(8)** _____.

**Kuulamisosa: valikvastustega ülesanne**

You are going to hear a talk about motivation. You will hear the talk **twice**. Before you listen, read the sentences below. While you listen, **tick** (✓) the correct answer (A, B or C).

An example (0) has been done for you. You now have **45 seconds** to read the sentences.

0. *The speaker, Dan Pink, has been engaged with the topic for*

- | | | |
|----------|-------------------------------------|---------------------|
| A | <input type="checkbox"/> | <i>a year.</i> |
| B | <input checked="" type="checkbox"/> | <i>a few years.</i> |
| C | <input type="checkbox"/> | <i>ten years.</i> |

1. He claims that people are

- | | | |
|----------|--------------------------|--------------------------------------|
| A | <input type="checkbox"/> | very easily manipulated. |
| B | <input type="checkbox"/> | not as predictable as often thought. |
| C | <input type="checkbox"/> | endlessly manipulative. |

2. The set of challenges used in the survey in MIT

- | | | |
|----------|--------------------------|---|
| A | <input type="checkbox"/> | consisted entirely of memorising tasks. |
| B | <input type="checkbox"/> | excluded physical tasks. |
| C | <input type="checkbox"/> | included various types of tasks. |

3. Money was awarded

- | | | |
|----------|--------------------------|------------------------------------|
| A | <input type="checkbox"/> | only to top performers. |
| B | <input type="checkbox"/> | only to medium and top performers. |
| C | <input type="checkbox"/> | to low, medium and top performers. |

4. "The higher the pay, the better the performance" theory was valid for

- | | | |
|----------|--------------------------|---------------------------------------|
| A | <input type="checkbox"/> | mechanical skills only. |
| B | <input type="checkbox"/> | cognitive skills only. |
| C | <input type="checkbox"/> | both mechanical and cognitive skills. |

5. The study repeated in India because it was thought that

- | | | |
|----------|--------------------------|---|
| A | <input type="checkbox"/> | the survey administration costs were smaller there. |
| B | <input type="checkbox"/> | the MIT students had not been impelled enough. |
| C | <input type="checkbox"/> | the Indians have better cognitive skills. |

6. In India, the best results were achieved by the people who were offered

- | | | |
|----------|--------------------------|----------------------------|
| A | <input type="checkbox"/> | the medium and top reward. |
| B | <input type="checkbox"/> | the low and medium reward. |
| C | <input type="checkbox"/> | the low and top reward. |

7. Dan claims that employees should be paid

- | | | |
|----------|--------------------------|--|
| A | <input type="checkbox"/> | extra money for difficult tasks. |
| B | <input type="checkbox"/> | according to their performance. |
| C | <input type="checkbox"/> | the sum that lets them concentrate on their job. |

**Kuulamisosa: sobitamine (väide ja kõneleja)**

You are going to hear people talk about school uniforms. You will hear the recording **twice**. Before you listen, read the statements below. While you listen, match the statements to the speakers and write letters **B–H** in the table given. There are **two extra statements** you do not need to use. *An example (0) has been done for you.* You now have **30 seconds** to read the statements.

Uniforms...

A	<i>give students a feeling of belonging.</i>
B	are comfortable.
C	provide support in maintaining order.
D	make students equal.
E	are suitable for younger students.
F	restrict students' self-expression.
G	have no effect on discipline.
H	have lost their importance.

0.	Example 0	A
1.	Speaker 1	
2.	Speaker 2	
3.	Speaker 3	
4.	Speaker 4	
5.	Speaker 5	

Kuulamisosa: sobitamine (pealkiri ja uudislõik)

You are going to hear different news items. You will hear the recording **twice**. Before you listen, read the headlines below. While you listen, match the headlines (**B–L**) to the news items and write letters (**B–L**) in the table given. There are **two extra** headlines you do not need to use. *An example (0) has been done for you.* You now have **30 seconds** to read the headlines.

Headlines

A	<i>Icon of wealth to be relocated</i>
B	Modern protective gear
C	Passwords to be banned
D	Online shopping is losing its popularity
E	Surprising way of recovering from a breakup
F	Mind-reading technology
G	Minor things leading to major issues
H	Dawn on display
I	Damaging effect on traditional commerce
K	Safety precautions taken
L	Links between grammar and behaviour

News item	Headline
0.	A
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	



You are going to hear Brandon Stanton, an American photographer and blogger, most known for his photo blog, Humans of New York, answer a list of questions. You will hear the recording **twice**. Before you listen, read the questions below. While you listen, match the questions to the answers and write letters **B–K** in the table given. There are **two extra** questions you do not need to use. *An example (0) has been done for you.* You now have **30 seconds** to read the questions.

Questions		Answer	Question
A	What was your initial plan for the project?	0.	A
B	How did you decide to attach stories to pictures?	1.	
C	What are you trying to find in an interview?	2.	
D	What is the role of the Internet in your job?	3.	
E	What is the best part of your job?	4.	
F	What makes you different from other artists?	5.	
G	How do people react to the feedback?	6.	
H	What did you first struggle with?		
K	When did you decide to become photographer?		

You are going to hear a talk about an animal with special abilities. You will hear the talk **twice**. Before you listen, read the sentences below. While you listen, complete the sentences. Write no more than **three words** in each gap. *An example (0) has been done for you.* You now have **30 seconds** to read the sentences.

The discoveries show that Hans could read people's (11) _____.

**Lugemisosa: pangaga lünkülesanne**

Read the text and decide which word (**A**, **B**, **C** or **D**) best fits each gap (**1–9**).
Write the letter in the gap. *An example (0) has been done for you.*

In a bad mood?

When people are in a bad mood, they are **(0)** B likely to actively search social networking sites like Facebook to find friends who are doing even worse than they are, a new study suggests.

These findings give more context to recent studies that found that people who spend a lot of time on Facebook tend to be more frustrated, angry and lonely — probably **(1)** _____ of all the happy updates from friends that make them feel less confident. Generally, most of us look for the positive on social media sites. But if you are feeling vulnerable, you will look for people on Facebook who **(2)** _____ a bad day or who are not as good **(3)** _____ presenting themselves positively, just **(4)** _____ yourself feel better.

Overall, the researchers **(5)** _____ that people tended to spend more time on the profiles of people who were rated as successful and attractive. “However, if you need a confidence boost, you’re going to look at people **(6)** _____ off than you,” Knobloch-Westerwick, co-author of the study and professor of communication at the Ohio State University, said. “You’re probably **(7)** _____ going to be looking at the people who just got a great new job or just **(8)** _____ married. One of the great appeals of social network sites is that they allow people to manage their moods by choosing who they want **(9)** _____ themselves to.”

www.sciencedaily.com

0.	A not	B more	C less	D getting
1.	A despite	B in spite	C regardless	D because
2.	A has had	B are having	C were having	D has
3.	A as	B in	C at	D for
4.	A making	B to make	C make	D don’t make
5.	A found	B find	C had found	D were found
6.	A worse	B better	C worst	D well
7.	A unhappy	B mostly	C -	D not
8.	A have	B never	C got	D get
9.	A compare	B to be compared	C being compared	D to compare

Võti: 1) D 2) B 3) C 4) B 5) A 6) A 7) D 8) C 9) D

**Lugemisosa: valikvastustega ülesanne**

Read the article and the statements (**1–7**) on the next page and decide which statement (**A**, **B** or **C**) is true according to the text. Tick (✓) the correct answer.

An example (0) has been done for you.

Did Bicos really revolutionise writing?

Fifty-seven Bic Bicos are sold every second (and then “borrowed” by passing colleagues) — not bad for a 75-year-old product. But did the pens really make that much of a difference?

It was a familiar frustration that led to the invention of the modern ball-point pen — leaky ink. In 1938, Hungarian newspaper columnist Laszlo Biro noticed the ink used on the printing presses dried quickly and so tried using it in a fountain pen to avoid the problem of leaks, blots and smudges. But the ink was too thick to flow into the nib. So Biro, with the help of his brother, a chemist, devised a pen tipped with a metal ball bearing that used capillary action to draw ink through the rotating ball. They brought their invention with them when they fled to the West during World War II. A British firm took over the patent to produce pens for the Royal Air Force.

Barring tweaks and improvements, the pen is still recognisable as the ball-point Biro devised to make writing easier, and it regularly features in top 100 design lists. But was it revolutionary? “That’s a big word, but it made writing easier. No longer did you need to worry about ink spills or refills. To be mobile and reliable are two amazing things to be able to accommodate into such a small and humble object,” says Libby Sellers, the curator of the Design Museum. “What is remarkable is Biro’s lateral thinking in bringing existing technologies together to create an everyday object that everyone could write with. Ball bearings already existed. Quick-drying ink already existed. And so did roller-balls, in deodorants.” Also, she does not see the pens being superseded by technology. “Yes, a passing thought can easily be typed into a handheld device or a text message, but a ball-point doesn’t need batteries to work. It needs ink, but most have long since been lost, borrowed or stolen before running out.”

Among the first Britons to use Bicos were the fighter pilots of the Royal Air Force, for whom the pens proved something of a revelation. “Fountain pens can explode or at least leak at high altitudes, so to have a reliable pen with you in the cockpit to note down important markers helped win the war,” says Miss Sellers. There is an old and oft-repeated rumour that because standard pens do not work in zero-gravity, NASA spent millions devising a space pen, while the Russians used pencils. But this has been debunked, not least because — strange to say — pencils pose dangers in space, from broken-off tips floating about and graphite and wood being flammable in a pure oxygen atmosphere.

While not the first everyday object in which manufacturers made a priority of user convenience, the Bic Biro is a fine example of what happens when an object is designed to make something that is easy to use. The one thing that has not been cracked is washable ink — as anyone who has inadvertently left a ball-point pen in a pocket will attest. For artist Jon Burgerman, who specialises in Biro works, that is part of the pen’s charm. “I like that the ink’s indelible — I get asked to do artwork on trainers and T-shirts, so it is great that it does not wash off. It’s easy to customise stuff without bothering with fabric paints. That’s invaluable for me, as a poor artist.”

www.bbc.co.uk



0. The Bic Biro is a

- | | | |
|----------|-------------------------------------|-----------------|
| A | <input type="checkbox"/> | crayon. |
| B | <input type="checkbox"/> | pencil. |
| C | <input checked="" type="checkbox"/> | ball-point pen. |

1. The inventor of Biro's, Laszlo Biro, worked as a

- | | | |
|----------|--------------------------|-------------|
| A | <input type="checkbox"/> | journalist. |
| B | <input type="checkbox"/> | chemist. |
| C | <input type="checkbox"/> | printer. |

2. The Bic Biro was invented as an alternative to a

- | | | |
|----------|--------------------------|---------------|
| A | <input type="checkbox"/> | marker. |
| B | <input type="checkbox"/> | fountain pen. |
| C | <input type="checkbox"/> | pencil. |

3. The essential feature of the Biro is

- | | | |
|----------|--------------------------|-----------------------------|
| A | <input type="checkbox"/> | a freely rotating ball. |
| B | <input type="checkbox"/> | washable ink. |
| C | <input type="checkbox"/> | a refillable ink container. |

4. Libby Sellers believes that

- | | | |
|----------|--------------------------|--|
| A | <input type="checkbox"/> | technology will eventually replace Biro's. |
| B | <input type="checkbox"/> | Biro's will stay despite technological advances. |
| C | <input type="checkbox"/> | Biro's need improvement. |

5. Bic Biro's first proved to be especially useful for

- | | | |
|----------|--------------------------|-------------------|
| A | <input type="checkbox"/> | astronauts. |
| B | <input type="checkbox"/> | NASA scientists. |
| C | <input type="checkbox"/> | air force pilots. |

6. Pencils cannot be used in space because they

- | | | |
|----------|--------------------------|-----------------------------------|
| A | <input type="checkbox"/> | may cause a fire. |
| B | <input type="checkbox"/> | become poisonous in zero gravity. |
| C | <input type="checkbox"/> | do not work in pure oxygen. |

7. Artist Jon Burgerman

- | | | |
|----------|--------------------------|--|
| A | <input type="checkbox"/> | thinks that fabric paint is better than Biro's. |
| B | <input type="checkbox"/> | considers Biro's too expensive to be used for art. |
| C | <input type="checkbox"/> | prefers to use Biro's instead of paint. |

Võti: 1) A 2) B 3) A 4) B 5) C 6) A 7) C

**Lugemisosa: sobitamisülesanne (tekstid ja väited)**

Read the opinions on having an enjoyable job (**A–E**) and the sentences (**1–8**) below. Then decide which sentence is about which opinion and write the letter (**A–E**) after the sentence. The letters can be chosen more than once. *An example (0) has been done for you.*

Labors of love

A Melissa Menta — I have been an executive director of public relations for just over three years. My job requires a good multi-tasker: a client call, an e-mail, a press release, so I have to meet quick priorities and do a lot of things at once. Some days I sit and write and I think strategy, other days it has something to do with celebrities. I do tend to talk about work much of the time, mostly because people are interested in it. Some of them have heard of my company and they know our clients.

B Erik Soderberg — I have been working as a structural engineer for almost ten years. When I was a kid, I always built things. So I thought I was going to be a carpenter. It was actually when I started learning engineering and physics that I realized maths could be used to solve real problems. It is pretty amazing when you think about it — you can sit down with a piece of paper and design everything before you even build it. My job is always varied and generally challenging as well as I am paid appropriately.

C Andrea Dew Steele — I have been in my position of a political advisor for over four years. I feel like I am making a difference when I elect someone great or give money to worthy non-profits. I do not have any problem asking people who have money to help them to figure out politically and charitably what is the best option for them. It is also quite challenging because I have fundraising and election goals each year. In addition, I have an incredibly supportive boss who allows me a great deal of independence.

D Kate Farley — I am an independent contractor for a medium-sized riding stable. My job entails designing lesson programs, teaching, hiring instructors and managing a herd of 12 to 20 school horses, to name but a few. I love teaching and the process of exposing someone to horses who has never been around them before. Watching students fall in love with it and improve in their riding is very rewarding. This job is not only fascinating and lucrative but it also provides me with strong relationships and a feeling of control.

E Todd Sulchek — I am a postdoctoral researcher. Currently, I am looking at a cancer drug that binds to breast cancer cells. So I am constantly learning new things in cell biology and chemistry. This job is really just a stepping-stone to being a professor. As I have a lot of responsibilities, I might either be writing a grant proposal or catching up on what other researchers are up to or be in the lab working on measurements. My work is meaningful, innovative but it is not quite well paid.

www.onthepage.org

This person

needs to be effective and organised.

(0) A

performs experiments.

(1)



- is encouraged by seeing others become more skilful. (2) _____
- shares their impressions of work with people. (3) _____
- can now see the practical value of a subject learned at school. (4) _____
- is satisfied with the salary. (5) _____
- feels trusted at work. (6) _____
- wants to reach a higher position. (7) _____
- has to achieve annual targets. (8) _____

Võti: 1) E 2) D 3) A 4) B 5) B 6) C 7) E 8) C

Lugemisosa: vigade leidmine ja parandamine

Read the text below and look carefully at the numbered lines. Only two of the lines are correct. The other lines have one **incorrect or unsuitable word or form**. Cross it out and write the correct word or form after the number (**1–12**) in the margin. Put a tick (✓) in the lines that are correct. *An example (0) has been done for you.*

What is boredom?

We have all ~~experience~~ boredom. Sitting in a class where the teacher is discussed a topic you do not care about, you may find yourself daydreaming. Waiting at a delayed flight to take off at the airport, you may search on vain for something to distract you. Boredom is unpleasant and physically painful. It can make you angry and frustrating. Boredom can also influence you reactions in negative ways. Bored people are prone at overeas, for example. So how does boredom work? Some authors suggest that attention playing an important role in creating boredom. In particular, there are a few conditions that need to be met for people to feel bored. First, people need to have a reason level of psychological energy. If they have energy they would like to devote to something, but they cannot find anything engaged, they feel bored. Another key element of boredom is control. Boredom often occurs when you have few control over your situation.

0. experienced
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Psychology Today

Võti: 1) discussing 2) for 3) in 4) frustrated 5) your 6) to 7) plays
8) ✓ 9) reasonable 10) ✓ 11) engaging 12) little/no/less/the least

**Lugemisosa: avatud lüngaga ülesanne**

Read the text and complete it. Write your answers after the numbers (1–10) in the margin. Write no more than **one word** for each gap. *An example (0) has been done for you.*

Is working at night bad for you?

In some jobs, working the night **(0)** is unavoidable. With careful planning and a bit of peace during the daytime, it is possible to work all night and still get eight hours sleep **(1)** following day. Some people even tell you that they get **(2)** to working in this way. But can their bodies ever get fully accustomed to working to a clock turned upside down? And, more worryingly, is nocturnal labour bad for your health?

A Canadian study monitored the timing **(3)** the sleep, the light levels and the quantity of the sleep hormone melatonin produced by a small group of police officers as **(4)** embarked on a week of night shifts.

Usually we release melatonin late **(5)** the evening when we start feeling tired and **(6)** for bed. If you have adapted well to working nights, the peak will move to daytime instead. In this study, those whose pattern of melatonin production showed they had made that adjustment felt happier and more alert, as well **(7)** showing faster reaction times – but only 40% managed to make the switch.

Even if you do feel OK, there is also the question of whether your body could be suffering in the long-term. It is harder **(8)** eat healthily or exercise regularly if you are working shifts. While you might manage to drag **(9)** to the gym at the end of a day's work, it's that much harder to do that at the end of your shift if you have already been up all night and are yearning **(10)** a nap.

www.bbc.com

Võti: 1) the 2) used 3) of 4) they 5) in 6) ready/yearn 7) as 8) to 9) yourself 10) for

**Lugemisosa: kaheosaline sobitamisülesanne****Task 1.1** Questions 1–7

Read the subheadings and the text. Then choose the most suitable subheading from the list (**B–K**) for each part (**1–7**) of the text. There are **two extra** subheadings you do not need to use. *An example (0) has been done for you.*

A	<i>So long, peace and quiet!</i>
B	Let nature take its course
C	Arguments with neighbours
D	Forced to obey
E	Little care for resources
F	A sight to see
G	Expenditure for excellence
H	Happy to maintain a flawless lawn
I	Baffling green madness
K	Furious about fumes

Our obsession with green lawns drives me nuts, and it is killing the environment

0. A

Sunday mornings, you will often find me sipping coffee with birdsong and the chatter of squirrels in the background as I read the paper. But then it starts. A stutter, a sputter, a cough that crescendos into a roar. In answer, another motor rumbles to life, followed by more. *Green with envy* takes on a whole new meaning during the summer.

1.

Every year, Americans rush out to **arm (a)** themselves with an arsenal of **paraphernalia (b)** to obtain the perfect **luscious (c)** emerald carpet. I do not participate — lawn mania drives me crazy. I like most of my neighbours, but the lengths to which they will go to keep up with one another and their gusto to transform weeds into “flawless” turf both fascinate and infuriate me.

2.

There is some entertainment value in the spectacle: for instance, the neighbour who sits **astride (d)** his lawn tractor without his shirt, socks or sneakers — but with a pair of short-shorts that ride up and become harder to spot as the mowing goes on. (A visiting friend once spotted him and shouted, “Oh my God! Do you know your neighbour cuts his grass naked?”)

3.

But I am not amused when the stink of another neighbour’s toxic fertilizer **application (e)** or pesticide treatment invades my house or wafts past as I sit in my backyard. It is fine if he wants to expose himself to toxic chemicals as part of his ritual worship of the outdoors, but there is no reason to poison me, too.

4.

Our **frenzied (f)** love affair with green lawns fuels an industry worth \$40 billion per year and counting, as estimated by Ted Steinberg in *American Green: The Obsessive Quest for the Perfect Lawn* — whether you do it yourself or hire help, it takes an **exorbitant (g)** amount of cash to maintain that perfect green. A quick shopping list: seed, fertilizer, weedkiller, bug killer, more seed, a lawnmower, maintenance for the lawnmower (gas, blade sharpening, storage), a weedwacker and some sort of



irrigation system. Money might not grow on trees, but it is, in fact, growing your lawn.

5. _____

And then there is the water: according to the Environmental Protection Agency, the average American household uses about 320 gallons of water per day for outdoor use — and more than half of that is for lawns and gardens. Across the US, landscape irrigation alone sucks up one-third of residential water use (most of it on grass). The grand total: 9 billion gallons per day. All those fertilizers used frequently and **indiscriminately (h)** are not helping: they wash into waterways along with the pesticides — American homeowners use 10 times more pesticides than farmers — and herbicides.

6. _____

For all these reasons and more, I am a lawn rogue: I have one, but I do not water it, fertilize it or treat it with anything to kill off some plants and leave others. I do cut it — reluctantly, about once a week so that the neighbours do not call town officials about me for ignoring my duties — during "normal" hours and definitely not as **uniformly (i)** as my neighbours do. (If I could, I would buy a goat to keep the grass in check.)

7. _____

After all, who decided that "green" means "grassy"? Maybe that is **heresy (j)**, but I am saving money, protecting bees, birds, butterflies and other critters and definitely doing more to protect — and **nurture (k)** — the nature I love. I let the dandelions, crab grass and clover take over. I watch the birds and the bees.

The Guardian

Võti: 1) I 2) F 3) K 4) G 5) E 6) D 7) B

Task 1.2 Questions 8–15

Some of the words in the text are written **in bold and marked with a letter (a–k)**. Match the words to their definitions. Write the **letter (a–k)** in the gap in front of its definition (**8–15**). In the text, there are **two extra** words in bold that you **do not need** to use. *An example (0) has been done for you.*

0. c – *adj.* appealing strongly to the senses; pleasingly rich
8. _____ – *n.* opinion profoundly at odds with what is generally accepted
9. _____ – *v.* care for and protect (someone/sth) while they are growing
10. _____ – *adv.* with one leg on each side
11. _____ – *v.* to prepare oneself for struggle or resistance
12. _____ – *adj.* wildly excited or uncontrolled
13. _____ – *adv.* in a manner that is similar in character to another or others
14. _____ – *n.* objects that are used to do a particular activity
15. _____ – *adj.* unreasonably high

Oxford Dictionary, Merriam-Webster Dictionary

Võti: 8) j 9) k 10) d 11) a 12) f 13) i 14) b 15) g

**Lugemisosa: sõnamoodustusülesanne**

Read the text. Use the **appropriate forms** of the words in **bold** to complete the text. Write your answers after the numbers (1–9) in the margin. *An example (0) has been done for you.*

Orcas

Orcas, or killer whales, are the **(0) large** of the dolphins and one of the world's most powerful predators who inhabit the oceans of the world. Next to humans, they are the most **(1) wide** distributed mammal. They feast on marine mammals employing **(2) tooth** that can be ten centimetres long.

Killer whales hunt in **(3) dead** pods, family groups of up to 40 individuals. All pods use effective, cooperative hunting techniques that some liken to the **(4) behave** of wolf packs. Whales make a wide **(5) vary** of communicative sounds, and each pod has distinctive noises that its members will recognise even at a **(6) distant**. They use echolocation to communicate and hunt,

(7) produce sounds that travel underwater until they encounter objects, then bounce back, revealing their exact location, size, and shape.

Orcas are immediately recognisable by their unique black-and-white colouring and are the star **(8) attract** of many aquariums. Killer whales have never been extensively hunted by humans and they are not yet regarded as an **(9) danger** species overall.

National Geographic

(0) largest

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

Võti: 1) widely 2) teeth 3) deadly 4) behaviour/behavior 5) variety/variation
6) distance 7) producing 8) attraction(s) 9) endangered



Suuline osa: pildikaart

Describe, compare and contrast the pictures and answer the question.



What are the disadvantages of being an actor?

Suuline osa: monoloogikaart

MONOLOGUE

Read the topic below and prepare to speak about it. Use the questions given to help to plan your monologue.

Some people say that more technology at home does not mean more free time.

Why do you think they say that? Do you agree? Give reasons.