

READING**Task 1 (5 points)**

Jenny is thinking of organising a film night at school and has asked her friends for their opinion. Read the messages (A-E) she has received and answer the questions below. Write the letter of the correct answer (A-E) next to the question (1-5). Use each message only once.

Which person...		Message
1.	advises against the event because they think it is pointless?	
2.	thinks they might find the event helpful but doubts it will be well-organised?	
3.	is optimistic about the idea and thinks that Jenny could benefit from first-hand experience of a similar event?	
4.	supports the idea and gives some advice on organisation?	
5.	is uncertain that the event will be successful because of bad timing?	

Messages**A**

I know that last time someone tried to organise something similar, it was a major flop. But I really think that you could pull it off as you seem to have a grip on everything you have got to do. Do you fancy coming to the film marathon at the local library? You might get some inspiration for your event. Let me know as soon as possible so I can get you the best seat.

Andrew

B

This is an awful idea. I think you have taken on more than you can handle. When you plan something, you can miss deadlines and that makes the people involved very anxious. I hope this time you have already planned every step and it will happen on time. Though, to be honest, if everything runs smoothly, it will definitely be a great relief from all the exam stress.

Betty

C

This is such a great idea! I have always wanted to participate in such an event. I remember my previous school once organised a sleepover to watch the stars, but I fell sick and missed it. Hopefully, this time I'll make it. Why don't you get in touch with the Headmaster and ask for permission to use the school's auditorium instead of a small classroom? Don't forget to promise to clean up the mess after the event.

Claire

D

This is a wonderful thing you are doing here, but maybe you should wait and organise the film night when the exams are over. I think that more people will be able to attend the event and really enjoy it. We are now in the middle of exams, so I can hardly think about anything else at the moment. But it is up to you, I might be overreacting.

Darren

E

This is the worst idea you have ever had. Are you sure you are ready to put so much effort into organising a school event now when your exams are round the corner? Just don't do it. You can always go to the cinema with your friends instead, which is less work and definitely more convenient. I think you should let this go and have fun before school ends.

Eric

Task 2 (8 points)

Read the article about the spirit of microadventure. For questions 1-8, choose and circle the answer (A, B, C or D) which you think fits best based on the text.

THE SPIRIT OF MICROADVENTURE

Who wants to cycle around the world? According to a British adventurer Alastair Humphreys, when he asks a room full of children, they all put up their hands and shout, "Me!". However, what happens when that same question is posed to adults? "They become much more negative. They start doubting themselves and worry about the details," says Humphreys, former National Geographic Adventurer of the Year and the pioneer of the microadventure movement. His solution to the problem is the microadventure, which he defines as "a shorter, simpler, cheaper, more local, and more accessible version of what you deem to be an adventure. It is something that you can squeeze in around the margins of real life."

Before coming up with the term and starting the tiny adventure movement in 2011, Humphreys accomplished many out-of-this-world physical achievements. He was first noticed in the adventure community in 2005 when he completed a four-year, 46,000-mile bike ride around the world. He also rowed across the Atlantic Ocean, walked across India, ran 150 miles in the heat of the Sahara Desert, and rafted in Iceland. Each time Humphreys returned home to Britain from one of his super-sized adventures, he would do what nearly all professional adventurers do: write articles about the trip, then a book, and then go on a speaking tour. In his estimation, he was paid to push himself to the limit, have fun, and chat about it. And he loved it.

However, as he repeated this formula over a decade, Humphreys noticed an alarming pattern during his lectures. "What struck me was that I was regularly talking to audiences of hundreds of people who really liked hearing about stories of adventure," Humphreys recalls. "But those hundreds of people were not going off and having adventures themselves." Humphreys figured there was one main reason people stopped before they had even started: the unofficial but not-unspoken grading system of the outdoors in which we divide adventures into those which are worthy because of their epicness and those which are not. To destroy that barrier and help make adventure more appealing, Humphreys started his microadventure movement.

Over the last 12 years, he has been advocating for the value of small outings: a jump in a river, a run around the neighborhood, camping in your backyard. He accepts that he is an exception as a full-time adventurer, and to inspire those who aren't means showing what's possible a little closer to home. "What I am trying to do with microadventures is to say, 'Look, the wilderness is closer than you think.' Location does not matter", Humphreys insists. At its core, microadventures are about trying something new, experimenting, getting fit and adding more adventure to your busy lives, even if it does not involve leaving your town. "The idea of microadventures grew in popularity the more inclusive I made them. As I made them shorter, simpler and more open to interpretation, there was no excuse not to do them."

It is more than just a theory. "I have been lucky to go out with people trying their first microadventure and experimenting with something they have never done before. Such adventures result in people exclaiming in delight as the sun sets, 'It's the best thing I have ever done!'" However, best does not necessarily mean biggest or most ambitious.

Naturally, at the heart of the microadventure concept is a simple, small suggestion: being open to exploration and experimentation can bring rich rewards wherever you are. "When I am driving and I go over a bridge, I always look around and see if the river looks good for swimming or canoeing or camping. Once you get this mindset that there are wild, beautiful places everywhere, adventure seems far more accessible."

1. What is the aim of the text?
 - A To encourage people to seek adventure.
 - B To motivate people to learn more about adventure.
 - C To invite people to talks on adventure.
 - D To inform people about the risk of adventure.

2. In the first paragraph, what does Humphreys say about microadventures?
 - A They could require as much planning as big adventures.
 - B They can be as demanding as big adventures.
 - C They could encourage people to push their limits.
 - D They have more realistic goals than big adventures.

3. Which statement is true about Humphreys?
 - A He became known for his smaller-scale adventures.
 - B He is paid more than other professional adventurers.
 - C He is an experienced and well-known adventurer.
 - D He is more interested in travelling than promotion.

4. How did Humphreys feel about the people at his lectures?
 - A He was confused by their lack of interest in his stories.
 - B He was concerned that they lacked the spirit of adventure.
 - C He was worried that they might criticise his approach to adventures.
 - D He was shocked that they were ready to take unnecessary risks.

5. According to Humphreys, which statement would people attending his lectures agree with?
 - A Professional adventurers take unnecessary risks.
 - B Not everyone can benefit from going on an adventure.
 - C Other people's adventures are not worth listening to.
 - D Simple activities do not count as real adventures.

6. Humphreys started the microadventure movement
 - A because he had become unfit for bigger adventures.
 - B so that he could form a group of full-time adventurers.
 - C in order to challenge a stereotype about adventures.
 - D to show that adventures should be less dangerous.

7. Which statement best sums up the main idea of the fourth paragraph?
 - A Humphreys' approach to promoting microadventures seems to be effective.
 - B Humphreys finds unusual locations to attract more people.
 - C Humphreys' approach to adventures is attractive to a small group of people.
 - D Humphreys feels that people still find microadventures too tiring.

8. How do people react to their first microadventure experience?
 - A They are sorry they have never been on an adventure before.
 - B They express strong emotions about their adventure.
 - C They feel that bigger adventures could be even more exciting.
 - D They say that they expected the adventure to be more exciting.

Task 3 (7 points)

Read the text about the history of the smiley face. Fill in the gaps (1-7) in the text with the missing sentences (A-H). Write the correct letter (A-H) in the gap. There is one sentence you do not need to use.

THE HISTORY OF THE SMILEY

For a design so simple, the iconic smiley face has a surprisingly lengthy and controversial history. Historians say that the oldest known example of a smiley face dates back to 1700 BC: a nearly-4000-year-old ceramic pot excavated near Turkey's border with Syria features faint markings resembling a smile. Other similar examples have also been discovered such as an image drawn on a Slovakian municipal document from 1635 or one drawn by a Czech monk in 1741. (1) _____. Instead, most remember the ever-present bold yellow circle with a face drawn inside – a design that appeared in the second half of the 20th century.

In 1963, graphic designer, Harvey Ball, was asked by an insurance company to create a symbol for 'a friendship campaign' so that their employees would feel good when they interacted with the public and each other. As the story goes, Ball spent just 10 minutes creating the uplifting design known today. (2) _____. The logic behind such an enduring symbol is quite simple. Ball explained that he chose this design "because it was sunny and bright." He earned just \$45 for his work.

The design spread and was, of course, endlessly imitated, but the real Harvey Ball-designed smiley face could always be identified by its distinguishing features. (3) _____. Similarly, the eyes are uneven in size and placement.

The insurance company produced thousands of signs and posters but did not copyright the image, which allowed brothers Bernard and Murray Spain to swoop in during the early 1970s and register the design with the slogan 'Have a Happy Day.' (4) _____. Meanwhile in France, Franklin Loufrani, a journalist, used a smiley face in his newspaper to highlight good news. He later launched the Smiley Company, which grew into a global licensing giant.

In the current age of online communication, it is hard to talk about the smiley face without discussing emojis. Commonly associated with Japanese engineer and artist Shigetaka Kurita, who sketched the original 176 graphic images released in 1999, emojis seem to have been inspired by Ball's original design. (5) _____. It smirks, it grimaces, it sticks out its tongue, it even flips upside down for sarcastic effect.

(6) _____. According to Marcel Danesi, a professor at the University of Toronto, the more meaning we attach to the smiley, the more staying power it will have – even if we do not always know what to make of it. Another scenario can be even simpler – it will continue to exist because it is cute.

(7) _____. The meaning has also changed with social and cultural values from its origins as a morale booster in an insurance company to a global phenomenon which is immediately recognised and instantly understood.

SENTENCES

A	Originally planned as a circle containing just a mouth, it received eyes to ensure that the image couldn't be turned upside down and made into a frown.
B	However, the smiley now has gained a more varied range of expressions.
C	In less than a year, they sold more than fifty million smiley buttons and countless other products featuring Ball's original graphic.
D	The question arises whether the smiley might ever lose its value and popularity.
E	However, when most people think of a smiley today, it is not simply dots and lines that come to mind.
F	The simple yellow smiley face has led to tens of thousands of variations and has appeared on everything from pillows and posters to perfume and pop art.
G	The company then licensed the image for products worldwide as well as for use in emoticons.
H	Instead of a smooth curved line for the mouth, an almost lopsided line was used.

Neaizmirsti aizpildīt „Lasīšanas daļas” atbilžu lapu!

LISTENING

Task 1 (5 points)

You will hear some people speaking about their first work experience. For questions 1-5, match each speaker with the statement (A-F) that is true for them. Write the letter of the statement (A-F) next to the speaker (1-5). You can use each letter only once. There is one extra statement that you do not need to use. You will hear the recording twice.

FIRST WORK EXPERIENCE

		Statement
1.	Speaker 1	
2.	Speaker 2	
3.	Speaker 3	
4.	Speaker 4	
5.	Speaker 5	

Statements	
This person	
A	had to deal with many different tasks and difficult people.
B	feels that they continue to benefit from the job.
C	thinks that the job was not as difficult as it sounds.
D	learned that having company can make hard work easier.
E	is uncertain about the benefits of the job.
F	was determined to continue with the job even though it was unpleasant.

Task 2 (5 points)

You will listen to a podcast in which different people are talking about listening to music while studying. For each question (1-5), choose the correct answer (A, B or C) based on what you hear in the podcast. You will hear the recording twice.

LISTENING TO MUSIC WHILE STUDYING

1. Dr Jones thinks that
 - A listening to your favourite music improves memory.
 - B listening to a song with lyrics is less harmful.
 - C listening to music can make learning less effective.

2. Alia's choice of music depends on
 - A the mood she is in when studying.
 - B the actual task she is dealing with.
 - C the school subject she is studying.

3. What is John more likely to do?
 - A Listen to an encouraging song while studying.
 - B Choose instrumental music without lyrics.
 - C Take short study breaks to listen to music.

4. Felix would agree that
 - A your playlists should match your emotions to be effective.
 - B playlists of uplifting music help you focus on difficult subjects.
 - C randomly selected songs work better than your own playlists.

5. How does Mrs Mills feel about her students listening to music while studying?
 - A Not satisfied that her students listen to music while working in class.
 - B Unsure whether music helps her students produce high-quality work.
 - C Uncertain whether her students find listening to music useful.

Task 3 (10 points)

Listen to Ann speaking about her experience as a journalist and writer and complete the notes with the missing information (words or numbers). Use up to four words or a number per gap. You will hear the recording twice.

BECOMING A WRITER

1. Ann's mother gave her _____ to inspire her.
2. Her mother thought Ann was as talented as her _____.
3. Ann's career started when she decided she would like to _____ her writing.
4. Ann considers that so far her experience with writing has been _____.
5. Ann thinks it is unfortunate that new writers have to _____.
6. When compared to other writers, Ann considers herself to be _____.
7. Right now, Ann has committed herself to writing her _____.
8. Ann expects to graduate from university in _____.
9. Ann thinks that it is important to be _____ about your reasons for becoming a writer.
10. Beginner writers should stick to their ambitions instead of _____.

Neaizmirsti aizpildīt „Klausīšanās daļas” atbilžu lapu!

Task (20 points)

You participated in the activities your school organised for Talent Day. Your teacher has asked you to write an article about it for your school's webpage. You made the following notes during the day.

Notes from the day

Talent Day – April 19

Activities

- Singing contest
- Make art out of recyclable trash
- Photography exhibition
- Try different musical instruments

Write an article about your experience. Use the information in your notes. You can add your own ideas as well. In your article:

- give details of the event;
- describe the activity you enjoyed the most, giving reasons;
- write if you think such events are important or not and give reasons why/why not;
- suggest a different event for next year and explain how the students would benefit from it.

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

Notes

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2024
SKOLOTĀJA MATERIĀLS
Mutvārdu daļa, 1. diena

EKSĀMENS ANĢĻU 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.

2024

PAPER 1

Student A

You and your classmate would like to take up a sport. You are discussing two possible options: *taking up an individual sport* or *taking up a team sport*.

Your opinion: You both should take up an individual sport.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / skills / time / responsibility / personality

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what else you could do to be more active.**

3. Answer the teacher's questions.**Student B**

You and your classmate would like to take up a sport. You are discussing two possible options: *taking up an individual sport* or *taking up a team sport*.

Your opinion: You both should take up a team sport.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / skills / time / responsibility / personality

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what else you could do to be more active.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. Which is better - to stick to one sport or try different types of sport? Why? (Student B)
3. How can teenagers be encouraged to be more physically active? (Student A)

PAPER 2

Student A

You and your classmate are talking about organising an event for your classmates. You are discussing two possible options: *playing games* or *watching a movie together*.

Your opinion: You should play games together.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / costs / responsibility / time / planning

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other event you could organise for your classmates.**

3. Answer the teacher's questions.**Student B**

You and your classmate are talking about organising an event for your classmates. You are discussing two possible options: *playing games* or *watching a movie together*.

Your opinion: You should watch a movie together.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / costs / responsibility / time / planning

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other event you could organise for your classmates.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. Do you think it is important to take responsibility for organising events? Why/Why not? (Student B)
3. Do you think having class events is important? Why/Why not? (Student A)

PAPER 3

Student A

You are talking about the upcoming Career Day in your school. You and your classmate are discussing how to prepare for the day: *create a poster about a career you are interested in or find information about summer jobs in your area.*

Your opinion: You should create a poster about a career you are interested in.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / interests / motivation / educational value / time

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **who you could ask for career advice.**

3. Answer the teacher's questions.**Student B**

You are talking about the upcoming Career Day in your school. You and your classmate are discussing how to prepare for the day: *create a poster about a career you are interested in or find information about summer jobs in your area.*

Your opinion: You should find information about summer jobs in your area.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / interests / motivation / educational value / time

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **who you could ask for career advice.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. What should teenagers think about before choosing a possible career? Please, explain. (Student B)
3. Should teenagers get work experience while studying at school? Why/Why not? (Student A)

PAPER 4

Student A

You and your classmate are discussing whether your school needs a new science classroom or a new IT classroom.

Your opinion: The school needs a new science classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

educational value / skills / interests / motivation / cost

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how you could find out other students' opinion on the topic.**

3. Answer the teacher's questions.**Student B**

You and your classmate are discussing whether you school needs a new science classroom or a new IT classroom.

Your opinion: The school needs a new IT classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

educational value / skills / interests / motivation / cost

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how you could find out other students' opinion on the topic.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. Why is it important to learn sciences? (Student B)
3. How can technology help you learn? (Student A)

PAPER 5

Student A

You and your partner are discussing the best way to raise students' awareness about a healthy lifestyle. You are discussing two possible options: *creating a YouTube video* or *creating a poster*.

Your opinion: You should create a YouTube video.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

cost / benefits / audience / resources / skills

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what information to include into the healthy lifestyle project.**

3. Answer the teacher's questions.

Student B

You and your partner are discussing the best way to raise students' awareness about a healthy lifestyle. You are discussing two possible options: *creating a YouTube video* or *creating a poster*.

Your opinion: You should create a poster.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

cost / benefits / audience / resources / skills

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what information to include into the healthy lifestyle project.**

3. Answer the teacher's questions.

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? (1st to answer – Student A, 2nd – Student B)
2. How effective is social media in educating people about a healthy lifestyle? (Student B)
3. How important is it for teenagers to have a healthy lifestyle? (Student A)

PAPER 6

Student A

You and your partner are discussing the opportunity to take part in a project. You have two possible options: *participation in a healthy lifestyle project and participation in a leadership project.*

Your opinion: You should choose the healthy lifestyle project.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / time / resources / interests / skills

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other project you would like to take part in.**

3. Answer the teacher's questions.

Student B

You and your partner are discussing the opportunity to take part in a project. You have two possible options: *participation in a healthy lifestyle project and participation in a leadership project.*

Your opinion: You should choose the leadership project.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / time / resources / interests / skills

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other project you would like to take part in.**

3. Answer the teacher's questions.

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? (1st to answer – Student A, 2nd – Student B)
2. How can social media be used to promote a healthy lifestyle among teenagers? (Student B)
3. What can students learn from taking part in projects? (Student A)

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

Paper 1

Student A

Your opinion: You both should take up an individual sport.

In my opinion, we should each take up an individual sport, for example, swimming or cycling. Of course, all sports activities are important, but I think we will benefit more if we decide to take up an individual sport.

First of all, when you do an individual sport, you can do it at your own pace. It is especially important when you have just started doing the sport which you might find quite challenging at the beginning. In an individual sport you won't feel the pressure to catch up with the other players in the team. So this way you won't lose motivation to continue with the sport.

Speaking about motivation, it is also important to say that individual sports teach players how to motivate themselves. So the need to improve comes from within, which I think is very important as you also learn to motivate and push yourself to achieve more. I think this is the skill which could be really important not only in sports but in studies and, later, in work.

Another point is that individual sports can teach you a great deal of responsibility as your success depends entirely on yourself and not on other team members. So, if you want to win, you really need to put in 100% effort and you cannot blame anyone else if you lose.

Finally, in terms of organisation an individual sport is much easier to add to a busy schedule as you don't have to worry about finding a team to join or missing a group practice. It means that you can practice and compete following your own schedule, which is a huge advantage for students with a lot of assignments and other activities.

To sum up, I believe, if we decided to take up an individual sport, it would be possible to find a sport which we could combine with our busy school schedules and develop skills which we would need in our studies or even future careers.

Student B

Your opinion: You both should take up a team sport.

In my opinion, we should take up a team sport, for example, football or basketball. Of course, all sports activities are important, but I think we will benefit more if we decide to take up a team sport, which can have both mental and physical benefits.

First of all, most team sports involve fast moving games with a lot of variety as players run, jump, stop and start. As a result, playing a team sport, for example, football, can help you develop speed, strength and stamina. The best thing is, you can improve your health while doing challenging but fun activities as part of a group.

Apart from the obvious physical benefits, such sports teach you teamwork. For the team to win, each player needs to fulfill their responsibility while working together. Therefore, a team sport can help us understand how important it is to be responsible for your actions if you want your team to win. I think playing in a team also teaches important values, such as respect for coaches and teammates, discipline and patience. Understanding that the success of the whole team depends on you can also motivate you to put more effort into practice.

Communication is a crucial skill no matter what sport you are playing. Being part of a team, you've got to meet different people, so you learn when to speak up and challenge an opinion or where you need to be quiet and listen. Joining a sports team can also help find new friends from different schools and areas who we could spend time with outside practice.

To sum up, I believe, if we took up an individual sport, we could find a sport which could improve our physical fitness, be fun and develop skills which we would need in our studies or even future careers.

PAPER 1**Notes:****Student A**

You and your classmate would like to take up a sport. You are discussing two possible options: *taking up an individual sport or taking up a team sport.*

Your opinion: You both should take up an individual sport.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / skills / time / responsibility / personality

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what else you could do to be more active.**

3. Answer the teacher's questions.

PAPER 1**Notes:****Student B**

You and your classmate would like to take up a sport. You are discussing two possible options: *taking up an individual sport or taking up a team sport.*

Your opinion: You both should take up a team sport.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / skills / time / responsibility / personality

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what else you could do to be more active.**

3. Answer the teacher's questions.

PAPER 2**Notes:****Student A**

You and your classmate are talking about organising an event for your classmates. You are discussing two possible options: *playing games* or *watching a movie together*.

Your opinion: You should play games together.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / costs / responsibility / time / planning

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other event you could organise for your classmates.**

3. Answer the teacher's questions.

PAPER 2**Notes:****Student B**

You and your classmate are talking about organising an event for your classmates. You are discussing two possible options: *playing games* or *watching a movie together*.

Your opinion: You should watch a movie together.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / costs / responsibility / time / planning

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other event you could organise for your classmates.**

3. Answer the teacher's questions.

PAPER 3**Notes:****Student A**

You are talking about the upcoming Career Day in your school. You and your classmate are discussing how to prepare for the day: *create a poster about a career you are interested in or find information about summer jobs in your area.*

Your opinion: You should create a poster about a career you are interested in.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / interests / motivation / educational value / time

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **who you could ask for career advice.**

3. Answer the teacher's questions.

PAPER 3**Notes:****Student B**

You are talking about the upcoming Career Day in your school. You and your classmate are discussing how to prepare for the day: *create a poster about a career you are interested in or find information about summer jobs in your area.*

Your opinion: You should find information about summer jobs in your area.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / interests / motivation / educational value / time

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **who you could ask for career advice.**

3. Answer the teacher's questions.

PAPER 4**Student A**

You and your classmate are discussing whether your school needs a new science classroom or a new IT classroom.

Your opinion: The school needs a new science classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion.
You can use some of the ideas from the box:

educational value / skills / interests / motivation / cost

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how you could find out other students' opinion on the topic.**

3. Answer the teacher's questions.

Notes:

PAPER 4**Notes:****Student B**

You and your classmate are discussing whether your school needs a new science classroom or a new IT classroom.

Your opinion: The school needs a new IT classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

educational value / skills / interests / motivation / cost

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how you could find out other students' opinion on the topic.**

3. Answer the teacher's questions.

PAPER 5**Student A**

You and your partner are discussing the best way to raise students' awareness about a healthy lifestyle. You are discussing two possible options: *creating a YouTube video* or *creating a poster*.

Your opinion: You should create a YouTube video.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

cost / benefits / audience / resources / skills

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what information to include into the healthy lifestyle project.**

3. Answer the teacher's questions.**Notes:**

PAPER 5**Student B**

You and your partner are discussing the best way to raise students' awareness about a healthy lifestyle. You are discussing two possible options: *creating a YouTube video* or *creating a poster*.

Your opinion: You should create a poster.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

cost / benefits / audience / resources / skills

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what information to include into the healthy lifestyle project.**

3. Answer the teacher's questions.**Notes:**

PAPER 6**Student A**

You and your partner are discussing the opportunity to take part in a project. You have two possible options: *participation in a healthy lifestyle project and participation in a leadership project.*

Your opinion: You should choose the healthy lifestyle project.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / time / resources / interests / skills

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other project you would like to take part in.**

3. Answer the teacher's questions.**Notes:**

PAPER 6**Notes:****Student B**

You and your partner are discussing the opportunity to take part in a project. You have two possible options: *participation in a healthy lifestyle project* and *participation in a leadership project*.

Your opinion: You should choose the leadership project.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / time / resources / interests / skills

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other project you would like to take part in.**

3. Answer the teacher's questions.

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2024
SKOLOTĀJA MATERIĀLS
Mutvārdu daļa, 2. diena

EKSĀMENS ANĢĻU 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.

2024

PAPER 1

Student A

You and your classmates are discussing living places. You and your partner are discussing two opinions: *it is better to live in a city or it is better to live in the countryside.*

Your opinion: It is better to live in a city.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / facilities / communication

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what activities can be done in both the city and the countryside.**

3. Answer the teacher's questions.**Student B**

You and your classmates are discussing living places. You and your partner are discussing two opinions: *it is better to live in a city or it is better to live in the countryside.*

Your opinion: It is better to live in the countryside.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / facilities / communication

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what activities can be done in both the city and the countryside.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. Is it better to spend your childhood in the country or in the city? Why? (Student B)
3. Should students who live in a city spend time in the countryside during summer? Why/Why not? (Student A)

PAPER 2

Student A

You and your partner are discussing two views on school uniforms: *schools should have a uniform or schools should not have a uniform.*

Your opinion: Schools should have a uniform.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion.
You can use some of the ideas from the box:

benefits / personality / rules / money / goal

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **on the best way to find out your classmates' opinion on the topic.**

3. Answer the teacher's questions.**Student B**

You and your partner are discussing two views on school uniforms: *schools should have a uniform or schools should not have a uniform.*

Your opinion: Schools should not have a uniform.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion.
You can use some of the ideas from the box:

benefits / personality / rules / money / goal

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **on the best way to find out your classmates' opinion on the topic.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. How could a school uniform be made more appealing to students? (Student B)
3. How else can students express their personality if they have to wear a uniform? (Student A)

PAPER 3

Student A

You and your classmates are discussing phone use in class. You and your partner are discussing two opinions: *phones should be allowed in the classroom* or *phones should not be allowed in the classroom*.

Your opinion: Phones should be allowed in the classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / learning / communication / benefits / use

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what rules for phone use in the classroom you would like to have.**

3. Answer the teacher's questions.**Student B**

You and your classmates are discussing phone use in class. You and your partner are discussing two opinions: *phones should be allowed in the classroom* or *phones should not be allowed in the classroom*.

Your opinion: Phones should not be allowed in the classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / learning / communication / benefits / use

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what rules for phone use in the classroom you would like to have.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. Do you ever use the Internet in the classroom to help you study? Why/Why not? (Student B)
3. Would you like to take part in a No-Phone Day? Why/Why not? (Student A)

PAPER 4

Student A

Your class is preparing for a debate on the influence of video games on young people. You and your partner are discussing two sides of the argument: *playing video games is a good way to spend time* or *playing video games is a waste of time*.

Your opinion: Playing video games is a good way to spend time.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / use

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **on the best ways to spend free time**.

3. Answer the teacher's questions.**Student B**

Your class is preparing for a debate on the influence of video games on young people. You and your partner are discussing two sides of the argument: *playing video games is a good way to spend time* or *playing video games is a waste of time*.

Your opinion: Playing video games is a waste of time.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / use

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **on the best ways to spend free time**.

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. Is it possible to learn some skills when playing video games? (Student B)
3. Should parents control the amount of time their children spend playing video games? Why/Why not? (Student A)

PAPER 5

Student A

You are preparing a project on the responsible use of the Internet and are discussing two possible topics for your project: *Internet safety* or *using Internet sources responsibly*.

Your opinion: You should prepare a project on Internet safety.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what each of you will be responsible for in the project.**

3. Answer the teacher's questions.**Student B**

You are preparing a project on the responsible use of the Internet and are discussing two possible topics for your project: *Internet safety* or *using Internet sources responsibly*.

Your opinion: You should prepare a project on using Internet sources responsibly.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what each of you will be responsible for in the project.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. What information should people never share on the Internet? Why? (Student B)
3. Should parents control their child's use of the Internet? Why/Why not? (Student A)

PAPER 6

Student A

You are planning a visit to a museum. You and your partner are discussing two options: *going to a local natural history museum or an art museum.*

Your opinion: You should go to a natural history museum.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / activities / learning / information

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other museums you would like to visit.**

3. Answer the teacher's questions.**Student B**

You are planning a visit to a museum. You and your partner are discussing two options: *going to a local natural history museum or an art museum.*

Your opinion: You should go to an art museum.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / activities / learning / information

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other museums you would like to visit.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. What do you think about the use of technology in museums? (Student B)
3. Do you think museums should be free for everyone? Why/Why not? (Student A)

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

Paper 1

Student A

Your opinion: It is better to live in a city.

In my view, it's better to live in a city. Of course, everyone chooses a place where they feel more comfortable, but for me that would mean living in the city.

One reason is that cities are more convenient as everything is more accessible. For example, you can use public transportation and not a car, which is definitely better for the environment. Everything, like shops and hospitals, is closer, making life easier and helping you to save time. I found it very practical to have everything nearby when I lived in a city as I had everything I needed within walking distance from my apartment building.

Another good thing about cities is the fun activities that you can do there. There are lots of cultural events, like concerts and art shows which you can attend whenever you have free time. I also think being able to go to music concerts and art exhibitions is definitely an advantage, as it can make your free time more enjoyable. I think it is especially important for students.

Also, there are many job opportunities in cities. Since there are different types of jobs, it's easier to find work or change careers if needed. For example, when living in the city, there are more options to explore different occupations.

Someone might say that living in the city means being far from nature, but I don't think that is true anymore as modern cities offer a lot of green spaces where people can relax.

In conclusion, I believe city life is better because of the job opportunities, exciting activities, and the convenience it offers. Although rural areas have their charm, I prefer the lively and practical aspects of city living.

Student B

Your opinion: It is better to live in the countryside.

I believe it's better to live in the countryside. I think that living in the countryside is the best way to ensure well-being that the hectic and busy city life can affect.

One reason is the peaceful and natural surroundings. When living in the countryside, you can enjoy the peace and quiet, fresh air, and beautiful landscapes. It is definitely more relaxing compared to busy city life.

Another good point about the countryside is the outdoor activities you can do there. There are many things to do, like hiking and cycling. Spending time outdoors and exploring nature trails can make you appreciate the simple pleasures of life. Someone might say that the countryside lacks the benefit of having shops and entertainment facilities nearby. However, I think that it is now possible to do most of the shopping online. Besides, it is also possible to attend different virtual museums and exhibitions within the comfort of your home, or garden.

I think it is difficult to argue against the health benefits that living in the countryside offers. For example, access to fresh and local food is easier in the countryside. There are farms nearby, and you can buy fresh produce. This contributes to a healthier lifestyle, and I find it satisfying to be part of a community that values local products. You can also grow your own food in the garden, which is also very rewarding.

In conclusion, the calm atmosphere, outdoor activities and access to fresh food make living in the countryside a better choice for me. Although city life has its perks, I prefer the connection to nature that the countryside offers.

PAPER 1

Student A

You and your classmates are discussing living places. You and your partner are discussing two opinions: *it is better to live in a city or it is better to live in the countryside.*

Your opinion: It is better to live in a city.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / facilities / communication

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what activities can be done in both the city and the countryside.**

3. Answer the teacher's questions.**Notes:**

PAPER 1**Student B**

You and your classmates are discussing living places. You and your partner are discussing two opinions: *it is better to live in a city or it is better to live in the countryside.*

Your opinion: It is better to live in the countryside.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / facilities / communication

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what activities can be done in both the city and the countryside.**

3. Answer the teacher's questions.**Notes:**

PAPER 2**Student A**

**You and your partner are discussing two views on school uniforms:
*schools should have a uniform or schools should not have a uniform.***

Your opinion: Schools should have a uniform.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion.
You can use some of the ideas from the box:

benefits / personality / rules / money / goal

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **on the best way to find out your classmates' opinion on the topic.**

3. Answer the teacher's questions.

Notes:

PAPER 2**Student B**

**You and your partner are discussing two views on school uniforms:
*schools should have a uniform or schools should not have a uniform.***

Your opinion: Schools should not have a uniform.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion.
You can use some of the ideas from the box:

benefits / personality / rules / money / goal

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **on the best way to find out your classmates' opinion on the topic.**

3. Answer the teacher's questions.

Notes:

PAPER 3**Student A**

You and your classmates are discussing phone use in class. You and your partner are discussing two opinions: *phones should be allowed in the classroom* or *phones should not be allowed in the classroom*.

Your opinion: Phones should be allowed in the classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / learning / communication / benefits / use

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what rules for phone use in the classroom you would like to have.**

3. Answer the teacher's questions.**Notes:**

PAPER 3**Notes:****Student B**

You and your classmates are discussing phone use in class. You and your partner are discussing two opinions: *phones should be allowed in the classroom* or *phones should not be allowed in the classroom*.

Your opinion: Phones should not be allowed in the classroom.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / learning / communication / benefits / use

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what rules for phone use in the classroom you would like to have.**

3. Answer the teacher's questions.

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

Your class is preparing for a debate on the influence of video games on young people. You and your partner are discussing two sides of the argument: *playing video games is a good way to spend time* or *playing video games is a waste of time*.

Your opinion: Playing video games is a good way to spend time.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / use

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **on the best ways to spend free time**.

3. Answer the teacher's questions.

PAPER 4**Student B**

Your class is preparing for a debate on the influence of video games on young people. You and your partner are discussing two sides of the argument: *playing video games is a good way to spend time* or *playing video games is a waste of time*.

Your opinion: Playing video games is a waste of time.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / use

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **on the best ways to spend free time**.

3. Answer the teacher's questions.**Notes:**

PAPER 5**Student A**

You are preparing a project on the responsible use of the Internet and are discussing two possible topics for your project: *Internet safety* or *using Internet sources responsibly*.

Your opinion: You should prepare a project on Internet safety.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what each of you will be responsible for in the project.**

3. Answer the teacher's questions.**Notes:**

PAPER 5**Notes:****Student B**

You are preparing a project on the responsible use of the Internet and are discussing two possible topics for your project: *Internet safety* or *using Internet sources responsibly*.

Your opinion: You should prepare a project on using Internet sources responsibly.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what each of you will be responsible for in the project.**

3. Answer the teacher's questions.

PAPER 6**Student A**

You are planning a visit to a museum. You and your partner are discussing two options: *going to a local natural history museum or an art museum.*

Your opinion: You should go to a natural history museum.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / activities / learning / information

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other museums you would like to visit.**

3. Answer the teacher's questions.**Notes:**

PAPER 6**Notes:****Student B**

You are planning a visit to a museum. You and your partner are discussing two options: *going to a local natural history museum or an art museum.*

Your opinion: You should go to an art museum.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion.
You can use some of the ideas from the box:

interests / benefits / activities / learning / information

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other museums you would like to visit.**

3. Answer the teacher's questions.

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2024
SKOLOTĀJA MATERIĀLS
Mutvārdu daļa, 3. diena

EKSĀMENS ANĢĻU 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.

2024

PAPER 1

Student A

Your class is getting ready for a local community day. You and your partner are discussing two activities you could take part in: *cleaning the local area* or *helping a local animal shelter*.

Your opinion: You should take part in cleaning the local area.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

time / organisation / experience / resources / goal

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other activities you would like to take part in.**

3. Answer the teacher's questions.**Student B**

Your class is getting ready for a local community day. You and your partner are discussing two activities you could take part in: *cleaning the local area* or *helping a local animal shelter*.

Your opinion: You should help a local animal shelter.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

time / organisation / experience / resources / goal

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other activities you would like to take part in.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. How can teenagers be encouraged to be more active in the local area? (Student B)
3. What event would benefit your local area? Why? (Student A)

PAPER 2

Student A

You and your classmates are discussing the best ways to explore a new city. You and your partner are discussing two options: *on foot* or *on a bike*.

Your opinion: It is better to explore a new city on foot.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / safety / resources

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how else you could explore a new city**.

3. Answer the teacher's questions.**Student B**

You and your classmates are discussing the best ways to explore a new city. You and your partner are discussing two options: *on foot* or *on a bike*.

Your opinion: It is better to explore a new city on a bike.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / safety / resources

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how else you could explore a new city**.

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. What should you do to be safe in a city? (Student B)
3. Should more people be encouraged to use a bike to move around cities? Why/Why not? (Student A)

PAPER 3

Student A

Your school is planning to offer a new after-school club. You and your partner are discussing which club would be better: *an IT club or a film club*.

Your opinion: The school should open an IT club.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / costs / skills / benefits / goal

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other after-class activities you would like to do**.

3. Answer the teacher's questions.

Student B

Your school is planning to offer a new after-school club. You and your partner are discussing which club would be better: *an IT club or a film club*.

Your opinion: The school should open a film club.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / costs / skills / benefits / goal

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other after-class activities you would like to do**.

3. Answer the teacher's questions.

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? (1st to answer – Student A, 2nd – Student B)
2. Why is taking part in after-school activities important? (Student B)
3. What new skills would you like to learn? Why? (Student A)

PAPER 4

Student A

Your school is celebrating World Wildlife Day. You and your partner are discussing which activities to attend on this day: *having a lecture about exotic wildlife or a visit to a local national park.*

Your opinion: You should have a lecture about exotic wildlife.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

planning / benefits / costs / interests / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what else you could do on World Wildlife Day.**

3. Answer the teacher's questions.**Student B**

Your school is celebrating World Wildlife Day. You and your partner are discussing which activities to attend on this day: *having a lecture about exotic wildlife or a visit to a local national park.*

Your opinion: You should visit a local national park.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

planning / benefits / costs / interests / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what else you could do on World Wildlife Day.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. What do you think about keeping animals in zoos? Why? (Student B)
3. Should people learn more about nature? Why/Why not? (Student A)

PAPER 5

Student A

You and your partner are preparing a project on leisure activities and you are discussing topics for your project: *the benefits of reading or the benefits of listening to music.*

Your opinion: You should prepare a project on the benefits of reading.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other leisure activities are beneficial for teenagers.**

3. Answer the teacher's questions.**Student B**

You and your partner are preparing a project on leisure activities and you are discussing topics for your project: *the benefits of reading or the benefits of listening to music.*

Your opinion: You should prepare a project on the benefits of listening to music.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other leisure activities are beneficial for teenagers.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. How could teenagers be encouraged to read more? (Student B)
3. Is it important to learn to play a musical instrument? (Student A)

PAPER 6

Student A

Your class is travelling abroad this summer. You and your partner are discussing the best way to explore a city: *visiting the most popular places or exploring places popular with locals.*

Your opinion: You should visit the most popular places.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / time / educational value / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **how you are going to plan the trip.**

3. Answer the teacher's questions.**Student B**

Your class is travelling abroad this summer. You and your partner are discussing the best way to explore a city: *visiting the most popular places or exploring places popular with locals.*

Your opinion: You should explore places popular with locals.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / time / educational value / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **how you are going to plan the trip.**

3. Answer the teacher's questions.**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? (1st to answer – Student A, 2nd – Student B)
2. What sights would you recommend to a person visiting your local area? Why? (Student B)
3. What can a person learn while travelling? Please, explain. (Student A)

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

Paper 1

Student A

Your opinion: You should take part in cleaning the local area.

In my opinion, we should take part in cleaning the local area as it is a necessary activity. There are several reasons why I believe this.

Firstly, keeping our surroundings clean contributes to a healthier and more pleasant environment. When we actively engage in cleaning up public spaces, such as parks or streets, we reduce the risk of diseases and create a more attractive environment for everyone. For example, in my neighborhood, we organise regular community clean-up events where people come together to pick up litter and maintain the cleanliness of our shared spaces. As a result, we've noticed a decrease in the amount of trash on the streets, making our community a more enjoyable place to live.

Secondly, participating in cleaning activities develops a sense of community and responsibility. When people take the initiative to clean up their surroundings, it creates a shared sense of pride and ownership in the neighborhood. For example, in my area, local schools organise clean-up campaigns where students, teachers, and parents work together to tidy up the surrounding area. This not only improves the appearance of the school but also creates a sense of responsibility in the younger generation.

In conclusion, getting involved in cleaning the local area is important for creating a healthier and more pleasant environment, as well as fostering a sense of community and responsibility. By actively participating in clean-up activities, we contribute to the well-being of our neighborhoods and create a positive impact on the overall quality of life in the area.

Student B

Your opinion: You should help a local animal shelter.

I think organising a campaign for a local animal shelter is a great idea for a number of important reasons.

Firstly, it helps raise awareness about the needs of animals in our community. When we organise campaigns to support local animal shelters, we can inform people about the challenges these shelters face and encourage them to contribute in various ways. For example, in my town, a group of volunteers organised a campaign to collect donations for our nearby animal shelter. They set up collection points in public places like supermarkets and shared information about the shelter's needs. As a result, many people donated food, blankets, and other essentials to support the well-being of the animals.

Secondly, organising a campaign for a local animal shelter can bring people together for a good cause. It creates a sense of unity and shared purpose within the community. For instance, I have read an article about a group of friends who decided to organise a fundraising event for the local animal shelter. They arranged a fun day with activities like bake sales and games, and all the money they earned went to the shelter. This not only helped the shelter financially but also strengthened the bonds among the members of the community who came together to support the event.

In conclusion, organising a campaign for a local animal shelter is a positive initiative that raises awareness about animal welfare and creates a sense of community. By working together, we can make a positive impact on the lives of animals in need and create a supportive community.

PAPER 1**Student A**

Your class is getting ready for a local community day. You and your partner are discussing two activities you could take part in: *cleaning the local area* or *helping a local animal shelter*.

Your opinion: You should take part in cleaning the local area.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

time / organisation / experience / resources / goal

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other activities you would like to take part in.**

3. Answer the teacher's questions.**Notes:**

PAPER 1**Notes:****Student B**

Your class is getting ready for a local community day. You and your partner are discussing two activities you could take part in: *cleaning the local area* or *helping a local animal shelter*.

Your opinion: You should help a local animal shelter.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

time / organisation / experience / resources / goal

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **what other activities you would like to take part in.**

3. Answer the teacher's questions.

PAPER 2**Student A**

You and your classmates are discussing the best ways to explore a new city. You and your partner are discussing two options: *on foot* or *on a bike*.

Your opinion: It is better to explore a new city on foot.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / safety / resources

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner's opinion and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how else you could explore a new city.**

3. Answer the teacher's questions.**Notes:**

PAPER 2**Student B**

You and your classmates are discussing the best ways to explore a new city. You and your partner are discussing two options: *on foot* or *on a bike*.

Your opinion: It is better to explore a new city on a bike.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

benefits / activities / interests / safety / resources

1.2. Listen to your partner's opinion and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas,
- decide together **how else you could explore a new city**.

3. Answer the teacher's questions.**Notes:**

PAPER 3**Student A**

Your school is planning to offer a new after-school club. You and your partner are discussing which club would be better: *an IT club or a film club*.

Your opinion: The school should open an IT club.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / costs / skills / benefits / goal

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other after-class activities you would like to do**.

3. Answer the teacher's questions.**Notes:**

PAPER 3**Student B**

Your school is planning to offer a new after-school club. You and your partner are discussing which club would be better: *an IT club or a film club*.

Your opinion: The school should open a film club.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

information / costs / skills / benefits / goal

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other after-class activities you would like to do**.

3. Answer the teacher's questions.**Notes:**

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

Your school is celebrating World Wildlife Day. You and your partner are discussing which activities to attend on this day: *having a lecture about exotic wildlife or a visit to a local national park.*

Your opinion: You should have a lecture about exotic wildlife.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

planning / benefits / costs / interests / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what else you could do on World Wildlife Day.**

3. Answer the teacher's questions.

PAPER 4**Notes:****Student B**

Your school is celebrating World Wildlife Day. You and your partner are discussing which activities to attend on this day: *having a lecture about exotic wildlife or a visit to a local national park.*

Your opinion: You should visit a local national park.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

planning / benefits / costs / interests / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what else you could do on World Wildlife Day.**

3. Answer the teacher's questions.

PAPER 5**Notes:****Student A**

You and your partner are preparing a project on leisure activities and you are discussing topics for your project: *the benefits of reading or the benefits of listening to music.*

Your opinion: You should prepare a project on the benefits of reading.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other leisure activities are beneficial for teenagers.**

3. Answer the teacher's questions.

PAPER 5**Notes:****Student B**

You and your partner are preparing a project on leisure activities and you are discussing topics for your project: *the benefits of reading or the benefits of listening to music.*

Your opinion: You should prepare a project on the benefits of listening to music.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / skills / learning / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **what other leisure activities are beneficial for teenagers.**

3. Answer the teacher's questions.

PAPER 6**Student A**

Your class is travelling abroad this summer. You and your partner are discussing the best way to explore a city: *visiting the most popular places* or *exploring places popular with locals*.

Your opinion: You should visit the most popular places.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / time / educational value / aim

1.2. Present your opinion on the topic, support it with at least two reasons and examples.

1.3. Listen to your partner and make notes.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **how you are going to plan the trip**.

3. Answer the teacher's questions.**Notes:**

PAPER 6**Student B**

Your class is travelling abroad this summer. You and your partner are discussing the best way to explore a city: *visiting the most popular places* or *exploring places popular with locals*.

Your opinion: You should explore places popular with locals.

1. Presenting an opinion (preparation time – 5 mins, speaking time – 2 mins)

1.1. Prepare at least two reasons and examples to support your opinion. You can use some of the ideas from the box:

interests / benefits / time / educational value / aim

1.2. Listen to your partner and make notes.

1.3. Present your opinion on the topic, support it with at least two reasons and examples.

2. Discussion (preparation time – 2 mins, speaking time – about 3 mins)

2.1. Use your notes to prepare two or three questions for your partner.

2.2. You should:

- discuss each other's ideas;
- decide together **how you are going to plan the trip.**

3. Answer the teacher's questions.**Notes:**

1. vērtējums

EKSĀMENS ANĢĻU VALODĀ
9. KLASE
 2024
 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.)
		Monoloģruna (5 p.)	Mijiedarbība inform. nodoš. (5 p.)	bagātība (5 p.)	līdz. liet. pareizība (5 p.)	plūdums (5 p.)	
1.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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16.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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 _____

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

* Ja skolēns iegūst 0 punktu **abos** Uzdevuma izpildes kritērijos (Monologruna, Mijiedarbība informācijas nodošanā), kopvērtējumā iegūst 0 punktu, jo valodas lietojums nepietiekams, lai novērtētu. Ja skolēns ir ieguvis vismaz 1 punktu **kaut vienā no** Uzdevuma izpildes kritērijiem, tiek vērtēts arī viņa sniegums Valodas bagātības, Valodas līdzekļu lietojuma pareizības un Valodas plūduma kritērijos.