



**READING****Task 1 (5 points)**

**You are searching for some information on a travel webpage. Read the texts (A-G) and questions (1-5). Decide which text each question refers to. Use each text only once. There is one text you do not need to use. The task starts with an example (0).**

Which text...		Text
0.	warns about trip destinations?	F
1.	gives travel advice?	
2.	recommends using a travel resource?	
3.	recalls an enjoyable travel experience?	
4.	advertises a trip?	
5.	describes a destination?	

**TEXT A**

Fort De Soto is located in the southwest corner of Mullet Key at the entrance to Tampa Bay. The park's historic significance and crystal-clear waters attract thousands of tourists each year, many of whom come to take advantage of beautiful Fort De Soto Beach.

**TEXT B**

Perfect for 'Star Wars' fans! Tatooine's twin suns are calling you to this spectacular vacation getaway! Experience first-hand the non-stop action of a moisture farm or the nightlife of the Mos Eisley cantina. Bring the entire family to meet the native Tusken Raiders and enjoy their curious rituals and customs. The sands are calling you, so book your vacation in our adventure park now!

**TEXT C**

If you want to travel to Mount Fuji, you should choose a trail in advance. You should also definitely book a hut in advance (the sooner the better) because the huts are booked up quickly, and you might not have a place to stay overnight.

**TEXT D**

My stays in Los Angeles & San Francisco were indeed interesting, but my main objective was to visit Yosemite National Park. It was a fantastic experience - huge trees, animals, and even stars are easy to see from anywhere in Yosemite!

**TEXT E**

I am very disappointed with my stay in this hotel. It is the worst hotel in London. I cannot believe they make people stay in such small rooms for such a high price. And I had to pay extra for Wi-Fi! There was dust all over the room, and I couldn't even open the windows to let air into the room.

**~~TEXT F~~**

*If severe weather exists in the area you wish to travel to, you are strongly advised to change your travel plans; if there is a blizzard at the ski resort that you wished to go to, you should go to an alternative resort or perhaps go to the beach or downtown.*

**TEXT G**

I think *Spotted by Locals* is a great service which offers many interesting and fun places to explore in some fantastic European cities. I think that having the option to check guides written by locals is a winner. There really is no excuse not to go off the beaten path and explore something new, like a local!

**Task 2 (8 points)**

**Read the article about creating art. For questions 1-8 below, circle the correct answer based on the text. The task starts with an example (0).**

**CREATING ART**

You know the feeling when you open up an old sketchbook or find a really old piece of art you made and think, "Wow, I thought this was a masterpiece when I made it. It's so bad!" Most of us have experienced that feeling before, and it turns out, it's a really good thing. You might feel the need to blame yourself for having made something "bad" in the past, but it's actually a reason to celebrate. This is a sign of growth.

I've experienced many periods of time when I lacked inspiration or felt a "creative block". No matter how hard I tried, it was impossible to draw or come up with an idea. Even worse, the fear of making a mistake, making something ugly, making something that might reveal my lack of creativity or experience, or making something that's been made before has kept me from trying to make anything at all.

I was relieved of a lot of this fear and set free to create when someone shared Sol LeWitt's famous letter to Eva Hesse with me. These two artists were corresponding about Hesse's creative block. He wrote, "Try to do some BAD work – the worst you can think of and see what happens but mainly relax and let everything go bad – you are not responsible for the world – you are only responsible for your work – so DO IT."

The idea of TRYING to make BAD work completely changed the way I approached my creative process. By releasing the pressure of creating a masterpiece during each creative session, I started having more fun, trying new ways, and developing better techniques and taste. I started to accept that I'd have to make a lot of bad art before I got to the good work. This idea motivated me to keep creating. I couldn't wait to look back at the work I'm creating today and think, "Wow, my work has come a long way. I've really improved since I made this!"

Many people have the same childhood experience: they were trying their best and having a ton of fun drawing or painting when an adult or classmate told them that something they made was bad or far from perfect. This childhood experience trains people to think that "practice is perfect" rather than "practice makes perfect". The problem with this logic is that nothing you make when you are practising can actually be bad because practice is a space where you are free to make mistakes. Let's take out the "perfect" and leave it at "practice makes." When we practice as artists, we make. Isn't that enough? You could even go a step further and say "practice makes mistakes." Next time someone else (or more likely your inner voice) tells you your art is bad, kindly respond, "I know it's bad. It's practice."

Another way to think about this: the creative block doesn't exist if you don't let it. Writer Joyce Carol Oates shared that she believes that writer's block is a myth. She fights writer's block with discipline by sitting down to write every day, no matter what: "If you feel that you just can't write or you're too tired or this, that, and the other, just stop thinking about it and go and work. Life doesn't have to be so overthought. You don't have to wait to be inspired. Just start working."

Set yourself up with the tools you need to say "Not today!" to your creative block. Do you need to be more disciplined to draw but struggle with self-doubt? Hang your favourite inspirational quote above your desk or favourite spot to draw, bring your notebook and drawing supplies everywhere, and stop treating your sketchbook like it's precious. Your sketchbook is a place to make mistakes. Practice makes mistakes.

(Adapted from *thecreativeparty.com*)

*Example:*

0. *The author mentions that most people have felt that*

*A they have made a masterpiece at least once.*

*B they will never make good artwork again.*

*C they have changed their opinions about their art.*

*D they compare their artwork to other people's art.*

1. What is the author doing in the text?

**A** Explaining the difference between good and bad art.

**B** Describing problems with the creative process.

**C** Giving information about the importance of art.

**D** Giving her opinion on the future of art.

2. The author explains that during times of a "creative block",

**A** she felt that she could not make any art.

**B** she was dissatisfied with the art she made.

**C** she was tired of trying to make new art.

**D** she felt other people often criticized her.

3. Which statement best sums up Sol LeWitt's advice?

**A** People should always try to do their best.

**B** People should create inspirational art.

**C** People should let go and do their work.

**D** People should only make bad work to relax.

4. Which statement would the author agree with?

**A** It is impossible to enjoy making imperfect art.

**B** Every artwork should be planned as a masterpiece.

**C** Creating imperfect art can be enjoyable.

**D** Being stressed can help someone create good art.

5. The author gets inspiration from seeing

**A** good examples of art.

**B** her bad artwork projects.

**C** other people's artwork.

**D** how her art develops.

6. What does the author say about practice?

**A** Sometimes it produces worthwhile art.

**B** People do not understand its purpose.

**C** Some artists do not find it enjoyable.

**D** Children could benefit from more practice.

7. Why does the author quote Joyce Carol Oates?

**A** To compare artists' and writers' creative processes.

**B** To criticise the writer's approach to creating.

**C** To suggest a way of dealing with bad art.

**D** To explain how to deal with a creative block.

8. What does the author say at the end of the article?

**A** Disciplined artists make fewer mistakes.

**B** Putting in effort can help you create art.

**C** Inspirational quotes will distract you.

**D** Everyone should take up drawing.

**Task 3 (7 points)**

**Read the text about an inventor and her invention. Fill in the gaps (1-7) in the text with the missing information (A-I). Write the correct letter (A-I) in the gap. There is one sentence you do not need to use. The task starts with an example (0).**

**THE INVENTION OF “LIQUID PAPER”**

Like many women in the 1950s, Bette Nesmith Graham made a living as a secretary. By 1951, she had worked her way up to the position of the executive secretary at *Texas Bank and Trust*. (0) H. Since Bette was a single mother supporting herself and her son, keeping the job was extremely important.

(1) \_\_\_\_\_. They did make typing easier, but they had sensitive key triggers and, as a result, the number of typos increased. When Graham tried to use an eraser to correct the mistakes, carbon ink would smear all over the page. Tired of having to retype the whole page because of one small error, (2) \_\_\_\_\_.

To make extra money, she used her talent painting holiday windows at a local bank. While she was observing other painters, she realized that they never corrected mistakes by erasing their work, but by painting over the error. (3) \_\_\_\_\_. In 1956, in her kitchen, the quick-thinking Graham poured some white water-based paint into nail polish containers, sneaked one into the office, and hid it in her office desk. She concealed her typos with a watercolour brush. (4) \_\_\_\_\_.

When the other secretaries realized how useful the invention was, Graham received hundreds of requests from them. (5) \_\_\_\_\_. She began marketing her product as “Mistake Out” in 1956, though she couldn’t afford the \$400 patent fee. She moved forward anyway, studying books in the public library and experimenting with the formula of her correction fluid. (6) \_\_\_\_\_.

“During that time, I often became discouraged,” she told the magazine *Texas Woman* in 1979. “I wanted the product to be absolutely perfect before I distributed it, and it seemed to take so long for that to happen.” The demand for the product increased and soon she started working full-time to create and package the product from her home. Her first employees were her teenage son and his friends, working for a dollar an hour.

In 1958, the improved product was renamed “Liquid Paper”, and it began to become popular. (7) \_\_\_\_\_. Her hard work led to a multimillion company with the main office in downtown Dallas. By 1979, her company employed 200 people and made 25 million bottles of Liquid Paper per year, making her invention one of the most popular office supplies of the 20<sup>th</sup> century.

A	She continued working from her kitchen nights and weekends to produce small batches of correction bottles
B	Graham was written about in a magazine and received a large order from a big company
C	In the 1950s, a new model of electric typewriter came into widespread use
D	Every evening she returned home from work to improve the recipe
E	Graham saw it was useless at concealing typos
F	Graham set out to search for a more effective alternative
G	This made correcting mistakes much faster and cleaner and hardly noticeable on the page
<del>H</del>	<i>However, Bette wasn't efficient at typewriting and struggled with typing mistakes</i>
I	So, she decided to do what artists did

## LISTENING

### Task 1 (5 points)

You will hear audio recordings of five different situations. What are people doing in each of the situations? Choose your answers from the box and write the correct letter (A-F) next to the number of the recording (1-5). There is one extra situation. You will hear the recordings twice.

### EVERYDAY SITUATIONS

Recording	Situation
1.	
2.	
3.	
4.	
5.	

Situations	
Someone is...	
<b>A</b>	making an order.
<b>B</b>	apologizing.
<b>C</b>	making an appointment.
<b>D</b>	warning about danger.
<b>E</b>	expressing support.
<b>F</b>	asking for information.



**Task 2 (5 points)**

**Listen to Laura answering questions about her cycling trip across South America. First study the questions. Then you will hear the recording twice. Match the questions with Laura's answers. Write the letter of the question (A-F) next to the answer (1-5). There is one extra question that you do not need to use.**

**CYCLING ADVENTURE**

Answers	Question
1.	
2.	
3.	
4.	
5.	

Questions	
<b>A</b>	What would you say was the highlight of the trip?
<b>B</b>	Do you have any more adventures in mind?
<b>C</b>	What inspired you to lead a life of travel and adventure?
<b>D</b>	How resourceful did you have to be to travel across South America with no money?
<b>E</b>	How are you going to plan your next trip?
<b>F</b>	Was there ever a time when you wanted to quit?

**Task 3 (10 points)**

**Listen to a podcast about jigsaw puzzles and complete the notes on the podcast with the missing information (no more than two words or one number). The task starts with an example (0). You will hear the recording twice.**

**JIGSAW PUZZLES**

0. *Jigsaw puzzles are a popular pastime.*

1. The oldest known jigsaw puzzle dates back to \_\_\_\_\_.
2. The creator of the first puzzle used a \_\_\_\_\_ pasted on wood.
3. The first users of Spilsbury's jigsaw puzzle were \_\_\_\_\_.
4. Because of the way they were made, the first jigsaw puzzles were \_\_\_\_\_.
5. In today's money, a 500-piece puzzle from 1900 costs \_\_\_\_\_ dollars.
6. Jigsaw manufacturers mostly employed \_\_\_\_\_.
7. In the 1930s, jigsaw producers used their puzzles for \_\_\_\_\_.
8. In the USA, people tried to earn money by taking part in \_\_\_\_\_.
9. Currently, jigsaw puzzles are becoming popular because of \_\_\_\_\_.
10. Completing a jigsaw puzzle can be both educational and \_\_\_\_\_.

**Task (20 points)**

Your English teacher has asked you to write a blog post about what you and your classmates like doing during school trips. Your classmates sent you these messages.

**Tom**

I like everything, except museums.

**Eva**

I really enjoy city walks and having lunch with friends at a cozy café.

**Laura**

I like exploring new cities. A short visit to a museum could be fun too.

**Write a blog entry in which you:**

- explain what your classmates and you like and dislike about school trips,
- describe a school trip you enjoyed (mention the destination and the activities you did),
- write if you think school trips are important or not and give reasons why/why not.

**Write about 200 words. You have 40 minutes to complete the task.**

Notes







**EKSĀMENS ANGLŪ VALODĀ  
9. KLASEI**

2023

SKOLOTĀJA MATERIĀLS

*Mutvārdu daļa, 1. diena***EKSĀMENS ANGLŪ VALODĀ***Mutvārdu daļa, 1. diena****Skolotāja materiāls***

Pie izglītojamajiem un personām, kuras piedalās eksāmena nodrošināšanā, no brīža, kad viņiem ir pieejams eksāmena materiāls, līdz eksāmena norises beigām nedrīkst atrasties ierīces (planšetdators, piezīmjdators, viedtālrunis, viedpulkstenis u. c. saziņas un informācijas apmaiņas līdzekļi), kuras nav paredzētas Valsts pārbaudes darbu norises darbību laikos.

**2023**

## PAPER 1

**Student A**

You and your friend want to take up an after-school activity. You are discussing two possible options: joining a *sports team* or a *foreign language class*.

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: You both should join a sports team.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*motivation / skills / lessons / people / fun*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other after-school activity you could choose**,
- answer the teacher's questions (give extended answers).

**Student B**

You and your friend want to take up an after-school activity. You are discussing two possible options: joining a *sports team* or a *foreign language class*.

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: You both should join a foreign language class.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*motivation / skills / lessons / people / fun*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other after-school activity you could choose**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Do you think all students should take part in after-school activities? Why/Why not? (Student B)
3. Do you think after-school activities can help students learn important skills? Why/Why not? (Student A)



## PAPER 2

**Student A**

You and your partner are discussing two different opinions about sports lessons: *sports should be done at school or sports should be done after school.*

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Sports should be done at school.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

health / teamwork / motivation / time / cost

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what students could do to be more active**,
- answer the teacher's questions (give extended answers).

**Student B**

You and your partner are discussing two different opinions about sports lessons: *sports should be done at school or sports should be done after school.*

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Sports should be done after school.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

health / teamwork / motivation / time / cost

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what students could do to be more active**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Can doing sport become a career? Why/Why not? (Student B)
3. What should sports lessons look like? Why? (Student A)

## PAPER 3

**Student A**

You are talking about books and movies. You and your partner are discussing two opinions: *people should read the book before watching the movie adaptation or people can watch a movie adaptation without reading the book.* You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** People should read the book before watching the movie adaptation.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

language / time / story / imagination / fun

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out your classmates' opinion on the topic,**
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. How can teenagers be encouraged to read more? (Student B)
3. Why do people go to the cinema to watch a movie? (Student A)

**Student B**

You are talking about books and movies. You and your partner are discussing two opinions: *people should read the book before watching the movie adaptation or people can watch a movie adaptation without reading the book.* You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** People can watch a movie adaptation without reading the book.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

language / time / story / imagination / fun

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out your classmates' opinion on the topic,**
- answer the teacher's questions (give extended answers).

## PAPER 4

**Student A**

Your school has received some money to buy school supplies and equipment. You and your partner are discussing two ways of spending the money: *the school should buy paper books for each classroom* or *the school should buy e-books for each classroom*. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** The school should buy paper books for each classroom.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*use / price / health / educational value / sharing*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other resources could be useful**,
- answer the teacher's questions (give extended answers).

**Student B**

Your school has received some money to buy school supplies and equipment. You and your partner are discussing two ways of spending the money: *the school should buy paper books for each classroom* or *the school should buy e-books for each classroom*. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** The school should buy e-books for each classroom.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*use / price / health / educational value / sharing*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other resources could be useful**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Who can encourage students to read more? Why? (Student B)
3. How can technology help you learn a language? (Student A)

## PAPER 5

**Student A**

A group of exchange students will be visiting your school. You and your partner are discussing two ways of spending time with them: *going sightseeing* or *playing some games together*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should go sightseeing with the exchange students.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*communication / culture / fun / activity / educational value*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out the exchange students' opinion**,
- answer the teacher's questions (give extended answers).

**Student B**

A group of exchange students will be visiting your school. You and your partner are discussing two ways of spending time with them: *going sightseeing* or *playing some games together*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should play games with the exchange students.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*communication / culture / fun / activity / educational value*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out the exchange students' opinion**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. What place in your neighbourhood should everyone visit? Why? (Student B)
3. What can students learn from an exchange visit to other schools? How? (Student A)

## PAPER 6

**Student A**

Your class is organizing a charity event. You and your partner are discussing two options for what this event should be: *organizing a charity concert or organizing a charity market*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should organize a charity concert.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*fun / skills / community / money / organization*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how a charity event like this could be promoted**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. What charity idea would you support? Why? (Student B)
3. Should teenagers take part in charity events? Why/Why not? (Student A)

**Student B**

Your class is organizing a charity event. You and your partner are discussing two options for what this event should be: *organizing a charity concert or organizing a charity market*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should organize a charity market.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*fun / skills / community / money / organization*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how a charity event like this could be promoted**,
- answer the teacher's questions (give extended answers).

Šos tekstus izmanto skolotājs, ievērojot norādītās bijetes nosacījumus, ja sarunā piedalās viens skolēns.

### Paper 5

<p><b>Student A</b>  <b>Your position: The class should go sightseeing with the exchange students.</b></p> <p>As you know, a group of exchange students are visiting our school in June and we've got to plan some activities we could do together. I think we should definitely take them sightseeing because then we will be able to do several things at once.</p> <p>First of all, while sightseeing they will have a better chance to explore our culture and understand what a wonderful area we live in. Actually, we could show them around and be their guides. We could even ask our history teacher to help us out with the excursion and we will learn something about our area as well. I think it will be really useful for everyone involved.</p> <p>Secondly, while we are sightseeing we will also have plenty of time to talk about different topics and get to know our guests better.</p> <p>It does not have to be a guided tour only, we could think of some fun games we could play together to explore the city.</p> <p>So I think that sightseeing could be both beneficial and relaxing as our guests will be able to learn about our place and make new friends. I am sure going sightseeing together will be an unforgettable experience.</p>	<p><b>Student B</b>  <b>Your position: The class should play games with the exchange students.</b></p> <p>As you know, a group of exchange students are visiting our school in June and we've got to plan some activities we could do together. I think we should use the opportunity to communicate with our international friends and organise a games day.</p> <p>First of all, playing games is a fun way to break down barriers and make friends. Playing games, we can learn about each other's cultures, languages and traditions. This can help us understand different points of view, which is so important nowadays.</p> <p>Actually, we could teach each other some games that are popular in our countries. I think it will be a really useful experience for everyone involved.</p> <p>Secondly, a games day will also give us a break from learning and help all of us relax and have fun with our new friends.</p> <p>So I think that playing games with exchange students is a great way to learn from each other and have fun. We should take this chance to meet new people and learn new things.</p>
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**Student A**

You and your friend want to take up an after-school activity. You are discussing two possible options: joining a *sports team* or a *foreign language class*.

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: You both should join a sports team.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*motivation / skills / lessons / people / fun*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other after-school activity you could choose**,
- answer the teacher's questions (give extended answers).

**PAPER 1****Notes:**

**Student B**

You and your friend want to take up an after-school activity. You are discussing two possible options: joining a *sports team* or a *foreign language class*.

You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** You both should join a foreign language class.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*motivation / skills / lessons / people / fun*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other after-school activity you could choose**,
- answer the teacher's questions (give extended answers).

**PAPER 1****Notes:**



**Student A**

You and your partner are discussing two different opinions about sports lessons: *sports should be done at school or sports should be done after school.*

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Sports should be done at school.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*health / teamwork / motivation / time / cost*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what students could do to be more active**,
- answer the teacher's questions (give extended answers).

**PAPER 2****Notes:**

**Student B**

You and your partner are discussing two different opinions about sports lessons: *sports should be done at school or sports should be done after school.*

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Sports should be done after school.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*health / teamwork / motivation / time / cost*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what students could do to be more active**,
- answer the teacher's questions (give extended answers).

**PAPER 2****Notes:**

**Student A**

You are talking about books and movies. You and your partner are discussing two opinions: *people should read the book before watching the movie adaptation or people can watch a movie adaptation without reading the book.* You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** People should read the book before watching the movie adaptation.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*language / time / story / imagination / fun*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out your classmates' opinion on the topic,**
- answer the teacher's questions (give extended answers).

**PAPER 3****Notes:**

**Student B**

You are talking about books and movies. You and your partner are discussing two opinions: *people should read the book before watching the movie adaptation or people can watch a movie adaptation without reading the book.* You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** People can watch a movie adaptation without reading the book.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*language / time / story / imagination / fun*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out your classmates' opinion on the topic,**
- answer the teacher's questions (give extended answers).

**PAPER 3****Notes:**

**PAPER 4****Notes:****Student A**

Your school has received some money to buy school supplies and equipment. You and your partner are discussing two ways of spending the money: *the school should buy paper books for each classroom* or *the school should buy e-books for each classroom*. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** The school should buy paper books for each classroom.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*use / price / health / educational value / sharing*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other resources could be useful**,
- answer the teacher's questions (give extended answers).

**Student B**

Your school has received some money to buy school supplies and equipment. You and your partner are discussing two ways of spending the money: *the school should buy paper books for each classroom or the school should buy e-books for each classroom.*

You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** The school should buy e-books for each classroom.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*use / price / health / educational value / sharing*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other resources could be useful**,
- answer the teacher's questions (give extended answers).

**PAPER 4****Notes:**

**Student A**

A group of exchange students will be visiting your school. You and your partner are discussing two ways of spending time with them: *going sightseeing* or *playing some games together*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should go sightseeing with the exchange students.

**Step 1: Presenting a position**  
(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*communication / culture / fun / activity / educational value*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out the exchange students' opinion**,
- answer the teacher's questions (give extended answers).

**PAPER 5****Notes:**

**Student B**

A group of exchange students will be visiting your school. You and your partner are discussing two ways of spending time with them: *going sightseeing* or *playing some games together*.

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should play games with the exchange students.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*communication / culture / fun / activity / educational value*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what you could do in order to find out the exchange students' opinion**,
- answer the teacher's questions (give extended answers).

**PAPER 5****Notes:**



**Student A**

Your class is organizing a charity event. You and your partner are discussing two options for what this event should be: **organizing a charity concert** or **organizing a charity market**.

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should organize a charity concert.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*fun / skills / community / money / organization*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how a charity event like this could be promoted**,
- answer the teacher's questions (give extended answers).

**PAPER 6****Notes:**

**Student B**

Your class is organizing a charity event. You and your partner are discussing two options for what this event should be: **organizing a charity concert or organizing a charity market.**

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should organize a charity market.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*fun / skills / community / money / organization*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how a charity event like this could be promoted,**
- answer the teacher's questions (give extended answers).

**PAPER 6****Notes:**

**EKSĀMENS ANGLŪ VALODĀ**  
**9. KLASEI**  
2023  
SKOLOTĀJA MATERIĀLS  
*Mutvārdu daļa, 2. diena*

## **EKSĀMENS ANGLŪ VALODĀ**

*Mutvārdu daļa, 2. diena*  
**Skolotāja materiāls**

Pie izglītojamajiem un personām, kuras piedalās eksāmena nodrošināšanā, no brīža, kad viņiem ir pieejams eksāmena materiāls, līdz eksāmena norises beigām nedrīkst atrasties ierīces (planšetdators, piezīmjdators, viedtālrunis, viedpulkstenis u. c. saziņas un informācijas apmaiņas līdzekļi), kuras nav paredzētas Valsts pārbaudes darbu norises darbību laikos.

**2023**

## PAPER 1

**Student A**

Your class is having a debate about summer jobs. You and your partner are discussing two opinions: *students should work during the summer holidays or students should not work during the summer holidays.*

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Students should work during the summer holidays.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*experience / money / responsibility / career / activities*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together if **students should also have homework during the summer holidays**,
- answer the teacher's questions (give extended answers).

**Student B**

Your class is having a debate about summer jobs. You and your partner are discussing two opinions: *students should work during the summer holidays or students should not work during the summer holidays.*

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Students should not work during the summer holidays.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*experience / money / responsibility / career / activities*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together if **students should also have homework during the summer holidays**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Can having a summer job help in choosing a future career? Why/Why not? (Student B)
3. Where can teenagers learn about different jobs? How? (Student A)

## PAPER 2

**Student A**

Your class is planning to go on a spring school trip. You and your partner are discussing possible destinations for the excursion: *going to an open-air museum or a science centre*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should go to an open-air museum.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*activities / socializing / educational value / workshops / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to find out your classmates' opinion,**
- answer the teacher's questions (give extended answers).

**Student B**

Your class is planning to go on a spring school trip. You and your partner are discussing possible destinations for the excursion: *going to an open-air museum or a science centre*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should go to a science centre.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*activities / socializing / educational value / workshops / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to find out your classmates' opinion,**
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Do you think having school trips is important? Why/Why not? (Student B)
3. Do you think visiting museums is important? Why/Why not? (Student A)

## PAPER 3

**Student A**

You and your classmate have different opinions about social media: *social media has a negative effect on people's lives or social media has a positive effect on people's lives.* You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Social media has a negative effect on people's lives.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

health / communication / news / time / interests

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out how your classmates use social media**,
- answer the teacher's questions (give extended answers).

**Student B**

You and your classmate have different opinions about social media: *social media has a negative effect on people's lives or social media has a positive effect on people's lives.* You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Social media has a positive effect on people's lives.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

health / communication / news / time / interests

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out how your classmates use social media**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Will you be able to stop using the Internet for a week? Why/Why not? (Student B)
3. Which new invention are you looking forward to? Why? (Student A)

## PAPER 4

**Student A**

You and your classmate are trying to decide which extra course offered by your school to choose: *an art course or a team sport*. Only one course can be selected by the class. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You prefer an art course.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*learning / health / activity / fun / relaxation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other courses could be useful**,
- answer the teacher's questions (give extended answers).

**Student B**

You and your classmate are trying to decide which extra course offered by your school to choose: *an art course or a team sport*. Only one course can be selected by the class. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You prefer a team sport.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*learning / health / activity / fun / relaxation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other courses could be useful**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Do you think it is important to have after-school activities? Why/Why not? (Student B)
3. How can your after-school activities help you in the future? (Student A)

## PAPER 5

**Student A**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *online learning resources* or *book recommendations*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should create a podcast on online learning resources.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / homework / school subjects / information*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other topics you could include into the podcast**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Where do you get information about the latest events? Why? (Student B)
3. How can social networks help you learn a new skill? (Student A)

**Student B**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *online learning resources* or *book recommendations*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should create a podcast on book recommendations.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / homework / school subjects / information*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other topics you could include into the podcast**,
- answer the teacher's questions (give extended answers).



## PAPER 6

**Student A**

You and your partner are discussing whether students should be allowed to use their smartphones during lesson and find out that your opinions are different. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Students should not be allowed to use their smartphones during lessons.

**Step 1: Presenting a position**  
(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*attention / motivation / learning / activities / goal*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion on the use of phones,**
- answer the teacher's questions (give extended answers).

**Student B**

You and your partner are discussing whether students should be allowed to use their smartphones during lesson and find out that your opinions are different. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Students should be allowed to use their smartphones during lessons.

**Step 1: Presenting a position**  
(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*attention / motivation / learning / activities / goal*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion on the use of phones,**
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. How do you keep in touch with your friends? (Student B)
3. Do you ever use the Internet to help you study? Please explain. (Student A)

Šos tekstus izmanto skolotājs, ievērojot norādītās biļetes nosacījumus, ja sarunā piedalās viens skolēns.

### Paper 1

<b>Student A</b>	<b>Student B</b>
<p><b>Your position: Students should work during the summer holidays.</b></p> <p>As we approach the summer holidays, students are looking forward to taking a break and enjoying some time off. However, I think that students should also use the summer holidays to work.</p> <p>Firstly, working during the summer holidays gives students valuable work experience. It does not have to be a full-time job, even a part-time job can help students develop some skills that could be useful for their future career.</p> <p>They could also learn to communicate with people, work in a team and be more organized. Also, doing a job means that students can earn some extra money which they can spend later during the school year.</p> <p>Finally, students can also become more responsible as they will need to manage their time and money and be more independent. All in all, I believe that if there is an opportunity to take up a summer job, students should go for it.</p> <p>They will be able to make the most of their free time and prepare for future career.</p>	<p><b>Your position: Students should not work during the summer holidays.</b></p> <p>As we approach the summer holidays, students are looking forward to taking a break and enjoying some time off. I believe that students should not work during their summer break. They should make the most of the free time they have.</p> <p>Firstly, the summer holiday is an important time for students to rest, recharge their batteries and spend some quality time with their friends and family. If the students decide to take up a summer job after a stressful school year, they will not be able to enjoy their time off. I think rest and relaxation are as important as work experience and some extra pocket money.</p> <p>Secondly, students can use the free time to try out new activities and hobbies they don't have time for during the school year. Maybe, these activities will become important for their future career. So, I think the free time during the summer should be used to learn some new skills or learn something new that they will use later during the school year.</p> <p>In my opinion, students could also use the summer break to catch up with some school work and prepare for the new school year, for example, read some books or work on their language skills.</p> <p>All in all, I believe that it is up to the students to decide how they would like to use their summer break but having some time off studies and work is really important.</p>

**PAPER 1****Student A**

Your class is having a debate about summer jobs. You and your partner are discussing two opinions: *students should work during the summer holidays* or *students should not work during the summer holidays*.

You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** Students should work during the summer holidays.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*experience / money / responsibility / career / activities*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together if **students should also have homework during the summer holidays**,
- answer the teacher's questions (give extended answers).

**PAPER 1****Student B**

Your class is having a debate about summer jobs. You and your partner are discussing two opinions: *students should work during the summer holidays* or *students should not work during the summer holidays*.

You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** Students should not work during the summer holidays.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*experience / money / responsibility / career / activities*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together if **students should also have homework during the summer holidays**,
- answer the teacher's questions (give extended answers).

**Notes:**

**Student A**

Your class is planning to go on a spring school trip. You and your partner are discussing possible destinations for the excursion: *going to an open-air museum or a science centre*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should go to an open-air museum.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*activities / socializing / educational value / workshops / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to find out your classmates' opinion,**
- answer the teacher's questions (give extended answers).

**PAPER 2****Notes:**

**Student B**

Your class is planning to go on a spring school trip. You and your partner are discussing possible destinations for the excursion: *going to an open-air museum or a science centre*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** The class should go to a science centre.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*activities / socializing / educational value / workshops / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to find out your classmates' opinion,**
- answer the teacher's questions (give extended answers).

**PAPER 2****Notes:**

**Student A**

You and your classmate have different opinions about social media: *social media has a negative effect on people's lives or social media has a positive effect on people's lives.*

You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** Social media has a negative effect on people's lives.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*health / communication / news / time / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out how your classmates use social media**,
- answer the teacher's questions (give extended answers).

**PAPER 3****Notes:**

**Student B**

You and your classmate have different opinions about social media: *social media has a negative effect on people's lives or social media has a positive effect on people's lives.* You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Social media has a positive effect on people's lives.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*health / communication / news / time / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out how your classmates use social media,**
- answer the teacher's questions (give extended answers).

**PAPER 3****Notes:**



**Student A**

You and your classmate are trying to decide which extra course offered by your school to choose: *an art course or a team sport*. Only one course can be selected by the class.

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You prefer an art course.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*learning / health / activity / fun / relaxation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other courses could be useful**,
- answer the teacher's questions (give extended answers).

**PAPER 4****Notes:**

**Student B**

You and your classmate are trying to decide which extra course offered by your school to choose: *an art course or a team sport*. Only one course can be selected by the class.

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You prefer a team sport.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*learning / health / activity / fun / relaxation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other courses could be useful**,
- answer the teacher's questions (give extended answers).

**PAPER 4****Notes:**

**Student A**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *online learning resources* or *book recommendations*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should create a podcast on online learning resources.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / homework / school subjects / information*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other topics you could include into the podcast**,
- answer the teacher's questions (give extended answers).

**PAPER 5****Notes:**

**Student B**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *online learning resources* or *book recommendations*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should create a podcast on book recommendations.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / homework / school subjects / information*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other topics you could include into the podcast**,
- answer the teacher's questions (give extended answers).

**PAPER 5****Notes:**

**Student A**

You and your partner are discussing whether students should be allowed to use their smartphones during lesson and find out that your opinions are different.

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Students should not be allowed to use their smartphones during lessons.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*attention / motivation / learning / activities / goal*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion on the use of phones.**
- answer the teacher's questions (give extended answers).

**PAPER 6****Notes:**

**Student B**

You and your partner are discussing whether students should be allowed to use their smartphones during lesson and find out that your opinions are different.

You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** Students should be allowed to use their smartphones during lessons.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*attention / motivation / learning / activities / goal*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion on the use of phones.**
- answer the teacher's questions (give extended answers).

**PAPER 6****Notes:**

**EKSĀMENS ANGLŪ VALODĀ  
9. KLASEI**

2023

SKOLOTĀJA MATERIĀLS

*Mutvārdu daļa, 3. diena***EKSĀMENS ANGLŪ VALODĀ***Mutvārdu daļa, 3. diena****Skolotāja materiāls***

Pie izglītojamajiem un personām, kuras piedalās eksāmena nodrošināšanā, no brīža, kad viņiem ir pieejams eksāmena materiāls, līdz eksāmena norises beigām nedrīkst atrasties ierīces (planšetdators, piezīmjdators, viedtālrunis, viedpulkstenis u. c. saziņas un informācijas apmaiņas līdzekļi), kuras nav paredzētas Valsts pārbaudes darbu norises darbību laikos.

**2023**

## PAPER 1

**Student A**

Your classmate's birthday is coming up. You and your partner are discussing what to get them for their birthday: *a handmade gift or a store-bought gift*.

You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should give your classmate a handmade gift.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*price / time / options / interests / memories*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to celebrate a birthday**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Are presents the most important part of a celebration? Why/Why not? (Student B)
3. Are expensive gifts always the best gifts? Why/Why not? (Student A)

**Student B**

Your classmate's birthday is coming up. You and your partner are discussing what to get them for their birthday: *a handmade gift or a store-bought gift*.

You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should give your classmate a store-bought gift.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*price / time / options / interests / memories*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to celebrate a birthday**,
- answer the teacher's questions (give extended answers).



## PAPER 2

**Student A**

Your class is planning an event. You and your partner are discussing the food for the event. You have two options: *ordering food or cooking it together*.

You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should order the food.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*time / health / planning / likes and dislikes / price*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out what kind of food your classmates would prefer**,
- answer the teacher's questions (give extended answers).

**Student B**

Your class is planning an event. You and your partner are discussing the food for the event. You have two options: *ordering food or cooking it together*.

You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should cook the food together.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*time / health / planning / likes and dislikes / price*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out what kind of food your classmates would prefer**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Should teenagers know how to cook? Why/Why not? (Student B)
3. Why do some people like fast food? (Student A)

## PAPER 3

**Student A**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *how to manage time* or *how to manage money*. You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should create a podcast on how to manage time.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / benefits / future career / hobbies*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start)
- decide together **what other topics you could include in future podcast episodes**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. What is the best way to inform students about school events? (Student B)
3. Do you think teenagers should be taught how to manage money? Why/Why not? (Student A)

**Student B**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *how to manage time* or *how to manage money*. You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should create a podcast on how to manage money.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / benefits / future career / hobbies*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other topics you could include in future podcast episodes**,
- answer the teacher's questions (give extended answers).

## PAPER 4

**Student A**

You and your classmate are discussing a school trip destination for your class: *an art museum or a natural history museum*. When discussing the trip, you find out that your opinions differ. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: The class should go to an art museum.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*projects / history / interests / learning / career*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**Student B**

You and your classmate are discussing a school trip destination for your class: *an art museum or a natural history museum*. When discussing the trip, you find out that your opinions differ. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: The class should go to a natural history museum.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*projects / history / interests / learning / career*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Do you think school trips to museums should be regular? Why/Why not? (Student B)
3. What other school trip destination would you find useful? Why? (Student A)

## PAPER 5

**Student A**

Your class has decided to organise an event at school. You and your partner are discussing two possible topics: 'Healthy Lifestyle and Teenagers' or 'Career Day'. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: You should organise a 'Healthy Lifestyle and Teenagers' event.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / activities / guests / educational value / motivation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**Student B**

Your class has decided to organise an event at school. You and your partner are discussing two possible topics: 'Healthy Lifestyle and Teenagers' or 'Career Day'. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: You should organise a 'Career Day' event.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / activities / guests / educational value / motivation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Where can teenagers find information about a healthy lifestyle? (Student B)
3. Who could help teenagers decide on their future career? (Student A)

## PAPER 6

**Student A**

You and your classmate are talking about different ways of spending your summer holidays: *in the city or in the countryside*. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: It is much better to spend summer holidays in the city.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*work / environment / friends / activities / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on something you would like to do during the summer holidays**,
- answer the teacher's questions (give extended answers).

**Student B**

You and your classmate are talking about different ways of spending your summer holidays: *in the city or in the countryside*. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: It is much better to spend summer holidays in the countryside.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*work / environment / friends / activities / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on something you would like to do during the summer holidays**,
- answer the teacher's questions (give extended answers).

**Now answer my questions. Student A starts.**

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Do you think students should work in the summer? Why/Why not? (Student B)
3. Can a summer job help a student discover a future career option? Why/Why not? (Student A)

Šos tekstus izmanto skolotājs, ievērojot norādītās biļetes nosacījumus, ja sarunā piedalās viens skolēns.

### Paper 6

<b>Student A</b>	<b>Student B</b>
<p><b>Your position: It is much better to spend summer holidays in the city.</b></p> <p>As we approach the summer holidays, students are looking forward to taking a break and enjoying some time off. I think that students should consider spending their summer holidays in the city and there are several reasons why this can be a great experience.</p> <p>First, cities offer a lot of fun activities for students. They can explore museums, parks, and other attractions. They can also attend concerts and festivals, which can be exciting and memorable.</p> <p>Second, cities offer opportunities for students to learn new things. They can take classes in different subjects and this can be a great way to get new skills and knowledge.</p> <p>Third, cities provide many chances for students to meet new people. They can make new friends and learn about different cultures. This can help them become more open-minded.</p> <p>Finally, spending time in the city can be a good way for students to become more independent and self-confident. They can plan their own activities, and learn to be responsible for themselves.</p> <p>Overall, spending summer holidays in the city can be a great experience for students. They can have fun, learn new things, make new friends, and become more independent.</p>	<p><b>Your position: It is much better to spend summer holidays in the countryside.</b></p> <p>As we approach the summer holidays, students are looking forward to taking a break and enjoying some time off. I think that students should consider spending their summer holidays in the countryside and there are several reasons why this can be a great experience.</p> <p>Firstly, the countryside offers a peaceful and quiet environment where students can relax and recharge their batteries. They can breathe fresh air and enjoy nature, which can be a refreshing break from city life.</p> <p>Secondly, students can learn about some new activities in the countryside. They can visit farms, learn how to grow plants, and even participate in farm work. This can be an educational experience. The countryside also provides opportunities for outdoor activities such as hiking, swimming, and camping. These activities can be fun and help students stay active and healthy.</p> <p>Lastly, spending time in the countryside can be a great way for students to connect with family and friends. They can spend quality time together and make their relationships stronger.</p> <p>Overall, spending the summer holidays in the countryside can offer a peaceful and educational experience with opportunities for outdoor activities and family bonding. It can be a great way for students to relax and have fun while learning new things.</p>

**Student A**

Your classmate's birthday is coming up. You and your partner are discussing what to get them for their birthday: a *handmade gift* or a *store-bought gift*.

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should give your classmate a handmade gift.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*price / time / options / interests / memories*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to celebrate a birthday**,
- answer the teacher's questions (give extended answers).

**PAPER 1****Notes:**

**Student B**

Your classmate's birthday is coming up. You and your partner are discussing what to get them for their birthday: *a handmade gift* or *a store-bought gift*.

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should give your classmate a store-bought gift.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*price / time / options / interests / memories*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to celebrate a birthday**,
- answer the teacher's questions (give extended answers).

**PAPER 1****Notes:**



**Student A**

Your class is planning an event. You and your partner are discussing the food for the event. You have two options: *ordering food or cooking it together*.

You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should order the food.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*time / health / planning / likes and dislikes / price*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out what kind of food your classmates would prefer**,
- answer the teacher's questions (give extended answers).

**PAPER 2****Notes:**

**Student B**

Your class is planning an event. You and your partner are discussing the food for the event. You have two options: *ordering food or cooking it together*.

You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should cook the food together.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*time / health / planning / likes and dislikes / price*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how to find out what kind of food your classmates would prefer**,
- answer the teacher's questions (give extended answers).

**PAPER 2****Notes:**

**Student A**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *how to manage time* or *how to manage money*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should create a podcast on how to manage time.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / benefits / future career / hobbies*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start)
- decide together **what other topics you could include in future podcast episodes**,
- answer the teacher's questions (give extended answers).

**PAPER 3****Notes:**

**Student B**

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *how to manage time* or *how to manage money*. You will present your position, listen to your partner's position, and then discuss the situation together.

**Your position:** You should create a podcast on how to manage money.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / problems / benefits / future career / hobbies*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **what other topics you could include in future podcast episodes**,
- answer the teacher's questions (give extended answers).

**PAPER 3****Notes:**

**Student A**

You and your classmate are discussing a school trip destination for your class: *an art museum or a natural history museum*. When discussing the trip, you find out that your opinions differ. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** The class should go to an art museum.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*projects / history / interests / learning / career*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**PAPER 4****Notes:**

**Student B**

You and your classmate are discussing a school trip destination for your class: *an art museum or a natural history museum*. When discussing the trip, you find out that your opinions differ. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** The class should go to a natural history museum.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*projects / history / interests / learning / career*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**PAPER 4****Notes:**

**Student A**

Your class has decided to organise an event at school. You and your partner are discussing two possible topics: 'Healthy Lifestyle and Teenagers' or 'Career Day'.

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: You should organise a 'Healthy Lifestyle and Teenagers' event.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / activities / guests / educational value / motivation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**PAPER 5****Notes:**

**Student B**

Your class has decided to organise an event at school. You and your partner are discussing two possible topics: 'Healthy Lifestyle and Teenagers' or 'Career Day'. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** You should organise a 'Career Day' event.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*interests / activities / guests / educational value / motivation*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

**PAPER 5****Notes:**



**PAPER 6****Notes:****Student A**

You and your classmate are talking about different ways of spending your summer holidays: *in the city or in the countryside*. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** It is much better to spend summer holidays in the city.

**Step 1: Presenting a position**

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*work / environment / friends / activities / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on something you would like to do during the summer holidays**,
- answer the teacher's questions (give extended answers).

**Student B**

You and your classmate are talking about different ways of spending your summer holidays: *in the city or in the countryside*. You will present your position, listen to your partner's position, and then discuss the topic together.

**Your position:** It is much better to spend summer holidays in the countryside.

**Step 1: Presenting a position**

*(Preparation time: 5 mins)*

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

*work / environment / friends / activities / interests*

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

**Step 2: Discussion**

*(Preparation time: 2 mins, speaking time: 3 mins)*

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on something you would like to do during the summer holidays**,
- answer the teacher's questions (give extended answers).

**PAPER 6****Notes:**

Uzdevuma izpilde (10 punktu); vērtē katru daļu atsevišķi			Vārdu krājums, gramatika, valodas plūdums un izruna (15 punktu); vērtē visai atbildei kopā		
punkti	Monologruna (saistījums, pamatojums)	Mijiedarbība informācijas nodošanā (jautājumu uzdošana, izpratne, sarunas uzturēšana, atbildes uz jautājumiem)	Valodas bagātība (valodas apjoms, diapazons)	Valodas līdzekļu lietojuma pareizība (gramatiski pareizs un leksiski precīzs valodas lietojums)	Valodas plūdums (izruna, uzsvāri, ritms un intonācija)
5	Pilnībā izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir skaidrs un pamatots ar saziņas situācijai atbilstošiem piemēriem. Runa ir saistīta.	Pilnībā izpilda visus uzdevuma nosacījumus. Uzdod atbilstošus jautājumus. Aktīvi iesaistās sarunā un uztur to. Pārliecinoši atbild uz visiem jautājumiem, sniedzot izvērstas atbildes.	Izmanto piedāvātajai saziņas situācijai atbilstošus valodas līdzekļus. Prasmīgi lieto pietiekami bagātu vārdu krājumu, lai spētu izteikties par tematu un uzturētu sarunu.	Pareizi lieto dažādus valodas līdzekļus. Var pieļaut kļūdas, izsakot sarežģītākas domas un lietojot kompleksākas struktūras. Kļūdas netraucē saziņai.	Runā pietiekami tekoši un saprotami. Izvēloties piemērotus izteikumus, iespējamās pauzes. Izrunā iespējamās nelielas kļūdas.
4	Izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir pamatots. Runa pārsvarā ir saistīta.	Izpilda visus uzdevuma nosacījumus. Uzdod jautājumus. Iesaistās sarunā un uztur to. Atbild uz visiem jautājumiem, sniedzot atbilstošas atbildes.	Lieto pietiekamu vārdu krājumu un dažādas teikumu struktūras, lai spētu izteikties par tematu un uzturētu sarunu.	Pārsvarā pareizi lieto dažādus valodas līdzekļus, nedaudzās kļūdas un pārteikšanās netraucē saziņai.	Runā diezgan tekoši un saprotami. Izvēloties piemērotus izteikumus, iespējamās pauzes nevieta. Izrunā iespējamās kļūdas, kas nekavē izpratni.
3	Pārsvarā izpilda uzdevuma nosacījumus. Izteiktais viedoklis ir saprotams un daļēji pamatots.	Pārsvarā izpilda uzdevuma nosacījumus. Uzdod dažus jautājumus. Spēj uzturēt sarunu vienkāršā veidā. Atbild uz jautājumiem, sniedzot īsas un vienkāršas atbildes.	Lieto ierobežotu vārdu krājumu, vienkāršus un vienvērtīgus izteikumus par tematu, lai izteiktos un uzturētu sarunu.	Diezgan pareizi izmanto biežāk lietotos valodas līdzekļus, kļūdas pārsvarā netraucē saziņai.	Runā saprotami, dažreiz ar vilcināšanos, meklējot vārdus. Izrunas kļūdas pārsvarā nekavē izpratni.
2	Daļēji izpilda uzdevuma nosacījumus. Izteiktais viedoklis ir daļēji saprotams, saistīts ar uzdevumā piedāvāto informāciju.	Daļēji izpilda uzdevuma nosacījumus. Daļēji spēj uzturēt sarunu. Sniedz dažas īsas un vienkāršas atbildes, izmantojot iegaumētas frāzes.	Bieži atkārto vienas un tās pašas frāzes, lai mēģinātu noformulēt domu.	Izmanto biežāk lietotos valodas līdzekļus ar kļūdām, kuras dažreiz traucē uztvert teikto.	Runā ar pauzēm, izmantojot atsevišķus izteikumus. Izrunas kļūdas var traucēt uztvert domu.
1	Ietver dažus uzdevuma nosacījumus. Sniedz galvenokārt atsevišķus, savstarpēji nesaistītus apgalvojumus.	Ietver dažus uzdevuma nosacījumus. Spēj uzturēt sarunu tikai ar intervētāja palīdzību. Atbild uz dažiem jautājumiem, izmantojot atsevišķus vārdus un vienkāršas frāzes.	Lieto tikai elementārus vārdus un vienkāršas frāzes.	Valodas līdzekļu lietojums ir tikai daļēji saprotams.	Runā izmanto ļoti īsus, izolētus izteikumus.
0	Nolasa atslēgvārdus vai savus pierakstus.	Nesniedz atbildi uz jautājumiem, neiesaistās sarunā.	Valodas lietojums nepietiekams, lai novērtētu.		

1. vērtējums

**EKSĀMENS ANĢĻU VALODĀ**  
**9. KLASE**  
 2023  
 RUNĀŠANAS PRASMES VĒRTĒJUMS

Skola \_\_\_\_\_

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

Vērtētāja vārds, uzvārds \_\_\_\_\_

**Obligāti jāraksta pilns skolēna kods! (12 cipari)****Nepareizi ierakstītu ciparu drīkst labot, izmantojot korektoru!****Ja protokola lapā nav aizpildītas visas 18 ierakstiem atvēlētās ailes, neaizpildītās nedrīkst aizsvītrot vai veikt jebkādas ierakstus!**

	Skolēna kods	Uzdevuma izpilde		Valodas			Kopā (25 p.)
		Monologruna (5 p.)	Mijiedarbība inform. nodoš. (5 p.)	bagātība (5 p.)	līdz. liet. pareizība (5 p.)	plūdums (5 p.)	
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17	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Vērtētāja paraksts \_\_\_\_\_