

ANGLŲ VALODA

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KODS												A	N	G	0	9
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Darba burtnīca

1. daļa. Lasīšana

2. daļa. Klausīšanās

Norādījumi

Iepazīsties ar norādījumiem.

Darba burtnīcā un katrā atbilžu lapā ieraksti kodu, kuru tu saņēmi, ienākot eksāmena telpā.

Eksāmenā veicamo uzdevumu skaits, iegūstamo punktu skaits un paredzētais izpildes laiks:

Daļa	Uzdevumu skaits	Punktu skaits	Laiks (min)
1. Lasīšana	3	20	50
2. Klausīšanās	3	20	25
Starpbrīdis			
3. Rakstīšana	1	20	40

Rakstīšanas dalas darba materiāla un atbilžu lapas saņemsi pēc starpbrīža.

Darbu veic ar tumši zilu vai melnu pildspalvu.

Raksti salasāmi.

Atbilžu lapās atbildes raksti tieši tām paredzētajās vietās.

Ar zīmuli rakstītais netiek vērtēts.

Eksāmena norises laikā eksāmena vadītājs skaidrojumus par uzdevumiem nesniedz.

Eksāmenā izmantotie teksti adaptēti atbilstoši eksāmena uzdevumu mērķim.

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.

2025

READING

Task 1 (5 points)

You are helping your friends to choose how to spend the summer. Choose which camp (A–F) would be the best fit for your friends based on their wishes (1–5). Write the letter of the correct answer (A–F) next to the description of the person (1–5). Use each camp only once. There is one camp you do not need to use.

	Person	Camp
1.	Maria has spent most of her childhood going to sports camps, especially for volleyball. This year, she has a difficult choice to make about what to do in the summer because she will soon go to college. Both of Maria's parents work in healthcare — her mom is a therapist and her dad is a surgeon. She has always thought it would be amazing to share her parents' experiences.	
2.	Mark has always loved sports, especially football, ever since he was a child. Playing football has helped him relax and clear his mind. But recently, something very different has caught his interest. Now, he feels excited about acting and being in the spotlight. Mark dreams about being on stage and feels it could be a new adventure for him.	
3.	Laura's big passion is to understand the universe. She spends all her free time learning about physics and chemistry, and she doesn't plan to stop anytime soon. However, her parents want her to spend more time outside and try some physical activities. This summer, Laura would like to make her parents happy by finding a way to combine her love for science with their wishes.	
4.	Annie has always been one of the most active students in her class, joining every sports activity she can. Because of this, her grades in some subjects, like maths and science, have been affected. But Annie doesn't mind — she wants to become a professional athlete no matter what. Unfortunately, Annie will be working most of the summer and cannot spend the whole day at the camp.	
5.	Sam is passionate about nature and loves being part of the drama club, but his biggest passion is science. He especially enjoys spending time in the laboratory, where testing reactions is one of his favourite activities. Sam finds it exciting to mix two different things and see them create something completely new.	

	Camps
A	Join us for an inspiring journey into the world of science! Our camp takes place in the second week of July. Explore the principles of physics that Newton himself studied, explore the laws of motion, and dive into the wonders of chemistry with exciting experiments. Reserve your spot now!
B	Calling all football enthusiasts! Come join our residential summer camp! You will spend the second week of July living and training at our facilities. Sharpen your skills, learn new techniques, and experience the thrill of the game like never before. Register today!
C	Awaken your curiosity and explore the wonders of science at our camp in the first week of July. This camp not only dives into hands-on experiments exploring physics, astronomy, and the cosmos but also offers a unique experience of nighttime hikes to observe the stars and constellations. Sign up today!
D	Lights, camera, action! Join us for an unforgettable theatrical experience during the first and second weeks of July. Whether you're a professional or new to acting, our theatre camp for 12-18 year olds promises creativity, new friendships, and unforgettable memories. Join us!
E	Calling all volleyball enthusiasts! Our camp is happening in the second week of August, exclusively for 14-19 year olds in the evenings. Improve your game, refine your technique, and compete in friendly matches under the stars. Register today!
F	Are you a high school student with a passion for medicine? Don't miss our Pre-Med Camp taking place the first three weeks of July. Get hands-on experience, interact with medical professionals, and gain valuable insights. Register now!

Task 2 (8 points)

Read the article about a unique bridge. For questions 6–13, choose and circle the answer (A, B, C or D) which you think fits best based on the text.

A BRIDGE JUST FOR SQUIRRELS

Situated on the border of Oregon and Washington, Longview, a small tourist town, may not be the most popular town in the state, but it still offers green and often unusual experiences similar to Washington State itself. Tourists from all over continue to visit Longview because it is near Castle Rock, which is the entrance to the Mount St. Helens National Volcanic Monument. It is an opportunity to see the regenerating natural landscape and learn about the eruption of a volcano and its environmental impact. There are several trails for hiking, photography, and a chance to observe nature's strength.

Of the nearly 8000 bridges across the State of Washington, not all are used for motor vehicles, particularly in Longview. Thanks to a man named Amos Peters, the town has a unique bridge just for squirrels, the Nutty Narrows Bridge, which quickly became a new international attraction.

As a local builder in Longview, Amos Peters spent a lot of his time outside. One day, while working in the city's park, Peters and his co-workers noticed a number of local squirrels attempting and unfortunately failing to cross Olympia Way, a busy crossroad. Why were those squirrels trying to cross the road? Because an office building across the street regularly left out food for their furry friends. This situation highlighted the challenging relationship between the natural world and urban development. Moreover, the observation showed that the community was unaware of its impact on the wildlife. The squirrels, driven by their instincts and hunger, were unaware of the dangers presented by the busy roads.

Using metal piping and an old fire hose, Peters, together with local architects Robert Newhall and LeRoy Dahl, engineer Donald Kramer, and construction worker Bill Hutch, built a 60-foot-long (18 metre) suspension bridge. Altogether, the project cost a total of \$1000, and it didn't take long before proving its success. Almost immediately, squirrels began trekking across the Nutty Narrows Bridge to gather food before returning to the park, even bringing their kits along with them. The Nutty Narrows Bridge didn't just become popular with squirrels. The mini-bridge gained international attention with the team receiving countless letters from people all over the world thanking them for saving the local wildlife. The bridge's fame spread due to its unique purpose and the heart-warming story behind it. It represents community involvement in dealing with urban wildlife issues. And in 1983, when Peters briefly took the bridge down for restoration, Disney's Chip and Dale and Mickey Mouse showed up in Longview to help restore it. Their presence boosted public interest and awareness, attracting volunteers and supporters, which sped up and energised the restoration efforts.

The Nutty Narrows Bridge continues to stand today. Locals even put lights across it during the holidays. _(A)_ Its popularity has not decreased either. _(B)_ The bridge has actually 'grown' since its creation in 1963, not in size but in numbers. _(C)_ Longview added a sister bridge in 2011, another in 2012, and three more since then, making a total of six squirrel bridges. _(D)_ This shows the city's commitment to continuous improvement and community engagement. This also shows how a small, original idea can evolve and strengthen a community's ties, improve local culture, and potentially inspire other cities to take up similar wildlife-friendly initiatives.

6. What is the main purpose of the text?
- A To compare Longview's nature protection initiatives.
 - B To criticise Longview's treatment of wild animals living in the city.
 - C To describe the role of city initiatives in saving animals.
 - D To complain about the lack of animal friendly areas in the city.
7. Which fact about Longview is NOT mentioned?
- A Most people visit Longview for the squirrel bridge.
 - B The squirrel bridge was built by local residents.
 - C Longview is within a short distance of Oregon.
 - D Some people visit Longview because it is near a natural attraction.
8. What main problem does the author mention in the third paragraph?
- A The relationship between different communities in the city.
 - B The cost of creating safe areas for animals living in the city.
 - C The conflict between animal behaviour and city design.
 - D The need to provide more food for animals living in the city.
9. Which of these statements best describes the actions of Amos Peters and his team in Longview?
- A They watched how squirrels crossed the road on a daily basis.
 - B They built a bridge to reduce the number of squirrel road accidents.
 - C They spent more than 1000 dollars to build an 18-metre bridge.
 - D They started an international wildlife project with a squirrel bridge.
10. Why did the bridge become famous?
- A Because many people worked together to build it.
 - B Because it helped animals in a creative way.
 - C Because Disney characters often visited it.
 - D Because it was one of the first bridges for wildlife.
11. Where would be the best place in the fifth paragraph to use this sentence?
And, according to the city's website, it looks like more squirrel bridges are on their way.
- A (A)
 - B (B)
 - C (C)
 - D (D)
12. In the final paragraph, the author suggests that Longview's squirrel bridges
- A are a solution that can serve as an example.
 - B were copied by other cities to protect nature.
 - C have helped different communities to develop.
 - D helped to attract more people to the city.
13. Another title for this article could be:
- A Bridges as Symbols for Friendship
 - B A Small Town's Big Innovation
 - C Connecting Longview's Present and Future
 - D Animal Species Living in the City

Task 3 (7 points)

Read the text about a traditional Polynesian sport. Fill in the gaps (14–20) 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.

IN TAHITI, WOMEN ARE ROCKING THE BOAT

Female athletes are fighting for recognition and discovering cultural connections through the traditional Polynesian sport of outrigger canoeing*. In the crystal-clear Tahitian lagoon, Hinatea Bernadino guides us through the waters, encouraging us to connect with the canoe and feel the energy of ancestors and nature. She recently won her 11th victory in the Te Aito competition, which is a prestigious race held off the shores of the capital of Tahiti.

(14) _____ Bernadino explains that it is more than just showing physical strength; it is about being guided by *mana* — the life force, the energy of ancestors and nature that helps them in their races.

The majority of tourists do not visit Tahiti to experience *va'a*, but for the island's breath-taking beauty.

(15) _____ For its inhabitants, it represents their origins and guides them towards the future. It is not only a sport but also a symbol of energy and connection to the past. Traditional *va'a* competitions have been a part of Polynesian life for centuries. (16) _____

Experiencing *va'a* does not only mean being a spectator at events where athletes showcase their skills and demonstrate their pride in the sport. (17) _____ Local *va'a* guides offer private lessons to those who want to experience the sport and learn about its significance.

For Bernadino, *va'a* is also a family affair as she credits her father for her success. He has also been her coach since she started paddling at the age of 14. (18) _____ Her uncles on both her parents' sides are either *va'a* champions or famous *va'a* builders. So her connection to the sport is deep.

(19) _____ Gender inequalities still exist, with male athletes often receiving more recognition and opportunities. Bernadino believes that women can cover the same distances as men and should be treated equally in terms of prize money and opportunities and is ready to fight for it. She also dreams of seeing the sport included in the Olympics and is working towards this goal.

(20) _____ Athletes like Sylvie Auger, who continues to paddle at 70 years old, demonstrate the lasting spirit of the sport. At the same time, young coaches like Leilanie Tuea are passing down their knowledge, making sure that *va'a* remains an important part of Tahitian identity for generations to come.

*outrigger canoe - a special boat with a frame (called an outrigger) attached to one side. This frame helps to keep the canoe stable on the water.

Sentences	
A	Even though she is a celebrated athlete, Bernadino faces certain challenges.
B	It can also become a journey of discovery for tourists into Polynesian migration history and culture.
C	Since then this fierce competitor has been practically unbeatable.
D	Outrigger canoeing, known as <i>va'a</i> in Tahitian, holds a significant place in Polynesian culture.
E	Now, athletes like Bernadino are preserving and celebrating their cultural heritage.
F	<i>Va'a</i> can become a lifelong journey.
G	Since that time, she has tried different sports.
H	However, the importance of <i>va'a</i> in shaping Polynesia cannot be overstated.

Neaizmirsti aizpildīt „Lasīšanas daļas” atbilžu lapu!

LISTENING**Task 1 (5 points)**

You will hear five people speaking about their experience in sports. What have they learned from doing sports? 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.

WHAT HAVE YOU LEARNED FROM DOING SPORTS?

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

Statements	
This person learned	
A	the importance of regular work.
B	that success means choosing what is difficult over what is comfortable.
C	how to set goals they can achieve.
D	the importance of working together.
E	how to deal with failure.
F	that thoughts can be more powerful than what you can physically do.

Task 2 (5 points)

Listen to a podcast in which Jordan and Alex are talking about their leisure time activities. For each question (6–10), choose the correct answer (A, B or C) based on what you hear in the podcast. You will hear the recording twice.

LEISURE TIME ACTIVITIES

6. Why does Jordan think gaming is better than spending time outside?
- A You create your own adventure.
 - B You feel more focused.
 - C You get to learn new stories.
7. What does Alex say about the community and nature?
- A Nature offers better possibilities for building communities.
 - B Community is less important for enjoying nature.
 - C Experiencing nature in a community is beneficial.
8. How does Jordan react to Alex's suggestion that gaming is not active enough?
- A She agrees that gaming can be quite passive.
 - B She disagrees that nature has more health benefits than gaming.
 - C She gives some benefits of gaming for the body and mind.
9. Both Alex and Jordan think that the choice of activity depends on
- A your mood.
 - B your interests.
 - C your location.
10. In the end, Alex and Jordan agree
- A to try out each other's hobbies.
 - B to keep to their own interests.
 - C to come back to this topic later.

Task 3 (10 points)

Listen to a programme about a snowflake project. For questions 11–20, complete the notes on the programme with the missing information (words or numbers). Use up to four words or a number per gap. You will hear the recording twice.

SNOWFLAKES

11. Scientists and students are cooperating in a project called '_____'.
12. The students use a magnifying glass to make sure that the pictures are _____.
13. Because there is no snow, the students are taking pictures of _____.
14. To catch a snowflake, the students will use _____.
15. The project is important because other ways of studying snowflakes would _____.
16. Scientists want to understand how changes in climate can influence the _____.
17. The lead scientist enjoys the process of _____ the pictures of snowflakes.
18. Students from _____ schools are going to take part in this year's project.
19. When someone buys a kit for studying snowflakes, another kit is sent to a school _____.
20. Scientists think that such activities are more than_____.

Neaizmirsti aizpildīt „Klausīšanās daļas” atbilžu lapu!

KODS

ANG09

Task 1. Ar „X” atzīmē izvēlēto atbildi!

A B C D E F

1. ☐ ☐ ☐ ☐ ☐ ☐
2. ☐ ☐ ☐ ☐ ☐ ☐
3. ☐ ☐ ☐ ☐ ☐ ☐
4. ☐ ☐ ☐ ☐ ☐ ☐
5. ☐ ☐ ☐ ☐ ☐ ☐

1.–5. jautājuma kļūdu labojumam

A B C D E F

The number 12 is represented by two groups of 2 (each in a grey box) and six individual squares.

Task 2. Ar „X” atzīmē izvēlēto atbildi!

A B C D

- | | | | | |
|-----|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. | ☐ | ☐ | ☐ | ☐ |
| 7. | ☐ | ☐ | ☐ | ☐ |
| 8. | ☐ | ☐ | ☐ | ☐ |
| 9. | ☐ | ☐ | ☐ | ☐ |
| 10. | ☐ | ☐ | ☐ | ☐ |
| 11. | ☐ | ☐ | ☐ | ☐ |
| 12. | ☐ | ☐ | ☐ | ☐ |
| 13. | ☐ | ☐ | ☐ | ☐ |

6.–13. jautājuma kļūdu labojumam

A B C D

Task 3. Ar „X” atzīmē izvēlēto atbildi!

A B C D E F G H

14. □ □ □ □ □ □ □ □
15. □ □ □ □ □ □ □ □
16. □ □ □ □ □ □ □ □
17. □ □ □ □ □ □ □ □
18. □ □ □ □ □ □ □ □
19. □ □ □ □ □ □ □ □
20. □ □ □ □ □ □ □ □

14.–20. jautājuma kļūdu labojumam

A B C D E F G H

[illegible]

KODS

ANG 09

Task 1. Ar „X” atzīmē izvēlēto atbildi!

[illegible]

1.–5. jautājuma kļūdu labojumam

[illegible]

Task 2. Ar „X” atzīmē izvēlēto atbildi!

	A	B	C
6.	☐	☐	☐
7.	☐	☐	☐
8.	☐	☐	☐
9.	☐	☐	☐
10.	☐	☐	☐

6.–10. jautājuma kļūdu labojumam

	A	B	C
	☐	☐	☐
	☐	☐	☐

Task 3. Ieraksti atbildi!

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Task (20 points)

You have seen this announcement on a teenager magazine webpage and have decided to write an article on the topic.

Students have to balance many different aspects of their lives to be successful, so we have decided to explore how students manage their school lives in an exciting new series “Reader Articles”.

In this edition, we would like to find out how students deal with their homework and invite you to write an article we could publish on our website.

Send us your article in which you answer these questions:

- *How do you usually plan and do your homework? Why do you do it this way?*
- *What could you do to become better at planning and doing homework?*
- *Do you think doing homework helps you learn? Why?*

Write an article answering the questions in the announcement.

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

Notes

Write about 200 words.

**EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2025
SKOLOTĀJA MATERIĀLS
*Mutvārdu daļa, 1. diena***

EKSĀMENS ANĢĻU VALODĀ

*Mutvārdu daļa, 1. diena
Skolotāja materiāls*

Pie izglītojamajiem un personām, kuras piedalās eksāmena notikšmā, nolūzā, kad viņiem ir pieejams eksāmena materiāls, tiek prasīts, ka 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.

2025

PAPER 1

Student A

You are talking about the upcoming school trip with your class. You and your classmate are discussing what you should do during the school trip: *visit a science museum or go on a nature hike.*

Your opinion: You should go to a science 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:

benefits / activities / interests / learning / costs

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 do during the school trip.**

3. Answer the teacher's questions.

Student B

You are talking about the upcoming school trip with your class. You and your classmate are discussing what you should do during the school trip: *visit a science museum or go on a nature hike.*

Your opinion: You should go on a nature hike.

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 / learning / costs

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 do during the school 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. How can teenagers be encouraged to visit museums? (Student B)
3. Why is it important to learn about nature and its protection? (Student A)

PAPER 2

Student A

You and your friend are planning a dinner meet-up with three exchange students from Germany. *You can't decide whether you want to cook the food at home or go to a local café.*

Your opinion: It is better to cook the food at home.

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:

preferences / experience / tastes / food / costs

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 local food you would like your guests to try.**

3. Answer the teacher's questions.

Student B

You and your friend are planning a dinner meet-up with three exchange students from Germany. *You can't decide whether you want to cook the food at home or go to a local café.*

Your opinion: It is better to go to a local café.

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:

preferences / experience / tastes / food / costs

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 local food you would like your guests to try.**

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 learn to cook? Why/Why not? (Student B)
3. Do you think it is important to organise events with your classmates? Why/Why not? (Student A)

PAPER 3

Student A

Your school's student parliament is planning to start a new project in your school. You are talking about two possible projects: *start a school YouTube channel or create a school radio programme.*

Your opinion: The student parliament should start a school YouTube channel.

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 / costs / cooperation / goal / information

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 projects you could start in your school.**

3. Answer the teacher's questions.

Student B

Your school's student parliament is planning to start a new project in your school. You are talking about two possible projects: *start a school YouTube channel or create a school radio programme.*

Your opinion: The student parliament should create a school radio programme.

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 / costs / cooperation / goal / information

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 projects you could start in your school.**

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 you encourage more students to take part in different school projects? (Student B)
3. What skills can you learn while taking part in a school project? (Student A)

PAPER 4

Student A

**You and your friend are talking about reading habits and are discussing the best ways to read in the modern world:
*read paper books or read e-books.***

Your opinion: It is better to read paper books.

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:

price / benefits / experience / use / health

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 book you would like to read together: a detective story, science fiction, or a historical novel.**

3. Answer the teacher's questions.

Student B

**You and your friend are talking about reading habits and are discussing the best ways to read in the modern world:
*read paper books or read e-books.***

Your opinion: It is better to read e-books.

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:

price / benefits / experience / use / health

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 book you would like to read together: a detective story, science fiction, or a historical novel.**

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 often should teenagers read for fun? Why? (Student B)
3. Do you think you and your classmates read enough? (Student A)

PAPER 5

Student A

Your friend Max cannot decide on the best way to celebrate his birthday. You are talking about two options: *go to the cinema together* or *organise a picnic on the beach*.

Your opinion: Max should go to the cinema to celebrate his birthday.

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 / cost / 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 activities Max could organise.**

3. Answer the teacher's questions.

Student B

Your friend Max cannot decide on the best way to celebrate his birthday. You are talking about two options: *go to the cinema together* or *organise a picnic on the beach*.

Your opinion: Max should organise a picnic on the beach to celebrate his birthday.

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 / cost / 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 activities Max could organise.**

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 birthday parties be made more interesting for teenagers? (Student B)
3. What can you learn from organising an event? (Student A)

PAPER 6

Student A

Your school's student parliament is planning to organise an event at your school. You and your classmate are discussing two suggestions: *a talent show or a world culture day.*

Your opinion: The student parliament should organise a talent show.

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 / responsibility / skills / 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 events you would like to take part in.**

3. Answer the teacher's questions.

Student B

Your school's student parliament is planning to organise an event at your school. You and your classmate are discussing two suggestions: *a talent show or a world culture day.*

Your opinion: The student parliament should organise a world culture day.

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 / responsibility / skills / 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 events 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. What talent or skill would you like to develop? (Student B)
3. What culture would you like to know more about? (Student A)

PAPER 1

Student A

You are talking about the upcoming school trip with your class. You and your classmate are discussing what you should do during the school trip: *visit a science museum or go on a nature hike*.

Your opinion: You should go to a science 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:

benefits / activities / interests / learning / costs

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 do during the school trip**.

3. Answer the teacher's questions.

Notes:

PAPER 1

Student B

You are talking about the upcoming school trip with your class. You and your classmate are discussing what you should do during the school trip: *visit a science museum or go on a nature hike*.

Your opinion: You should go on a nature hike.

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 / learning / costs

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 do during the school trip**.

3. Answer the teacher's questions.

Notes:

PAPER 2**Student A**

You and your friend are planning a dinner meet-up with three exchange students from Germany. *You can't decide whether you want to cook the food at home or go to a local café.*

Your opinion: It is better to cook the food at home.

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:

preferences / experience / tastes / food / costs

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 local food you would like your guests to try.**

3. Answer the teacher's questions.

Notes:

PAPER 2

Student B

You and your friend are planning a dinner meet-up with three exchange students from Germany. *You can't decide whether you want to cook the food at home or go to a local café.*

Your opinion: It is better to go to a local café.

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:

preferences / experience / tastes / food / costs

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 local food you would like your guests to try.**

3. Answer the teacher's questions.

Notes:

PAPER 3

Student A

Your school's student parliament is planning to start a new project in your school. You are talking about two possible projects: *start a school YouTube channel or create a school radio programme.*

Your opinion: The student parliament should start a school YouTube channel.

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 / costs / cooperation / goal / information

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 projects you could start in your school.**

3. Answer the teacher's questions.

Notes:

PAPER 3

Student B

Your school's student parliament is planning to start a new project in your school. You are talking about two possible projects: *start a school YouTube channel or create a school radio programme.*

Your opinion: The student parliament should create a school radio programme.

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 / costs / cooperation / goal / information

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 projects you could start in your school.**

3. Answer the teacher's questions.

Notes:

PAPER 4

Notes:

Student A

You and your friend are talking about reading habits and are discussing the best ways to read in the modern world:
read paper books or read e-books.

Your opinion: It is better to read paper books.

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:

price / benefits / experience / use / health

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 book you would like to read together: a detective story, science fiction, or a historical novel.**

3. Answer the teacher's questions.

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

You and your friend are talking about reading habits and are discussing the best ways to read in the modern world:

read paper books or read e-books.

Your opinion: It is better to read e-books.

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:

price / benefits / experience / use / health

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 book you would like to read together: a detective story, science fiction, or a historical novel.**

3. Answer the teacher's questions.

PAPER 5

Student A

Your friend Max cannot decide on the best way to celebrate his birthday. You are talking about two options: *go to the cinema together* or *organise a picnic on the beach*.

Your opinion: Max should go to the cinema to celebrate his birthday.

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 / cost / 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 activities Max could organise**.

3. Answer the teacher's questions.

Notes:

PAPER 5

Student B

Your friend Max cannot decide on the best way to celebrate his birthday. You are talking about two options: *go to the cinema together* or *organise a picnic on the beach*.

Your opinion: Max should organise a picnic on the beach to celebrate his birthday.

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 / cost / 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 activities Max could organise**.

3. Answer the teacher's questions.

Notes:

PAPER 6

Student A

Your school's student parliament is planning to organise an event at your school. You and your classmate are discussing two suggestions:
a talent show or a world culture day.

Your opinion: The student parliament should organise a talent show.

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 / responsibility / skills / 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 events you would like to take part in.**

3. Answer the teacher's questions.

Notes:

PAPER 6**Student B**

Your school's student parliament is planning to organise an event at your school. You and your classmate are discussing two suggestions: *a talent show or a world culture day.*

Your opinion: The student parliament should organise a world culture day.

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 / responsibility / skills / 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 events you would like to take part in.**

3. Answer the teacher's questions.

Notes:

**EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2025
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.

2025

PAPER 7

Student A

You and your partner are preparing a project on studying and you are discussing topics for your project: *the benefits of studying alone or the benefits of studying in a group.*

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

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:

cooperation / skills / responsibility / 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'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 become a better learner.**

3. Answer the teacher's questions.

Student B

You and your partner are preparing a project on studying and you are discussing topics for your project: *the benefits of studying alone or the benefits of studying in a group.*

Your opinion: You should prepare a project on the benefits of studying in a group.

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:

cooperation / skills / responsibility / learning / aim

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 become a better learner.**

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 is the best way for you to learn a language? (Student B)
3. How important is technology for your learning? (Student A)

PAPER 8

Student A

You and your partner are discussing two activities you could take part in: *help with a recycling project at school or organise an event for younger students.*

Your opinion: You should help with a recycling project at school.

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 / responsibility / planning / experience

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 school activities you would like to take part in.**

3. Answer the teacher's questions.

Student B

You and your partner are discussing two activities you could take part in: *help with a recycling project at school or organise an event for younger students.*

Your opinion: You should organise an event for younger students.

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 / responsibility / planning / experience

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 school 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 take an active part in school activities? (Student B)
3. What can a person learn from helping others? (Student A)

PAPER 9

Student A

You and your partner are discussing two activities you could start doing: *learn a new language or take up a new sport.*

Your opinion: You should learn a new language.

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 / educational value / resources / 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 **what other hobbies you would like to try.**

3. Answer the teacher's questions.

Student B

You and your partner are discussing two activities you could start doing: *learn a new language or take up a new sport.*

Your opinion: You should take up a new 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 / educational value / resources / 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 **what other hobbies you would like to try.**

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 important is it to have hobbies? (Student B)

3. How can we encourage young people to be more physically active? (Student A)

PAPER 10

Student A

Your class is planning the end-of-school party. You and your partner are discussing two options: *organising the party at school or having the party outdoors*.

Your opinion: You should organise the party at school.

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:

costs / activities / interests / resources / 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 **how else you could celebrate the end of the school year.**

3. Answer the teacher's questions.

Student B

Your class is planning the end-of-school party. You and your partner are discussing two options: *organising the party at school or having the party outdoors*.

Your opinion: You should have the party outdoors.

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:

costs / activities / interests / resources / 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 **how else you could celebrate the end of the school year.**

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 is your best school memory? (Student B)
3. How important is it to spend free time with your classmates? (Student A)

PAPER 11

Student A

You would like to become better at English and are discussing two options: *read more books in English or watch more films in English.*

Your opinion: You should read more books in English.

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:

costs / time / interests / aim / 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 **how else you can become better at a foreign language.**

3. Answer the teacher's questions.

Student B

You would like to become better at English and are discussing two options: *read more books in English or watch more films in English.*

Your opinion: You should watch more films in English.

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:

costs / time / interests / aim / 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 **how else you can become better at a foreign language.**

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 languages? (Student B)
3. What other languages would you like to learn? Why? (Student A)

PAPER 12

Student A

You and your friend are talking about going on a trip with your classmates. You have two options: *take a bus trip to another town or organise a bike trip around your area.*

Your opinion: You should take a bus trip to another town.

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 / interests / activities / safety

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 could do as a class.**

3. Answer the teacher's questions.

Student B

You and your friend are talking about going on a trip with your classmates. You have two options: *take a bus trip to another town or organise a bike trip around your area.*

Your opinion: You should organise a bike trip around 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 / time / interests / activities / safety

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 could do as a class.**

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 you make a class trip more exciting? (Student B)
3. Should people be encouraged to ride bikes more? (Student A)

PAPER 7

Student A

You and your partner are preparing a project on studying and you are discussing topics for your project: *the benefits of studying alone or the benefits of studying in a group.*

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

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:

cooperation / skills / responsibility / 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'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 become a better learner.**

3. Answer the teacher's questions.

Notes:

PAPER 7

Student B

You and your partner are preparing a project on studying and you are discussing topics for your project: *the benefits of studying alone or the benefits of studying in a group*.

Your opinion: You should prepare a project on the benefits of studying in a group.

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:

cooperation / skills / responsibility / learning / aim

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 become a better learner**.

3. Answer the teacher's questions.

Notes:

PAPER 8

Student A

You and your partner are discussing two activities you could take part in: *help with a recycling project at school or organise an event for younger students.*

Your opinion: You should help with a recycling project at school.

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 / responsibility / planning / experience

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 school activities you would like to take part in.**

3. Answer the teacher's questions.

Notes:

PAPER 8

Student B

You and your partner are discussing two activities you could take part in: *help with a recycling project at school or organise an event for younger students.*

Your opinion: You should organise an event for younger students.

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 / responsibility / planning / experience

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 school activities you would like to take part in.**

3. Answer the teacher's questions.

Notes:

PAPER 9

Student A

You and your partner are discussing two activities you could start doing: *learn a new language or take up a new sport.*

Your opinion: You should learn a new language.

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 / educational value / resources / 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 **what other hobbies you would like to try.**

3. Answer the teacher's questions.

Notes:

PAPER 9

Student B

You and your partner are discussing two activities you could start doing: *learn a new language or take up a new sport.*

Your opinion: You should take up a new 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 / educational value / resources / 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 **what other hobbies you would like to try.**

3. Answer the teacher's questions.

Notes:

PAPER 10

Student A

Your class is planning the end-of-school party. You and your partner are discussing two options: *organising the party at school or having the party outdoors*.

Your opinion: You should organise the party at school.

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:

costs / activities / interests / resources / 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 **how else you could celebrate the end of the school year**.

3. Answer the teacher's questions.

Notes:

PAPER 10

Student B

Your class is planning the end-of-school party. You and your partner are discussing two options: *organising the party at school or having the party outdoors*.

Your opinion: You should have the party outdoors.

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:

costs / activities / interests / resources / 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 **how else you could celebrate the end of the school year**.

3. Answer the teacher's questions.

Notes:

PAPER 11

Student A

You would like to become better at English and are discussing two options: *read more books in English or watch more films in English.*

Your opinion: You should read more books in English.

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:

costs / time / interests / aim / 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 **how else you can become better at a foreign language.**

3. Answer the teacher's questions.

Notes:

PAPER 11

Student B

You would like to become better at English and are discussing two options: *read more books in English or watch more films in English.*

Your opinion: You should watch more films in English.

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:

costs / time / interests / aim / 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 **how else you can become better at a foreign language.**

3. Answer the teacher's questions.

Notes:

PAPER 12

Student A

You and your friend are talking about going on a trip with your classmates. You have two options: *take a bus trip to another town or organise a bike trip around your area.*

Your opinion: You should take a bus trip to another town.

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 / interests / activities / safety

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 could do as a class.**

3. Answer the teacher's questions.

Notes:

PAPER 12

Student B

You and your friend are talking about going on a trip with your classmates. You have two options: *take a bus trip to another town or organise a bike trip around your area.*

Your opinion: You should organise a bike trip around 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 / time / interests / activities / safety

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 could do as a class.**

3. Answer the teacher's questions.

Notes:

EKSĀMENS ANĢĻU VALODĀ
9. KLASEI
2025
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.

2025

PAPER 13

Student A

Your friend wants to take up a sport and you are discussing the best way to do it: *alone or with a group of friends*.

Your opinion: It is better to take up a sport alone.

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 / convenience / time / possibilities

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 sport you could play together**.

3. Answer the teacher's questions.

Student B

Your friend wants to take up a sport and you are discussing the best way to do it: *alone or with a group of friends*.

Your opinion: It is better to take up a sport with a group of friends.

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 / convenience / time / possibilities

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 sport you could play together**.

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 sports lessons are important at school? Why/Why not? (Student B)
3. What activities would you like to do more during sports lessons? (Student A)

PAPER 14

Student A

You and your friend would like to do a project about school and are choosing a topic: *my school's history or my dream school*.

Your opinion: You should make a project about your school's history.

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 / goal / time / audience / 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 **on other project ideas about school**.

3. Answer the teacher's questions.

Student B

You and your friend would like to do a project about school and are choosing a topic: *my school's history or my dream school*.

Your opinion: You should make a project about your dream school.

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 / goal / time / audience / 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 **on other project ideas about school**.

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 about your school's history? (Student B)
3. Is there anything you would like to change about your school? Why/Why not? (Student A)

PAPER 15

Student A

You and your partner are getting ready for a friend's birthday party and discussing whether *it is better to make the birthday present yourself or buy a birthday present at the store.*

Your opinion: You should make the birthday present yourself.

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 / interests / time / choice / value

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 friend's interests.**

3. Answer the teacher's questions.

Student B

You and your partner are getting ready for a friend's birthday party and discussing whether *it is better to make the birthday present yourself or buy a birthday present at the store.*

Your opinion: You should buy a birthday present at the store.

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 / interests / time / choice / value

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 friend's interests.**

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 prefer giving or getting presents? Why? (Student B)
3. What makes a good present? (Student A)

PAPER 16

Student A

You and your partner are planning an activity for exchange students from Italy and are choosing between two activities: *learning to cook traditional Latvian dishes* or *visiting a folk music/dance performance*.

Your opinion: You should take part in a class on learning to cook traditional Latvian dishes.

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:

communication / benefits / safety / fun / costs

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 make exchange students feel welcome at your school.**

3. Answer the teacher's questions.

Student B

You and your partner are planning an activity for exchange students from Italy and are choosing between two activities: *learning to cook traditional Latvian dishes* or *visiting a folk music/dance performance*.

Your opinion: You should visit a folk music/dance performance.

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:

communication / benefits / safety / fun / costs

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 make exchange students feel welcome at your school.**

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 would you like to find out about schools in other countries? (Student B)
3. What would you tell students from other countries about your school? Why? (Student B)

PAPER 17

Student A

Your class is planning a blog series for the school website. You and your partner are discussing the topic for the first post. You have two options: *healthy eating tips* or *tips on learning English*.

Your opinion: You should create a blog post on healthy eating tips.

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:

value / needs / content / goal / interests

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 topics your schoolmates could be interested in.**

3. Answer the teacher's questions.

Student B

Your class is planning a blog series for the school website. You and your partner are discussing the topic for the first post. You have two options: *healthy eating tips* or *tips on learning English*.

Your opinion: You should create a blog post on tips on learning English.

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:

value / needs / content / goal / interests

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 topics your schoolmates could be interested 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. Why do some teenagers choose to eat fast food? (Student B)
3. What tips on learning Latvian would you give? Why? (Student A)

PAPER 18

Student A

You and your classmate are trying to decide which after-school activity is better to join: *the school choir or the dance group*.

Your opinion: You should join the school choir.

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 / talent / time / goal

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

1.2. 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 after-school activities you would like to take part in.**

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

You and your classmate are trying to decide which after-school activity is better to join: *the school choir or the dance group*.

Your opinion: You should join the dance group.

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 / talent / time / 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 after-school 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 after-school activities help you in your studies? (Student B)
3. What talent or skill would you like to develop? (Student A)

PAPER 13**Student A**

Your friend wants to take up a sport and you are discussing the best way to do it: *alone or with a group of friends.*

Your opinion: It is better to take up a sport alone.

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 / convenience / time / possibilities

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 sport you could play together.**

3. Answer the teacher's questions.

Notes:

PAPER 13

Student B

Your friend wants to take up a sport and you are discussing the best way to do it: *alone or with a group of friends*.

Your opinion: It is better to take up a sport with a group of friends.

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 / convenience / time / possibilities

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 sport you could play together**.

3. Answer the teacher's questions.

Notes:

PAPER 14**Student A**

You and your friend would like to do a project about school and are choosing a topic: *my school's history* or *my dream school*.

Your opinion: You should make a project about your school's history.

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 / goal / time / audience / 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 **on other project ideas about school.**

3. Answer the teacher's questions.

Notes:

PAPER 14

Student B

You and your friend would like to do a project about school and are choosing a topic: *my school's history* or *my dream school*.

Your opinion: You should make a project about your dream school.

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 / goal / time / audience / 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 **on other project ideas about school.**

3. Answer the teacher's questions.

Notes:

PAPER 15

Student A

You and your partner are getting ready for a friend's birthday party and discussing whether *it is better to make the birthday present yourself or buy a birthday present at the store.*

Your opinion: You should make the birthday present yourself.

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 / interests / time / choice / value

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 friend's interests.**

3. Answer the teacher's questions.

Notes:

PAPER 15

Student B

You and your partner are getting ready for a friend's birthday party and discussing whether *it is better to make the birthday present yourself or buy a birthday present at the store.*

Your opinion: You should buy a birthday present at the store.

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 / interests / time / choice / value

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 friend's interests.**

3. Answer the teacher's questions.

Notes:

PAPER 16

Student A

You and your partner are planning an activity for exchange students from Italy and are choosing between two activities: *learning to cook traditional Latvian dishes* or *visiting a folk music/dance performance*.

Your opinion: You should take part in a class on learning to cook traditional Latvian dishes.

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:

communication / benefits / safety / fun / costs

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 make exchange students feel welcome at your school.**

3. Answer the teacher's questions.

Notes:

PAPER 16

Student B

You and your partner are planning an activity for exchange students from Italy and are choosing between two activities: *learning to cook traditional Latvian dishes* or *visiting a folk music/dance performance*.

Your opinion: You should visit a folk music/dance performance.

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:

communication / benefits / safety / fun / costs

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 make exchange students feel welcome at your school.**

3. Answer the teacher's questions.

Notes:

PAPER 17

Student A

Your class is planning a blog series for the school website. You and your partner are discussing the topic for the first post. You have two options: *healthy eating tips* or *tips on learning English*.

Your opinion: You should create a blog post on healthy eating tips.

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:

value / needs / content / goal / interests

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 topics your schoolmates could be interested in.**

3. Answer the teacher's questions.

Notes:

PAPER 17

Student B

Your class is planning a blog series for the school website. You and your partner are discussing the topic for the first post. You have two options: *healthy eating tips* or *tips on learning English*.

Your opinion: You should create a blog post on tips on learning English.

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:

value / needs / content / goal / interests

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 topics your schoolmates could be interested in.**

3. Answer the teacher's questions.

Notes:

PAPER 18

Notes:

Student A

You and your classmate are trying to decide which after-school activity is better to join: *the school choir or the dance group*.

Your opinion: You should join the school choir.

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 / talent / time / goal

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

1.2. 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 after-school activities you would like to take part in.**

3. Answer the teacher's questions.

PAPER 18

Student B

You and your classmate are trying to decide which after-school activity is better to join: *the school choir or the dance group*.

Your opinion: You should join the dance group.

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 / talent / time / 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 after-school activities you would like to take part in.**

3. Answer the teacher's questions.

Notes: