

Daugavpils pilsētas
angļu valodas skolotāju
metodiskais krājums
“Materiāli skolēnu sagatavošanai
jaunajiem angļu valodas
eksāmeniem:
pamatskolas posma eksāmenam
9.klasē
un
padziļinātā kursa programmā -
Svešvaloda II
(rakstu un mutvārdu daļas)”



2022./2023.mācību gads

Liels paldies kolēģiem, kuri ieguldīja laiku, izveidoja vērtīgus materiālus eksāmenu sagatavošanai un dālijās ar savu praktisko pieredzi:

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SATURS:

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|---|----------|
| 1. Pamatskolas posma eksāmens 9. klasē – Speaking | 4. lpp. |
| 2. Pamatskolas posma eksāmens 9. klasē – Writing | 28. lpp. |
| 3. Padziļinātā kursa programma Svešvaloda II – Speaking | 38. lpp. |
| 4. Padziļinātā kursa programma Svešvaloda II – Writing | 49. lpp. |

Pamatskolas posma
eksāmens
9.klasē
(SPEAKING)

SP.1

PAPER 1**SPEAKING**

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are discussing their free time. You and your partner are discussing two possible ways of how to spend free time: *playing computer games or not playing computer games*. You will present your position, and then discuss the topic/situation together.

Your position: Students should play computer games.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Educational games /time to rest/ learn something new/find new friends

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

Step 2: Discussion

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

You should:

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

Student B

Your classmates are discussing their free time. You and your partner are discussing two possible ways of how to spend free time: *playing computer games or not playing computer games*. You will present your position, and then discuss the topic/situation together.

Your position: Students shouldn't play computer games.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Waste of time/childish/more interesting free time activities/passive/unhealthy/hurts your eyes

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

Step 2: Discussion

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

You should:

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

PAPER 2**SPEAKING**

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are discussing their free time. You and your partner are discussing *advantages and disadvantages of watching TV*. You will present your position, and then discuss the topic/situation together.

Your position: There are a lot of advantages of watching TV.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Educational and informative programs /a variety of channels and programmes/ relieve your stress, unwind/important and popular means of communication

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together what you can suggest **how to improve TV**;
- then answer the teacher's questions

Student B

Your classmates are discussing their free time. You and your partner are discussing *advantages and disadvantages of watching TV*. You will present your position, and then discuss the topic/situation together.

Your position: There are a lot of disadvantages of watching TV.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Waste of time/become less active/become telly addicts/low quality programmes/commercials/show sth at inappropriate times

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together what you can suggest **how to improve TV**;
- then answer the teacher's questions

PAPER 3**SPEAKING**

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are organization of a class evening with a sleepover at school. You and your partner are discussing two possible kinds of films to watch together: *horror or documentary film*. You will present your position, and then discuss the topic/situation together.

Your position: You should watch a horror film together with your class.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Exciting/unpredictable/emotional/unexpected/your peers are into horror film/your favourite genre of films

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together what you could do in order **to find out your classmates' opinion which film to watch;**
- then answer the teacher's questions

Student B

Your classmates are organization of a class evening with a sleepover at school. You and your partner are discussing two possible kinds of films to watch together: *horror or documentary film*. You will present your position, and then discuss the topic/situation together.

Your position: You should watch a documentary film together with your class.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Educational/informative/link to the school curriculum/appropriate for all personalities

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together what you could do in order **to find out your classmates' opinion which film to watch;**
- then answer the teacher's questions

PAPER 4

SPEAKING

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are discussing their free time. You and your partner are discussing two possible ways of afterschool activities: *spending time with your family or friends*. You will present your position, and then discuss the topic/situation together.

Your position: Spending free time with family is more beneficial.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Family relations, links/close people/know each other very well/safe and interesting way of spending free time/can help to solve your problems

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

Step 2: Discussion

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

You should:

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

Student B

Your classmates are discussing their free time. You and your partner are discussing two possible ways of afterschool activities: *spending time with your family or friends*. You will present your position, and then discuss the topic/situation together.

Your position: Spending free time with friends is more beneficial.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

More interesting to spend time with peers/common hobbies or interests/reliable friends/you can share your problems

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

Step 2: Discussion

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

You should:

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

PAPER 5

SPEAKING

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are discussing how to spend summer holiday. You and your partner are discussing two possible ways of how to spend your time: *working or learning a foreign language*. You will present your position, and then discuss the topic/situation together.

Your position: In summer students should work.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Improve your skills/try out a job/earn money/become more independent/spend summer usefully

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

Step 2: Discussion

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

You should:

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

Student B

Your classmates are discussing how to spend summer holiday. You and your partner are discussing two possible ways of how to spend your time: *working or learning a foreign language*. You will present your position, and then discuss the topic/situation together.

Your position: In summer students should learn a foreign language.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Improve or practice your foreign language/go abroad/meet new friends/learn new cultures and traditions

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

Step 2: Discussion

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

You should:

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

PAPER 6**SPEAKING**

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

<p>Student A Your classmates are discussing introduction of new activities at school. You and your partner are discussing a day without shopping: <i>Buy Nothing day should or shouldn't be organised</i>. You will present your position, and then discuss the topic/situation together.</p> <p>Your position: Buy Nothing Day should be organised.</p> <p>Step 1: Presenting position <i>(Preparation time 5 min)</i> You should:</p> <ul style="list-style-type: none"> • Prepare 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box. <div data-bbox="112 826 1008 901" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <i>Save money and time/think about the environment/reduce number of unnecessary things in your life/be aware of pollution problems</i> </div> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion <i>(Preparation time: 2 min, speaking time: 3 min)</i> You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together how you can spend this day; • then answer the teacher's questions 	<p>Student B Your classmates are discussing introduction of new activities at school. You and your partner are discussing a day without shopping: <i>Buy Nothing day should or shouldn't be organised</i>. You will present your position, and then discuss the topic/situation together.</p> <p>Your position: Buy Nothing Day shouldn't be organised.</p> <p>Step 1: Presenting position <i>(Preparation time 5 min)</i> You should:</p> <ul style="list-style-type: none"> • Prepare 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box. <div data-bbox="1039 826 1935 901" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <i>Useless/more interesting activities could be organised/it isn't entertaining/teenagers are not into it</i> </div> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion <i>(Preparation time: 2 min, speaking time: 3 min)</i> You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together how you can spend this day; • then answer the teacher's questions
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PAPER 7**SPEAKING**

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are discussing introduction of school uniform in your school. You and your partner are discussing whether *school uniform should or shouldn't be introduced in your school*. You will present your position, and then discuss the topic/situation together.

Your position: Students should wear a school uniform.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

School symbol/unites all students/equal dress code/reduces possibility of bullying/group identity/less distracting environment/save time in choice of clothes

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

Step 2: Discussion

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

You should:

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

Student B

Your classmates are discussing introduction of school uniform in your school. You and your partner are discussing whether *school uniform should or shouldn't be introduced in your school*. You will present your position, and then discuss the topic/situation together.

Your position: Students shouldn't wear a school uniform.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Expensive/limit students' self-expression/restrict freedom/not everybody may like its style/can cause discomfort/unfashionable/personality

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

Step 2: Discussion

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

You should:

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

PAPER 8**SPEAKING**

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are discussing a new project. You and your partner are discussing *whether the project should be about sport or cleaning up the environment*. You will present your position, and then discuss the topic/situation together.

Your position: The new project should be related to sport.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Healthy lifestyle/active way of spending free time/get fit/become sport/be aware of benefits of sport/find new hobby or interest

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together **how to inform your classmates about the project idea**;
- then answer the teacher's questions

Student B

Your classmates are discussing a new project. You and your partner are discussing *whether the project should be about sport or cleaning up the environment*. You will present your position, and then discuss the topic/situation together.

Your position: The new project should be related to cleaning up the environment.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Topical problem nowadays/people should start reusing and recycling/help our planet/educational/clean up the surroundings

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together **how to inform your classmates about the project idea**;
- then answer the teacher's questions

PAPER 9

SPEAKING

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are choosing the ways of spending free time. You and your partner are discussing: *you should spend your time helping other people or entertaining yourself*. You will present your position, and then discuss the topic/situation together.

Your position: Our free time should be spent helping other people.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Useful/help those who are in need/become more tolerant/be aware of risks of becoming helpless/change the world/take care of others

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together **how to spend your time usefully**;
- then answer the teacher's questions

Student B

Your classmates are choosing the ways of spending free time. You and your partner are discussing: *you should spend your time helping other people or entertaining yourself*. You will present your position, and then discuss the topic/situation together.

Your position: Our free time should be spent taking part in entertaining activities.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Acquire new skills/take up a new hobby/spend time actively/be happy/take care of yourself/lead an interesting and careless life

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together **how to spend your time usefully**;
- then answer the teacher's questions

PAPER 10

SPEAKING

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

Student A

Your classmates are discussing introduction of new activities at school. You and your partner are discussing *whether a day without a mobile phone should or shouldn't be organised*. You will present your position, and then discuss the topic/situation together.

Your position: A day without a mobile phone should be organised.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Detox/ interact with other people more/communicate more face-to-face/be aware of other ways of spending your time/spend more time with family

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together **how you can spend this day**;
- then answer the teacher's questions

Student B

Your classmates are discussing introduction of new activities at school. You and your partner are discussing *whether a day without a mobile phone should or shouldn't be organised*. You will present your position, and then discuss the topic/situation together.

Your position: A day without a mobile phone shouldn't be organised.

Step 1: Presenting position

(Preparation time 5 min)

You should:

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

Useless/no opportunity to do homework or search new information/your favourite way spending free time/students are addicted/students can't live without their phones/can't text/phone parents to inform about sth

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- decide together **how you can spend this day**;
- then answer the teacher's questions

9-SP.2

<p>Student A</p> <p>The situation is that your school has asked students to help raise money for a charity. You and your partner want to hold a charity event, but you can't decide which would be the best to do and the quickest to arrange.</p> <p>You will present your position, listen to your partner's position, and then discuss the situation together.</p> <p>Your position: You think that the best charity event to arrange it quickly is a sports day.</p> <p>Step 1: Presenting a position</p> <p><i>(Preparation time: 5 mins)</i></p> <p>You should:</p> <ul style="list-style-type: none"> prepare a 2 min talk on your position, support it with <u>two or three</u> arguments. You can use some of the ideas from the box: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> being enjoyable by most people / leading a healthy lifestyle / contributing to the ability of teamwork / contributing to the ability of achieving goals / school equipment / collaborating with PE teachers </div> <p>Step 2: Discussion</p> <p><i>(Preparation time: 2 mins, speaking time: 3 mins)</i></p> <p>You should:</p> <ul style="list-style-type: none"> use your notes to prepare <u>two or three</u> questions for your partner; discuss each other's position (use your questions to start); decide together what you could do in order to find out your classmates' opinion on this issue; then answer the teacher's questions (give <u>extended</u> answers). 	<p>Student B</p> <p>The situation is that your school has asked students to help raise money for a charity. You and your partner want to hold a charity event, but you can't decide which would be the best to do and the quickest to arrange.</p> <p>You will present your position, listen to your partner's position, and then discuss the situation together.</p> <p>Your position: You think that the best charity event to arrange it quickly is an art exhibition.</p> <p>Step 1: Presenting a position</p> <p><i>(Preparation time: 5 mins)</i></p> <p>You should:</p> <ul style="list-style-type: none"> prepare a 2 min talk on your position, support it with <u>two or three</u> arguments. You can use some of the ideas from the box: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> being enjoyable by creative people / being culturally educated / contributing to creativeness / meeting imaginative people / career-oriented / collaborating with Art teachers </div> <p>Step 2: Discussion</p> <p><i>(Preparation time: 2 mins, speaking time: 3 mins)</i></p> <p>You should:</p> <ul style="list-style-type: none"> use your notes to prepare <u>two or three</u> questions for your partner; discuss each other's position (use your questions to start); decide together what you could do in order to find out your classmates' opinion on this issue; <p>then answer the teacher's questions (give <u>extended</u> answers).</p>
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Teacher's questions:

1. Would you support the position you have just presented in a real-life situation?
2. Think of a creative approach to lessons. How do you see it? (Student B)
3. Is teamwork more productive than working individually? Why? Why not? (Student A)

9-SP.3

Paper 1	Paper 1
<p>Student A</p> <p>You and your friend are organizing a career day at school. You have to discuss who to invite: <i>well-known young people or classmates' parents</i>.</p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: Invite prominent/famous guest speakers</p> <p>Step 1: Presenting a position (<i>Preparation time: 5 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas below: <p style="text-align: center;"><i>well-known influencers / common interests / interactive / have presenting skills / modern professions</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (<i>Preparation time: 2 mins, speaking time: 3 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together who will present the final speech about the career day event; • then answer the teacher's questions (give extended answers). 	<p>Student B</p> <p>You and your friend are organizing a career day at school. You have to discuss who to invite: <i>well-known young people or classmates' parents</i>.</p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: Invite parents who are successful in their sphere.</p> <p>Step 1: Presenting a position (<i>Preparation time: 5 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas below: <p style="text-align: center;"><i>easy to reach / get to know classmates' parents / more realistic / working-class professions</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (<i>Preparation time: 2 mins, speaking time: 3 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together who will present the final speech about the career day event; • then answer the teacher's questions (give extended answers).

Paper 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)

ST A Do you have any work experience? Please describe it. If not, why not? / Can your hobby become your future profession? Why/Why not?

ST B Why are some jobs more popular than others? / Who can influence your decision about your future profession?

Paper 2	Paper 2
<p>Student A Your school is going to buy new text books. You and your partner are discussing two possible ways what kind of books to buy: <i>ebooks or paper books</i>.</p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: You talk about the benefits of Ebooks.</p> <p>Step 1: Presenting a position (<i>Preparation time: 5 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas below: <p style="text-align: center;"><i>easy to carry / not spacious / modern and interactive way of learning / search in seconds</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (<i>Preparation time: 2 mins, speaking time: 3 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you can do in order to find out teachers' opinion; • then answer the teacher's questions (give extended answers). 	<p>Student B Your school is going to buy new text books. You and your partner are discussing two possible ways what kind of books to buy: <i>ebooks or paper books</i>.</p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: You talk about benefits of paper books.</p> <p>Step 1: Presenting a position (<i>Preparation time: 5 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas below: <p style="text-align: center;"><i>no charging / easy to turn pages / traditional way of learning / heavy / easy for eyes</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (<i>Preparation time: 2 mins, speaking time: 3 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you can do in order to find out teachers' opinion; • then answer the teacher's questions (give extended answers).

Paper 2

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)

ST A How do you choose what to read? / Do you think reading will be different in the future? Why/Why not?

ST B Do you prefer to read a book or watch a film based on this book? / Should there be a must-read list? Why/Why not?

Paper 3	Paper 3
<p>Student A You and your friend are discussing about organizing your class prom party and musicians to invite: <i>live music or DJ.</i></p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: Your wish is to have live music and musicians.</p> <p>Step 1: Presenting a position (<i>Preparation time: 5 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas below: <p style="text-align: center;"><i>natural creativity / proper equipment / creating cooperation / predictable content</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (<i>Preparation time: 2 mins, speaking time: 3 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you can do in order to find out parents' opinion; • then answer the teacher's questions (give extended answers). 	<p>Student B You and your friend are discussing about organizing your class prom party and musicians to invite: <i>live music or DJ.</i></p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: Your wish is to invite a DJ.</p> <p>Step 1: Presenting a position (<i>Preparation time: 5 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas below: <p style="text-align: center;"><i>have more fun / large variety of different music / modern equipment / set up the right tone</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (<i>Preparation time: 2 mins, speaking time: 3 mins</i>) <u>You should:</u></p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you can do in order to find out parents' opinion; • then answer the teacher's questions (give extended answers).

Paper 3

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)

ST A Where else apart from parties can you have fun? Why?/

ST B What to do if you can't get to the party you are invited to? / What excites you more music or lyrics of songs? Why?

9-SP.4

<p>Student A You and your friend are thinking about more comfortable life for teenagers – in the countryside or in the city. You are discussing about the advantages and disadvantages of living in the country/in the city and find out that your opinions are different. You will present your opinion, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: It is good to live in the countryside.</p> <p>Step 1: Presenting a position <i>(Preparation time: 5 mins)</i> You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box: <p><i>close to nature; the food is more natural and healthy; the air is fresh; people are calm and happy</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. <p>Step 2: Discussion <i>(Preparation time: 2 mins, speaking time: 3 mins)</i> You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion on this issue; • then answer the teacher's questions (give extended answers). 	<p>Student B You and your friend are thinking about more comfortable life for teenagers – in the countryside or in the city. You are discussing about the advantages and disadvantages of living in the country/in the city and find out that your opinions are different. You will present your opinion, listen to your partner's position, and then discuss the topic/situation together.</p> <p>Your position: It is good to live in the city.</p> <p>Step 1: Presenting a position <i>(Preparation time: 5 mins)</i> You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box: <p><i>easy access to transport and technology; better security; better job and education opportunities; many restaurants and shops</i></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. <p>Step 2: Discussion <i>(Preparation time: 2 mins, speaking time: 3 mins)</i> You should:</p> <p>use your notes to prepare two or three questions for your partner;</p> <ul style="list-style-type: none"> • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion on this issue; • then answer the teacher's questions (give extended answers).
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Teacher's questions

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 hand out with friends in the city centre or peaceful activities in the countryside? Why? Why not? (Student B)
3. What is the most convenient type of transport to take in cities and to get from place to place? Why? (Student A)

9_SP.5

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

<p>Student A You have your birthday next week. You and your partner are discussing two possible ways to celebrate it: having a party at home or going to the picnic.</p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together. Your position: You would like to celebrate it at home.</p> <p>Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. <p>You can use some of the ideas from the box:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>Cooking your favourite food / saving money / more comfortable / safe</i> </div> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion; • then answer the teacher's questions (give extended answers) 	<p>Student B You have your birthday next week. You and your partner are discussing two possible ways to celebrate it: having a party at home or going to the picnic.</p> <p>You will present your position, listen to your partner's position, and then discuss the topic/situation together. Your position: You would like to go to the picnic.</p> <p>Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. <p>You can use some of the ideas from the box:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>A lot of interesting activities/sports game / a lot of space/fresh air / beautiful landscape</i> </div> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion; • then answer the teacher's questions (give extended answers)
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Teacher's questions

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. Where else apart from parties can you have fun? Why? (Student B)
3. What is your favourite activity? Why? (Student A)

9-SP.6

Student A

The members of the school parliament have proposed an initiative to ban mobile phones at school. Students have been asked to vote for or against this initiative.

Step 1: Presenting a position

(Preparation time: 5 mins)

Your position: you are for banning mobile phones at school.

You should:

- prepare a 2 min talk on your position; support it with two or three arguments.

You can use some of the ideas from the box:

distract students	health risks
hard to make friend	avoid cheating
	lack of motivation

Present your ideas on the topic. Then listen to your partner and make notes.

Do not interrupt your partner during their talk.

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- agree on three proposals for the school parliament on the use of mobile phones at school;
- then answer the teacher's questions (give extended answers).

Student B

The members of the school parliament have proposed an initiative to ban mobile phones at school. Students have been asked to vote for or against this initiative.

Step 1: Presenting a position

(Preparation time: 5 mins)

Your position: you are against banning mobile phones at school.

You should:

- prepare a 2 min talk on your position; support it with two or three arguments.

You can use some of the ideas from the box:

used as a learning tool	connect with parents and relatives
good for the environment	improve communication
promote independence	

Present your ideas on the topic. Then listen to your partner and make notes.

Do not interrupt your partner during their talk.

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner;
- discuss each other's position (use your questions to start);
- agree on three proposals for the school parliament on the use of mobile phones at school;
- then answer the teacher's questions (give extended answers).

- 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 do you use the mobile phone in your everyday life?
- 3) What would your life be like without your mobile telephone?

9-SP.7

Exchange students from Estonia are coming to your school. You have to plan some activities for their visit.

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

<p>STUDENT A <u>Your position: You would like to suggest some indoor activities</u></p> <p>Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. <p>You can use some of the ideas: <u>Bad weather forecast/Photo orienteering around the school/School concert/Textile design workshop</u></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2 Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion; • then answer the teacher's questions (give extended answers). 	<p>STUDENT B <u>Your position: You would like to suggest some outdoor activities</u></p> <p>Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. <p>You can use some of the ideas: <u>Health and fun/ Excursion around your area/ Sports competition/ Museum</u></p> <ul style="list-style-type: none"> • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2 Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion; • then answer the teacher's questions (give extended answers).
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Additional questions:

1. What is your hometown/local area famous for? 2. How has your hometown/local area changed recently? 3. How do you usually spend your evenings? 4. Do you think city or country life is better? Why? 5. What would you like to change about your neighbourhood? Why?

9-SP.8

<p><u>Student A.</u> Cinema You and your friend are planning to visit the cinema. You want to watch a horror film in the evening (student A), your friend wants to watch a comedy in the afternoon (student B)</p> <p>Student A. Your position: You want to watch a horror film in the evening. Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. <p>You can use some of the ideas from the box:</p> <div data-bbox="114 628 1104 702" style="border: 1px solid black; padding: 5px;"> Film genre / the film's release, premiere of the movie / original version, dubbed film / make you laugh, think / saw the trailer of this movie. </div> <p>• Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during the talk.</p> <p>Step 2: Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner • discuss each other's position (use your questions to start); • decide together what film you are going to watch; • then answer the teacher's questions (give extended answers) 	<p><u>Student B</u> Cinema You and your friend are planning to visit the cinema. One of you wants to watch a horror film in the evening (student A), the second wants to watch a comedy in the afternoon.</p> <p>Student B Your position: You want to watch a comedy in the afternoon. Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. <p>You can use some of the ideas from the box:</p> <div data-bbox="1137 628 2128 702" style="border: 1px solid black; padding: 5px;"> Film genre / the film's release, premiere of the movie / original version, dubbed film / make you laugh, think / saw the trailer of this movie. </div> <p>• Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during the talk.</p> <p>Step 2: Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner • discuss each other's position (use your questions to start); • decide together what film you are going to watch; • then answer the teacher's questions (give extended answers)
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9-SP.9

Student A	Student B
<p>You think <u>meeting people on the Internet is dangerous</u></p> <p>Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the list: <ul style="list-style-type: none"> - true friends? - children's access - intimacy and privacy • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion; • then answer the teacher's questions (give extended answers). 	<p>You think <u>meeting people on the Internet is a good way to make friends</u></p> <p>Step 1: Presenting a position (Preparation time: 5 mins) You should:</p> <ul style="list-style-type: none"> • prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the list: <ul style="list-style-type: none"> - friends from other countries - shy people - time • Present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk. <p>Step 2: Discussion (Preparation time: 2 mins, speaking time: 3 mins) You should:</p> <ul style="list-style-type: none"> • use your notes to prepare two or three questions for your partner; • discuss each other's position (use your questions to start); • decide together what you could do in order to find out your classmates' opinion; • then answer the teacher's questions (give extended answers).

Teacher's questions

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 you use the Internet too much? (Student A)**
3. **How important is the Internet to you? (Student B)**

9-SP.10

Paper 1

STUDENT A

You and your classmate are talking about the extension of school year in Latvia until Ligo feast.

You are talking about this issue and find out that your opinions on whether the school year should be extended are different.

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

topic/situation together.

Your position: School year in Latvia should be extended until Ligo feast.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments.

You can use some of the ideas from the box:

More time for understanding the subject / developing new skills / reduction of the load for everyone/opportunity to learn outside the classroom.

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

Step 2: Discussion

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

You should:

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

STUDENT B

You and your classmate are talking about the extension of school year in Latvia until Ligo feast.

You are talking about this issue and find out that your opinions on whether the school year should be extended are different.

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

topic/situation together.

Your position: School year in Latvia should not be extended until Ligo feast.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments.

You can use some of the ideas from the box:

Loss of motivation/ shorter summer vacation/ overheating in classrooms/ summer work restriction.

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

Step 2: Discussion

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

You should:

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

Paper 2

STUDENT A

You and your classmate have just watched a film about teen summer jobs. You are talking about this issue and find out that your opinions on having a job during summer break are different.

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

topic/situation together.

Your position: Teenagers should have a summer job.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments.

You can use some of the ideas from the box:

Earning your own money/ valuable skills/ connections and professional relationships.

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

Step 2: Discussion

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

You should:

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

STUDENT B

You and your classmate have just watched a film about teen summer jobs.

You are talking about this issue and find out that your opinions on having a job during summer break are different.

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

topic/situation together.

Your position: Teenagers should not have a summer job.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments.

You can use some of the ideas from the box:

Minimum wage only/ less time for friends and family/ ban on wearing your normal wardrobe.

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

Step 2: Discussion

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

You should:

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

9-SP.11

Paper 1

Student A

Your school is planning to organise a Christmas charity event to raise money for good causes. You and your partner are discussing two possible ways of donating money: donating for a pet shelter or donating for Christmas presents to a care home.

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

Your position: Donation should be spent on helping animals in a pet shelter.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments.

You can use some of the ideas from the box:

a new home for stray animals/ saving animals/ taking care/ feeding animals/ volunteering

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

Step 2: Discussion

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

You should:

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

Student B

Your school is planning to organise a Christmas charity event to raise money for good causes. You and your partner are discussing two possible ways of donating money: donating for a pet shelter or donating for Christmas presents to a care home.

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

Your position: Donation should be spent on Christmas presents for people in a care home.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments.

You can use some of the ideas from the box:

lonely and disable people /taking care/ volunteering/ importance to give and share

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

Step 2: Discussion

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

You should:

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

Teacher's questions**PAPER 1**

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 can be done to help people in care homes? Why? Why not? (Student B)
3. What can be done to help pet shelters? Why? Why not? (Student A)

Pamatskolas posma
eksāmens
9.klasē
(WRITING)

9-WR.1

Writing task Form 9

You see this notice on an English – speaking website.

If you could live in your perfect home:

- *Where would it be?*
- *-What type of home would it be?*
- *Who would you live with?*

Write your essay, use the information below to help you. You can add your own ideas, too.

Location: by the sea/in a village

Type: big, 5 bedrooms, large living room, big kitchen, garden, view of the sea, balconies

Live with: my family and 2 dogs

Useful vocabulary and expressions:

beautiful/ peaceful location, sea view, fresh air, relaxing dog walks, modern decoration, comfortable, air conditioning, central heating, friendly neighbours;

Write your answer in about 150 words

You have 40 minutes to complete the task

9-WR.2

Writing task – recommending Latvia to a foreigner. A foreigner asked you to recommend sightseeing places for their trip in Latvia. They also asked you to give some additional information that is not in tourist agencies. Use the notes you made during your last Summer.

Summer is the best season for travel!

Rīga- learned about Old Town.

Sigulda - took amazing selfies!

Liepāja - sea water tastes salty...

Nothing to do in small cities...

Knowing transport schedules helps a lot.

Do not litter! Old Grandmas see everything that you do.

Write an essay to recommend Latvia to a foreigner. You should add your own ideas too.

In your blog entry:

- Recommend places to visit.
- Give your own opinion about Latvia.
- Mention your experience with traveling.
- Mention your next destination in Latvia.

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

DRAFT

9-WR.3

Task (20 points)

Write a blog entry about your favorite school tradition. Use the information in your notes. You can add your own ideas, too. In your blog entry:

- give details of your favorite school tradition (what the tradition is, when it occurs, what your school is like on this day, what students and teachers usually do);
- explain why it is your favourite tradition (give two reasons);
- decide if you would recommend this tradition to others.

My notes:

- *celebration;*
- *decorations;*
- *the holiday spirit;*
- *fancy dresses;*
- *balloons;*
- *gift giving;*
- *cards, flowers and confectionery;*
- *music;*
- *emotions.*

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

Task (20 points)

You are writing a blog entry about teenagers` lifestyles as part of your project. Use the notes you made during your work in the classroom (see below).

Healthy lifestyle habits:

- *balanced food;*
- *Regular exercises;*
- *Enough sleep*

Unhealthy lifestyle habits:

- Snacks;
- Addiction;
- Sedentary lifestyle

Write a blog entry about teenagers` lifestyles. Use the information in your notes. You can add your own ideas, too. In your blog entry write about:

- teenagers` lifestyles nowadays (daily routines/ eating habits/ bad habits);
- whether your lifestyle is healthy or unhealthy (give two reasons);
- which sport you would advise to take up (give a reason for your choice);

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

9-WR.4

Task 1

You have joined a new club at school and attended your first session.

Write a blog post about it. Write around 200 words.

- a** Say when and where it took place.
- b** Say who attended the session and what happened.
- c** Suggest how the club could improve its activities.
- d** Make a request for some equipment.

Source: https://english4real.com/practice/b1_w-a-blog-post.html

Task 2

You have entered a competition run by a famous chocolate company looking for suggestions for an interesting new flavor for their chocolate. Here is a part of a letter you have received from them.

Congratulations! You've won! Your prize is a visit for you and your friend to our factory in Switzerland. Do contact us with any queries about the visit. We look forward meeting you soon.

Yours sincerely,

David Schmidt

David Schmidt

Write a formal e-mail to David Schmidt. Write about 200 words.

- a.** Thank the company for choosing your suggestion as the winner.
- b.** Say how you feel about the prize.
- c.** Explain the reason for writing the e-mail.
- d.** Ask about dates, travel arrangements and accommodation.
- e.** Ask for confirmation that your friend won't cover his/her travel and accommodation expenses.
- f.** Conclude the e-mail in a formal way.

Source: Focus 3, Students' book

9-WR.5

Writing

You are looking for a summer job after graduating from Form 9. You decided to join a networking site for work and you should write a description of yourself online.

Use the notes you made about your strengths and achievements (see below).

- I have excellent communication skills.
- I am hardworking and confident.
- I have 2 years' experience as a waiter.
- I passed an exam to ride a bicycle on roads.

Describe yourself for a work networking site. Use the information in your notes. You can add your own ideas, too. In your personal profile on networking site:

- Use five adjectives to describe yourself.
- Write about your strengths and achievements.
- Describe your hobbies and what you like to do in your free time.
- Write how did you hear about this work networking site.
- Write about your future plans.

9-WR.6

Write 200 words. You should spend 40 minutes on this task.

Sam, aged 16: 'I don't know what to do. What's the point of staying at school? I find maths and languages impossible. I don't need physics and chemistry. I like playing football and I'm really good at it, but my parents think it is not a "real job". What is more, I haven't got enough time for my hobby. I have no idea what career to choose.'

Write Sam a letter:

- *give him advice how to improve his results at school, share your experience
- *write he shouldn't give up sport completely and why
- *advise him what he could do to choose a career
- *mention the qualities you find important the person need at work
- *write what you have decided to do after your grade 9 and why

9-WR.7

Your friend wants to take up acting at the school Drama club to become an actor/actress as his/her future career. In an e-mail (about 200 words) to him/her:

- ☐ describe his/her appearance and suggest what roles she/he would play well; give a reason;
- ☐ write what character traits (at least two) that he/she has are good for an actor/actress and what she/he can do with the traits (at least two) that are not good for this job; give a reason for each trait;
- ☐ write what your friend should do to become successful and famous; give two reasons.

9-WR.8

Writing

Your family has an exchange student from Germany for one semester. You received an email from him in which he asked some questions.

Write about:

- Answer his questions in details.
- Write what you did with your family last weekend.
- Ask about his interests and hobbies.
- Wish him a good trip to Latvia.

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

Hello,

I am very happy that I can spend my exchange semester with your family. I have already looked for information and know a lot of geography, history and culture of Latvia.

I want to know what my school day in the ninth grade might look like. What can you do in the free time after school?

I am really interested in everyday family life. Do you do a lot together? I am waiting for your answer.

**Best wishes,
Oliver**

9-WR.9**Task 1 (20 points)**

You have had an experience in a part-time summer job as a helper in the kindergarten. Now you decided to write about your work experience in your blog. Use the notes you made during your work (see below).

Work starts: June 15

Work finishes: June 30

How long: 2 weeks

My first experience

My duties

Liked:

Work with children

Team-work

Atmosphere

New experience and skills

Didn't like:

Salary

Tiredness

Responsible work

Write a blog entry about your part-time summer job as a helper in the kindergarten. Use the information in your notes. You can add your own ideas, too. In your blog entry:

- give details of your work (where, when, how long, what you did, your duties);
- write if you liked your work (give two reasons);
- write what you did not like (give two reasons)
- decide if you recommended this summer job to your peers (give reasons);
- write about a kind of job you would like to have next summer.

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

Padziļinātā kursa
programma
Svešvaloda II
(SPEAKING)

12-SP.1

The speaking part consists of two parts. **In Part 1** you will need to deliver a 5-minute long structured talk on a topic. You will be given a specific question and some material on the topic to analyse and evaluate. You should use the question and material to prepare your talk. You will be given 20 minutes to plan your talk and select relevant arguments. You can use paper and a pen to make notes. **In Part 2** the examiner will ask you three questions on the input materials, your talk and other topic-related aspects.

Paper 1

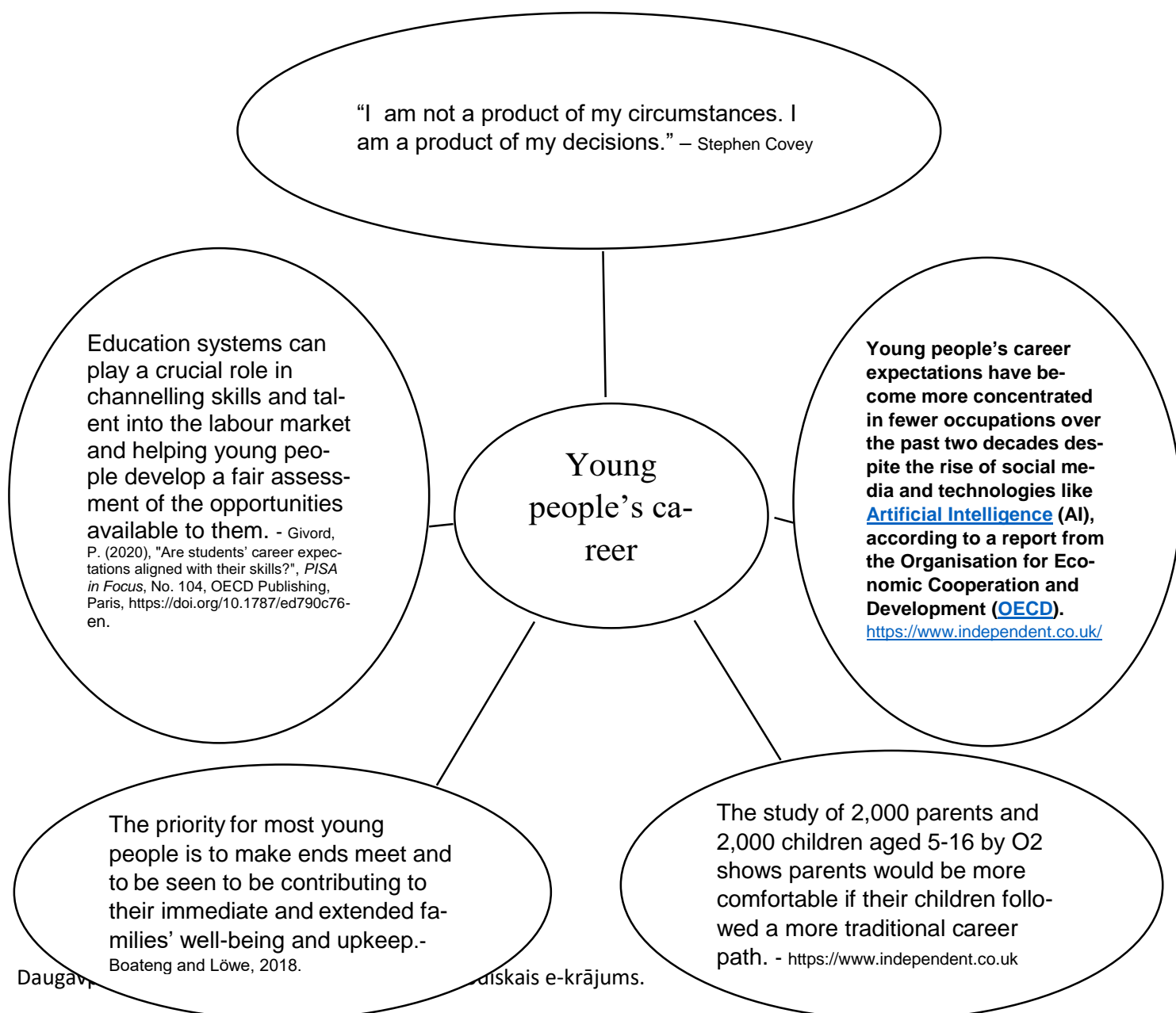
Prepare a 5-minute talk on the topic “Do traditional occupations suit young people’s career expectations?”

Read the materials below and select at least three points and opinions which you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material. In your talk:

- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion.

You have 20 minutes to prepare your talk. You can make notes on the paper.



Paper 1

Skolotāja materiāls

Ask the student three questions after the talk:

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Stephen Covey's quote raise?
3. What could help young people to choose one profession over another? Please explain.

12-SP.2

Paper 1.

Prepare a 5-minute talk on the topic “What is love?”.

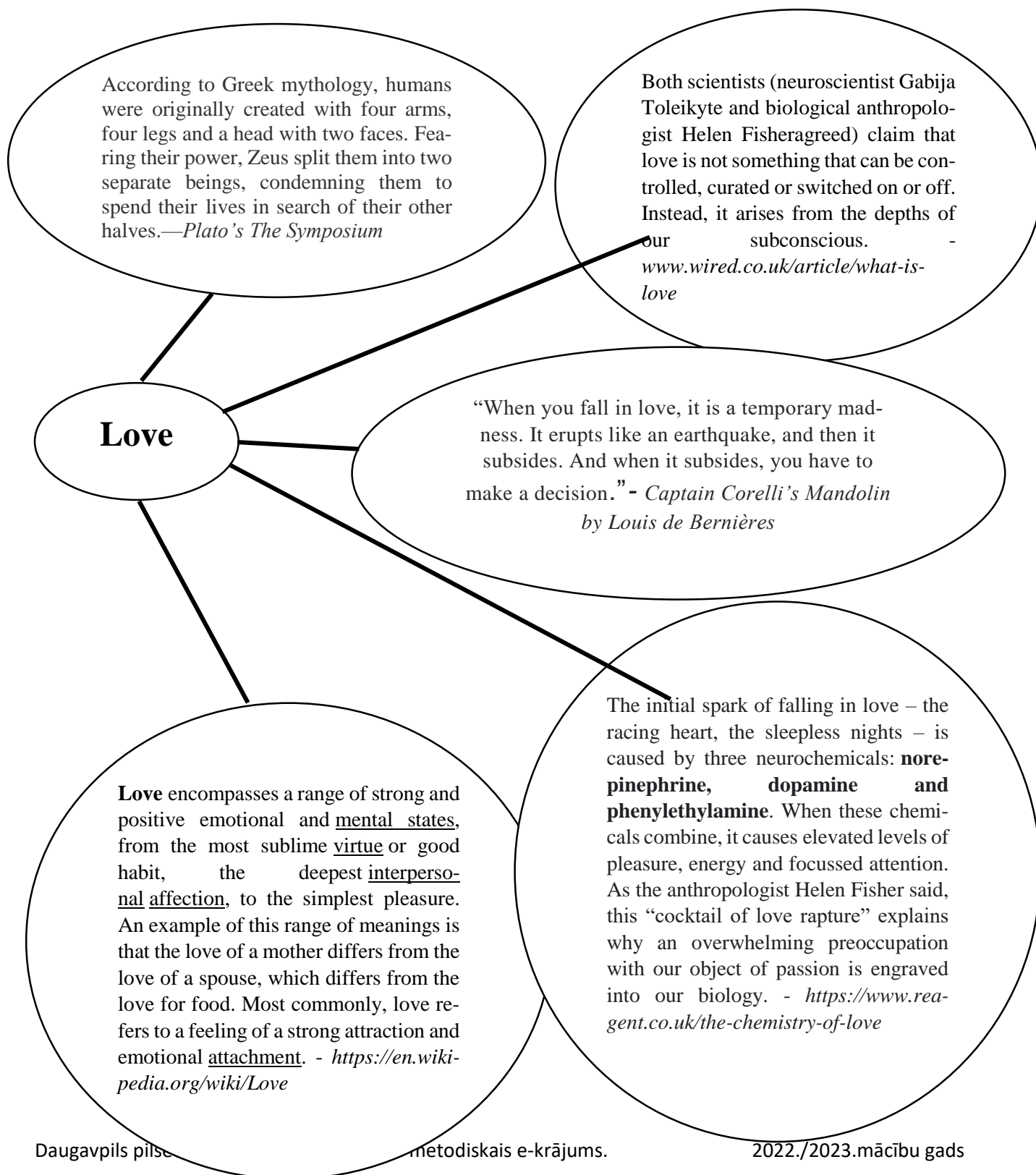
Read the materials below and select **at least three points** and opinions which you will **use** to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material.

In your talk:

- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion.

You have 20 minutes to prepare your talk. You can make notes on the paper.



Ask the students three questions after the talk:

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Plato's quote raise?
3. Why is love difficult to define?

12-SP.3

Prepare a 5-minute talk on the topic “**The necessity of technological development**”. Read the materials below and select at least three points and opinions which you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material. In your talk:

- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion. You have 20 minutes to prepare your talk. You can make notes on the paper

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does **Buckminster Fuller** quote raise?
3. What motivates people to invest in technological development?

[Statista shows](#) nearly 15 billion mobile devices in use in 2021, a number expected to reach 18.22 billion by 2025

Crucial Information Technology Statistics & Facts to Know [online]. [Cited 30.11.2022]. Available: <https://connect.comptia.org/blog/information-technology-stats-facts>

Technology is a growing necessity be it for the workforce or at the workplace. This is because technology gave a new and better approach on how to work smart and produce quality output in the most efficient manner. It provided a faster, more convenient, and more efficient way of performing work at scale.

Shivank, Bansal. The Necessity of Technology in Future of Work [online]. [Cited 30.11.2022]. Available: <https://www.linkedin.com/pulse/necessity-technology-future-work-shivank-bansal?articleId=6688348114685837313>

“You never change things by fighting the existing reality.

To change something, build a new model that makes the existing model obsolete.”

— **Buckminster Fuller**

TECHNOLOGY

In the past few decades, technology grows rapidly. And the use of technology is also increased drastically. It affects the life of people and changes the way of their learning, thinking, and communication. It plays a major role in society, and now it is very tough to imagine the life without technology. Both technology and society are co-related, co-dependent, co-influence with each other. Technology lays an impact on society, including the potential for society to progress or decline, in both good and bad manner.

Impact of Technology on Society, <https://www.geeksforgeeks.org/impact-of-technology-on-society/>

Science and technology offer part of the solution to climate change, inequality and other global issues, said UN Under-Secretary-General for Economic and Social Affairs, Liu Zhenmin, spotlighting the enormous potential these fields hold for achieving humanity’s common goal, of a poverty and hunger-free world by 2030.

Department of Economic and Social Affairs [online]. [Cited 30.11.2022]. Available: <https://www.un.org/uk/desa/can-science-and-technology-really-help-solve-global-problems-un-forum-debate>

Prepare a 5-minute talk on the topic “**Many benefits of travelling**”. Read the materials below and select at least three points and opinions which you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material. In your talk:

- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion. You have 20 minutes to prepare your talk. You can make notes on the paper

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does **Terry Pratchett's** quote raise?
3. Why do people enjoy traveling?

“Travel isn’t always pretty. It isn’t always comfortable. Sometimes it hurts, it even breaks your heart. But that’s okay. The journey changes you; it should change you. It leaves marks on your memory, on your consciousness, on your heart, and on your body. You take something with you. Hopefully, you leave something good behind.” – **Anthony Bourdain**

Top activities consumers are interested in doing to have a positive impact on the local community

- EATING & SHOPPING AT SMALL BUSINESSES- 55%
- VISITING A LANDMARK OR HERITAGE SITE- 42%
- VISITING A NATIONAL PARK- 40%
- VISITING A FARMER’S MARKET- 37%
- VISITING MUSEUMS OR ATTENDING CULTURAL TOURS 36%
- PARTAKING IN OUTDOOR ACTIVITIES- 34%

(<https://www.americanexpress.com/en-us/travel/discover/get-inspired/global-travel-trends>)

TRAVELLING

Augmented reality means combining real world with the virtual world. In tourism industry this can be very useful as an AR smart-phone app can give information to the tourists about the place they are going to explore. This could be historical details about the building and the landmark. Museums will make augmented reality a part of their routine so that one can watch the artefacts in their original form as a virtual overlay. Other augmented reality might include internet enabled virtual maps.

<https://www.easemytrip.com/blog/the-future-of-travel>

To slow down the spread of coronavirus and protect the health and well-being of all Europeans, some travel restrictions have been necessary. The European Commission is doing its utmost to allow people to meet friends and family, travel for work and to ensure free movement of citizens, goods and services – with full respect of health and safety measures.

[/ec.europa.eu/](https://ec.europa.eu/)

“Why do you go away? So that you can come back. So that you can see the place you came from with new eyes and extra colors. And the people there see you differently, too. Coming back to where you started is not the same as never leaving.”

— **Terry Pratchett, *A Hat Full of Sky***

12-SP.4

Prepare a 5-minute talk on the topic “Impact of sports and fitness on people’s life”.

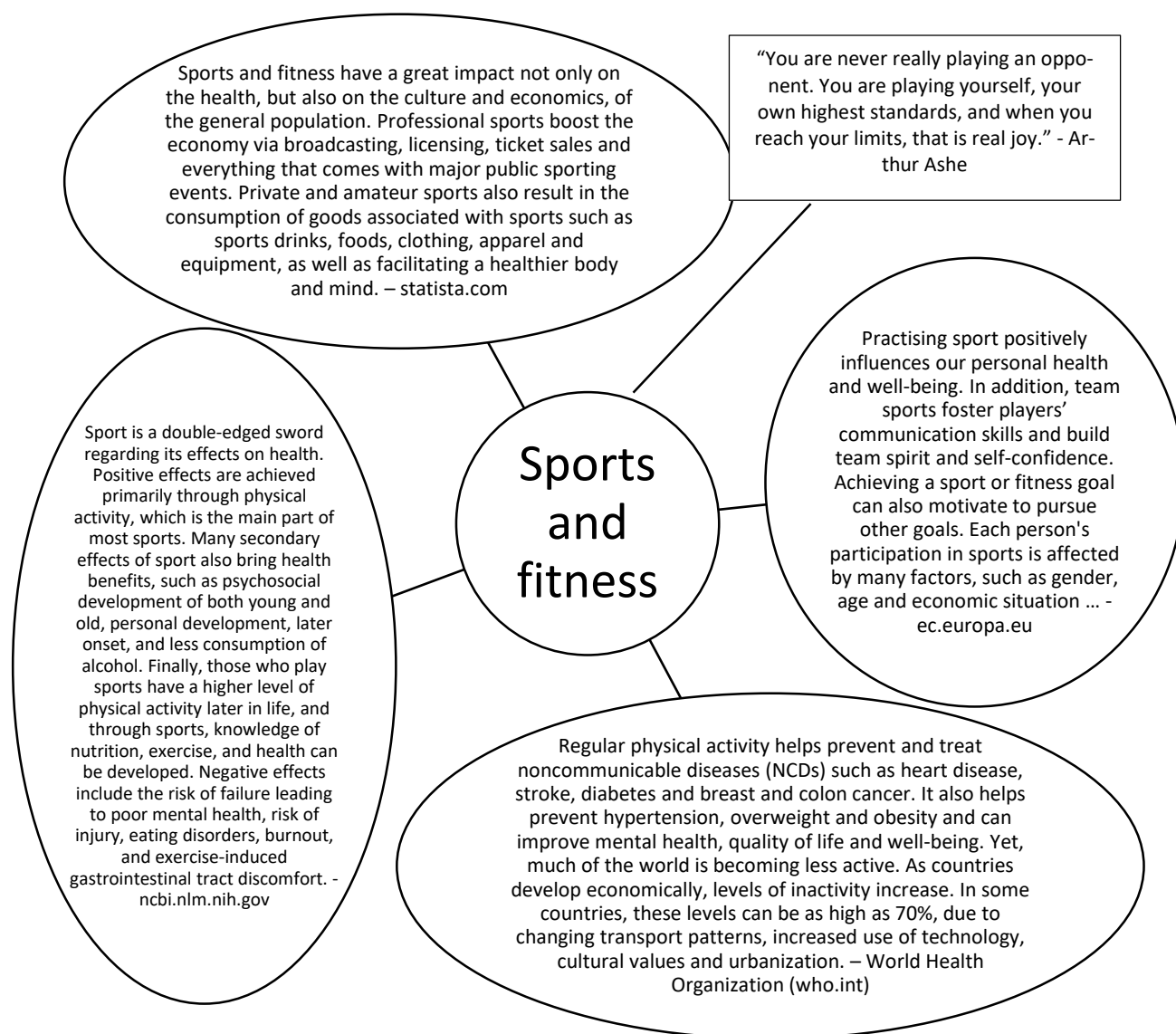
Read the materials below and select **at least three points** and opinions which you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material.

In your talk:

- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion.

You have 20 minutes to prepare your talk. You can make notes on the paper.



Skolotāja materials

Ask the student three questions after the talk:

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Ashe’s quote raise?
3. What could help young people to be involved in sports? How?

12-SP.5

Ask the student three questions after the talk:

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Dickens's quote raise?
3. Do you believe special occasions like Christmas or Easter have become too consumeristic? Explain.

Paper 2

Prepare a 5-minute talk on the topic "*Holiday consumerism*".

Read the materials below and select **at least three points** and opinions which you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material.

In your talk:

- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion.

You have 20 minutes to prepare your talk. You can make notes on the paper

Festivals and holidays bring people together like nothing else. As a result, they allow people to forget about their troubles and appreciate the pleasant aspects of life, even if only for a few days. What is more, festivals and holidays boost economic activity by providing chances for individuals to work. However, they also tend to affect a family's budget negatively and increase stress levels, perhaps, compromising the whole idea of the festival.

When the holidays roll around, most people have food, family, and friends on their minds, but the driving force behind the modern-day concept of holidays is consumerism. Though being in the shopping mentality is easy just before any festivity, the negative effects of consumerism during the holidays outweigh the alluring qualities, as it has irreversible damage on our self-control and impulsivity while harming the environment.

<https://amhsnews.org/5414/opinions/holiday-consumerism-to-spend-or-not/>

While in the past the holidays were defined as a period for expressing gratitude and spending quality time with family, they are now characterized by materialism. Unfortunately, this means that for many individuals, both their wellbeing and happiness depend significantly on consumption. The celebration of holidays has undoubtedly undergone the influence of consumerism, changing the festivities from a chance to pause from commercial activities to a major engine for our economy.

<https://eagleeye.news/23838/opinion/opinion-unnecessary-holiday-consumerism-has-a-multitude-of-negative-implications/>

"There are many things from which I might have derived good, by which I have not profited, I dare say," returned the nephew. "Christmas among the rest. But I am sure I have always thought of Christmas time [...] as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it has done me good, and will do me good."

Ch. Dickens, *A Christmas Carol*

'Even though many of us accept and believe the warnings of the scientific community on the need for people to consume less in the context of a changing climate, there seems to be an exception around Christmas. The acknowledgement of Christmas and rituals of gift giving at this time are fairly consistent across our cultural messaging in the Western world, making it a very difficult social event to veto without seeming like a so-called grinch.'

Dr Paul Harrison, Faculty of Business and Law, Deakin University

12-SP.6

Ask the student three questions after the talk:

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What is one example of traditional literature in your country? Did you have to read it in school?
3. What factors are important when choosing a book to read? Why?

Paper 1

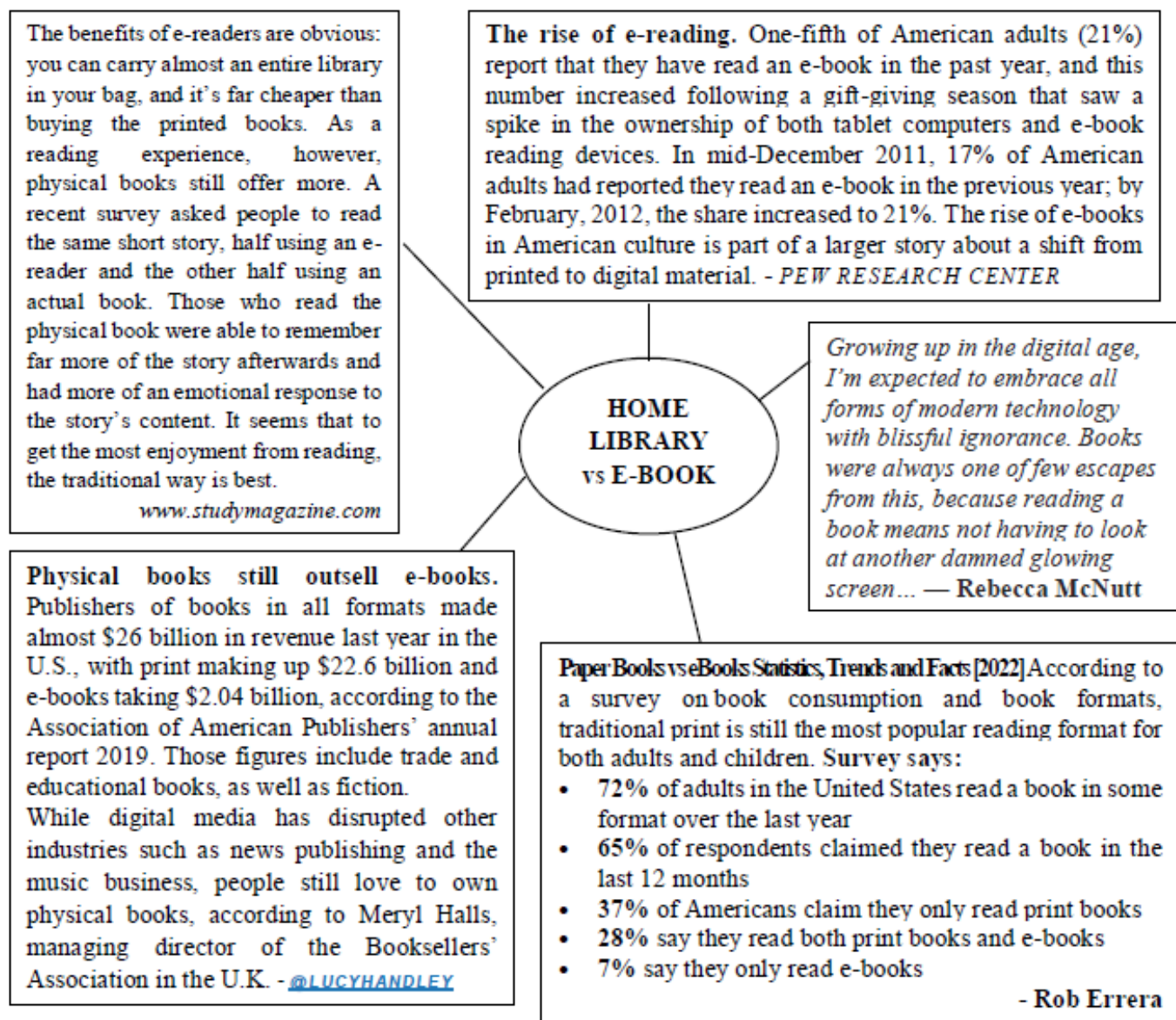
Prepare a 5-minute talk on the topic "Will the home library survive the surge of the e-book?". Read the materials below and select at least three points and opinions which you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material.

In your talk:

- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion.

You have 20 minutes to prepare your talk. You can make notes on the paper.



12-SP.7

12-Paper 1

Prepare a 5-minute talk on the topic “The ties that bind”.

Read the materials below and select at least three points and opinions, which you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material.

In your talk:

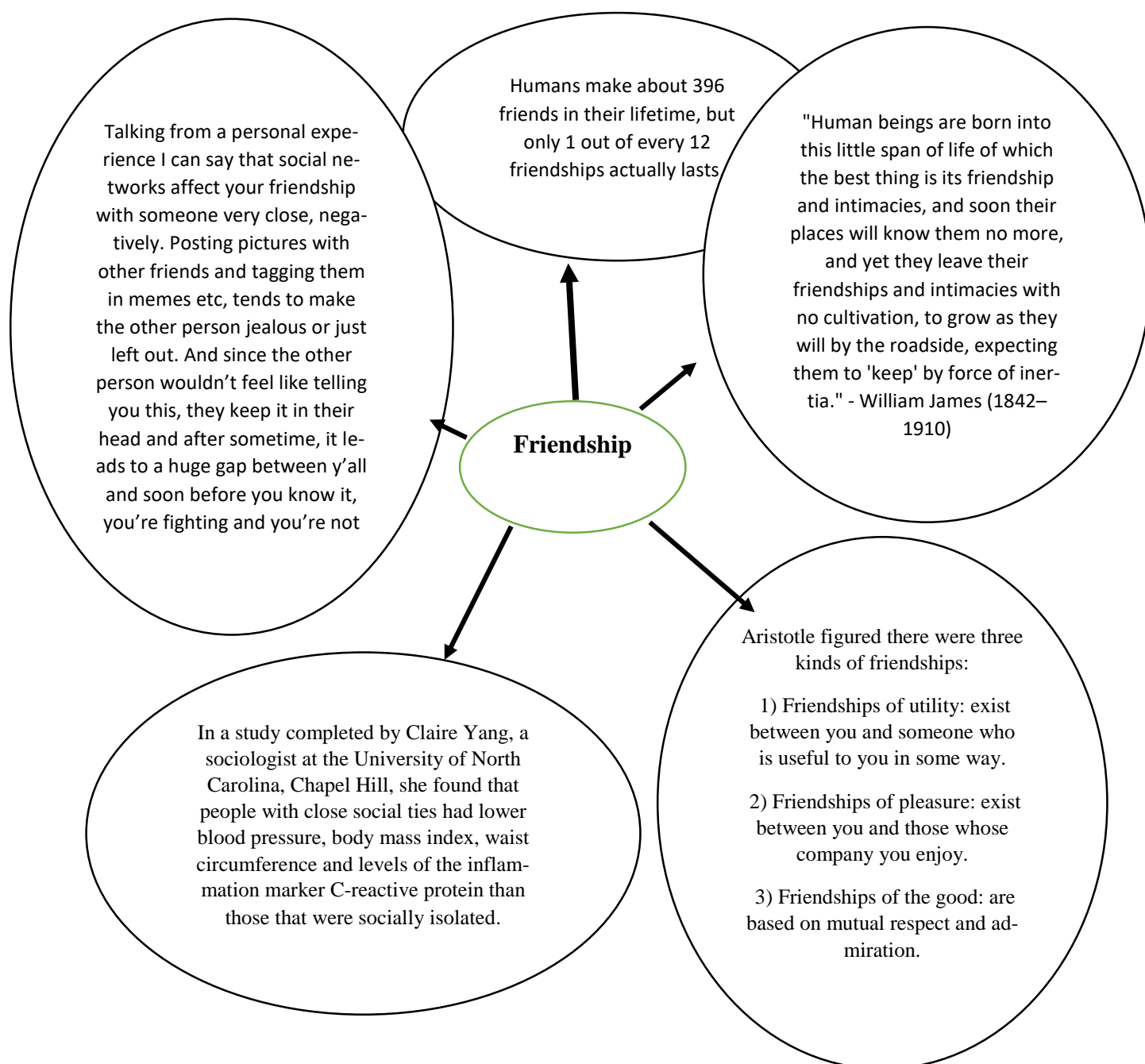
- introduce the topic and outline the structure of your talk;
- present your arguments, supporting them with the information from the material provided;
- draw conclusions on the topic.

After your talk you will answer three questions and justify your opinion.

You have 20 minutes to prepare your talk. You can make notes on the paper.

Ask the student three questions after the talk:

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does William James` s quote raise?
3. How could people create and maintain long-term friendships?



Padziļinātā kursa
programma
Svešvaloda II
(WRITING)

12-WR.1

Write an essay on **one** of the following tasks (A or B).

Task A

A journal has a column which encourages young people to read literary masterpieces of the past. You have read an extract from 'Good Omens' by Neil Gaiman and Terry Pratchett and would like to recommend it to other readers.

Write an essay in which you:

- introduce the issue raised in the extract;
- justify its relevance to the modern-day reader;
- develop 2 – 3 arguments to support your position on the issue and illustrate them with examples from the extract;
- summarize the key points and emphasise the significance of the issue to the modern-day reader.

Do not copy directly from the text but you can **summarize**, **paraphrase** and **quote** the ideas from it.

Write your answer in **300–350** words. You have 80 minutes to complete the task.

The light summer breeze dispersed the smoke; and the face and the laughter were gone.

Adam grinned, and began to run once more.

In a meadow a short distance away, across a stream, the boy caught up with the wet and muddy dog. "Bad Dog," said Adam, scratching Dog behind the ears. Dog yapped ecstatically.

Adam looked up. Above him hung an old apple tree, gnarled and heavy. It might have been there since the dawn of time. Its boughs were bent with the weight of apples, small and green and unripe.

With the speed of a striking cobra the boy was up the tree. He returned to the ground seconds later with his pockets bulging, munching noisily on a tart and perfect apple.

"Hey! You! Boy!" came a gruff voice from behind him. "You're that Adam Young! I can see you! I'll tell your father about you, you see if I don't!"

Parental retribution was now a certainty, thought Adam, as he bolted, his dog by his side, his pockets stuffed with stolen fruit.

It always was. But it wouldn't be till this evening.

And this evening was a long way off.

He threw the apple core back in the general direction of his pursuer, and he reached into a pocket for another.

He couldn't see why people made such a fuss about people eating their silly old fruit anyway, but life would be a lot less fun if they didn't. And there never was an apple, in Adam's opinion, that wasn't worth the trouble you got into for eating it.

"Good Omens" by Neil Gaiman and Terry Pratchett, p. 224 – 225

Task B

A journal has a column which invites young people to explore the reasons of students' daily stress and share their findings. You have read a research article which invites to give teens more downtime and support with time management. You would like to recommend it to other readers. Write an essay in which you:

- introduce the topic and summarize the issues mentioned in the text;
- discuss the implications of these issues for the quality of studies;
- propose and support at least one solution that students themselves might offer to unload their daily stress;
- recommend the article to other readers.

Support your arguments with relevant examples from the extract. Do not copy directly from the text but you can **summarize**, **paraphrase** and **quote** the ideas from it.

Write your answer in **300–350** words. You have 80 minutes to complete the task.

Teenagers' daily stress

The American Academy of Pediatrics recommends that teenagers get between eight and ten hours of sleep each night. At Challenge Success, a nonprofit affiliated with the Stanford University Graduate School of Education, we have surveyed over 145,000 high school students from high-performing high schools during the last 15 years, including more than 21,000 since the start of the 2018–19 school year. In our data, students report getting an average of six and a half hours of sleep each night. Fewer than 19 percent of high school students report getting at least eight hours, and fewer than 4 percent report getting at least nine hours. In *Why We Sleep: Unlocking the Power of Sleep and Dreams*, Matthew Walker notes that sleep deprivation is associated with a range of negative health outcomes—including decreased immune system response, heightened irritability and anxiety, and over- or under-eating—and negatively affects both learning and creativity. Further, the final sleep cycle (approximately 90 minutes) prepares the brain for future learning and to store previously learned knowledge, so it is doubly problematic for teenagers to miss out on those last couple of hours.

Among high school students we've surveyed so far this school year, the average homework load is 2.8 hours per night. It increases to 3.2 hours for students enrolled in at least one Advanced Placement (AP) course. While research on the benefits and drawbacks of homework is complex, researchers note that there seems to be a significant drop-off in effectiveness for high school students once they do more than two hours of homework.

Creating and maintaining balance in students' lives isn't just on schools; it's on parents and families, too. Over half of our survey respondents report spending time—usually more than an hour per day—on outside academic programs, and the average student spends over 10 hours per week on extracurriculars. About 10 percent of students are enrolled in more than 20 hours of extracurriculars weekly.

Schools can also help students develop better study habits. "Procrastination or time management" is a major source of stress for 55 percent of high school students who take our survey. Eighty-one percent of students admit to multitasking when they do their homework (36 percent are on social media and 28 percent are watching TV, Netflix, YouTube, or some other video platform), which no doubt slows their progress. School can and should do more to explicitly teach study habits and skills, even to high schoolers, rather than assume that they already have mastered these skills in elementary and middle school.

Adapted from: <https://www.ascd.org/el/articles/give-teens-more-downtime-and-support-with-time-management>

12-WR.2

Task A

A journal has a column which encourages young people to read literary masterpieces . You have read an extract from " Harry Potter and the Philosopher's Stone by J. K. Rowling and would like to recommend it to other readers.

Write an essay in which you:

- introduce the issue raised in the extract;
- justify its relevance to the modern-day reader;
- summarize the key points and emphasise the significance of the issue to the modern-day reader.

Support your arguments with relevant examples from the extract. Do not copy directly from the text but you can summarize, paraphrase and quote the ideas from it.

Write your answer in 300–350 words. You have 80 minutes to complete the task

"Now, can you think what the Mirror of Erised shows us all?"

Harry shook his head.

"Let me explain. The happiest man on earth would be able to use the Mirror of Erised like a normal mirror, that is, he would look into it and see himself exactly as he is. Does that help?"

Harry thought. Then he said slowly, "It shows us what we want... whatever we want..."

"Yes and no," said Dumbledore quietly. "It shows us nothing more or less than the deepest, most desperate desire of our hearts. You, who have never known your family, see them standing around you. Ronald Weasley, who has always been overshadowed by his brothers, sees himself standing alone, the best of all of them. However, this mirror will give us neither knowledge or truth. Men have wasted away before it, entranced by what they have seen, or been driven mad, not knowing if what it shows is real or even possible.

"The Mirror will be moved to a new home tomorrow, Harry, and I ask you not to go looking for it again. If you ever do run across it, you will now be prepared. It does not do to dwell on dreams and forget to live, remember that. Now, why don't you put that admirable cloak back on and get off to bed?"

Harry stood up.

"Sir -- Professor Dumbledore? Can I ask you something?"

"Obviously, you've just done so," Dumbledore smiled. "You may ask me one more thing, however."

"What do you see when you look in the mirror?"

"I? I see myself holding a pair of thick, woolen socks."

Harry stared.

"One can never have enough socks," said Dumbledore. "Another Christmas has come and gone and I didn't get a single pair. People will insist on giving me books."

It was only when he was back in bed that it struck Harry that Dumbledore might not have been quite truthful. But then, he thought, as he shoved Scabbers off his pillow, it had been quite a personal question.

Task B

A journal has a column which invites young people to explore the impact of technology on different spheres of life and share their findings. You have read a research article on the impact of technology on medicine and would like to recommend it to other readers. Write an essay in which you:

- introduce the topic and summarize the issues mentioned in the text;
- discuss the implications of these issues for the quality of treatment;
- conclude with predictions of future developments in the medical sphere and recommend the article to other readers.

Support your arguments with relevant examples from the extract. Do not copy directly from the text but you can summarize, paraphrase and quote the ideas from it.

Write your answer in 300–350 words. You have 80 minutes to complete the task.

How Technology is Changing the World of Medicine

A large number of digital innovations are revolutionizing healthcare — and technology in medicine is here to stay. Numerous innovations and new solutions are already on the market and they have all improved healthcare drastically.

Multiple medical issues such as congestive heart failure, diabetes, medication noncompliance, even stressful isolation, are researched and solved with remarkable new technologies. Here are some areas researchers are targeting:

Heart failure

One of the most common and costly diagnoses is that of heart failure, with a mortality rate closer to cancer. It includes three types of sensors — wristband, necklace and watch — which are used for testing. This type of diagnosis gives both patients and doctors continuous information on how a compromised heart is functioning.

These days, medical researchers are considering the potential of 3D printing in medicine. For example, Kaiser Permanente's Los Angeles Medical Center is perfecting the use of 3D printers to replicate multidimensional models of problematic areas inside patients. Surgeons can handle the models and simulate a variety of possible operation replicas before performing the actual surgery.

Alternatively, 3D printing can be used in reproducing bones or other organs in the human body. This advance in technology is also pushing into prosthetics.

Big data

Data is everything, especially in the healthcare industry. It ranges from analyzing diagnostic reports to filing patient treatment histories. Healthcare facilities have an overwhelming amount of information for storage.

IBM research teams say that the same super-computer that won a game of Jeopardy in 2011 is now being used to help physicians make more accurate diagnoses and recommend treatments.

Accelerated experimentation

The Ebola outbreak has shown that expedited medical research and experimentation are possible. Due to the fact that the World Health Organization (WHO) feared the detrimental effects of a world outbreak, vaccination research efforts have increased. Scientists have started using advanced methods such as chimp adenovirus, which is "closely related to a human version that causes upper respiratory tract infections."

Mobile apps

Today, mobile apps are available for everything. In the healthcare sector, this is especially true. Doctors and patients are discovering new ways to use technology to monitor personal health. Nowadays, tracking daily sleep patterns, counting calories, researching treatment options, and even monitoring heart rate is possible.

Remote monitoring

One of the most useful and practical innovations in recent years is remote monitoring technology. The systems can be used by patients in the comfort of their homes to reduce the time and financial cost of recurring visits to the doctor. By using a small device designed to measure a particular health issue, doctors can analyze a patient's data remotely without the need for them to come down to the hospital. Pacemaker patients have made great use of remote monitoring devices.

Improved communication

With the doctors' busy schedules and limited free time, it is very important to be able to communicate with them through electronic devices. New developments in technology have focused on this point and have been designed to improve the link between patients and doctors (and viceversa). A new social network is attempting to connect doctors better by providing a safe place to interact.

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12-WR.3

WRITING A

You have been invited to participate in a video-essays content. The author of the best essay gets to be featured in the next week's Literature Rules YouTube video. Read the extract from *Dune* below. What issue do you think it raises which is still relevant nowadays?

Spend 80 minutes on the task, and adhere to the word limit of 300-350 words.

- 1) identify the issue and specify its importance/value
- 2) provide at least two arguments and/or solutions for the issue
- 3) come to a conclusion and mention the possible further actions taken.

His smile became even wider and more conspiratorial.

"I tied up *every* portable telephone system in Central London for forty-five minutes at lunchtime," he said.

There was silence, except for the distant swishing of cars.

"Yes?" said Hastur. "And then what?"

"Look, it wasn't easy," said Crowley.

"That's all?" said Ligur.

"Look, people—"

"And exactly what has that done to secure souls for our master?" said Hastur.

Crowley pulled himself together.

What could he tell them? That twenty thousand people got bloody furious? That you could hear the arteries clanging shut all across the city? And that then they went back and took it out on their secretaries or traffic wardens or whatever, and *they* took it out on other people? In all kinds of vindictive little ways which, and here was the good bit, *they thought up themselves* For the rest of the day. The pass-along effects were incalculable.

Thousands and thousands of souls all got a faint patina of tarnish, and you hardly had to lift a finger.

But you couldn't tell that to demons like Hastur and Ligur. Fourteenth-century minds, the lot of them. Spending years picking away at one soul. Admittedly it was *craftsmanship*, but you had to think differently these days. Not big, but wide. With five billion people in the world you couldn't pick the buggers off one by one any more; you had to spread your effort. But demons like Ligur and Hastur wouldn't understand. They'd never have thought up Welsh-language television, for example. Or valueadded tax. Or Manchester.

He'd been particularly pleased with Manchester.

WRITING A

A journal has a column which encourages young people to read literary masterpieces of the past. Read the extract from “A Study in Scarlet” by Conan Doyle below. Write an essay about the issue raised in the extract which is still relevant nowadays.

In your essay:

1. *Introduce the issue raised in the extract and explain why it is still relevant nowadays.*
2. *Develop 2-3 arguments to support your position and illustrate them with examples from the extract.*
3. *Write a conclusion which summarises your key points and emphasises the significance of the issue to the modern-day reader.*

You should spend 80 minutes on this task. Write 300 - 350 words.

With these words, Jefferson Hope leaned back in his chair and began the following remarkable statement. He spoke in a calm and methodical manner, as though the events which he narrated were commonplace enough. I can vouch for the accuracy of the subjoined account, for I have had access to Lestrade’s note-book, in which the prisoner’s words were taken down exactly as they were uttered.

“It don’t much matter to you why I hated these men,” he said; “it’s enough that they were guilty of the death of two human beings—a father and a daughter—and that they had, therefore, forfeited their own lives. After the lapse of time that has passed since their crime, it was impossible for me to secure a conviction against them in any court. I knew of their guilt though, and I determined that I should be judge, jury, and executioner all rolled into one. You’d have done the same, if you have any manhood in you, if you had been in my place.

“That girl that I spoke of was to have married me twenty years ago. She was forced into marrying that same Drebber, and broke her heart over it. I took the marriage ring from her dead finger, and I vowed that his dying eyes should rest upon that very ring, and that his last thoughts should be of the crime for which he was punished. I have carried it about with me, and have followed him and his accomplice over two continents until I caught them. They thought to tire me out, but they could not do it. If I die to-morrow, as is likely enough, I die knowing that my work in this world is done, and well done. They have perished, and by my hand. There is nothing left for me to hope for, or to desire.

Writing B

A blog discusses whether practice makes perfect. You have read a research article about the controversial ideas and now you participate in the conclusion forum.

Write an essay in which you:

- *introduce the topic and summarize the issues mentioned in the text;*
- *discuss the implications of these issues for different areas;*
- *conclude with findings from the article and invite the others to express their views.*

Support your arguments with relevant examples from the extract. Do not copy directly from the text but you can summarize, paraphrase and quote the ideas from it.

Write your answer in 300–350 words. You have 80 minutes to complete the task.

Practice matters, but in many fields it matters much less than you might think.

Zach Hambrick has always been fascinated by exceptional performance, or what he calls “the extremes of human capabilities.” Growing up, he’d devour Guinness World Records, noting the feats it described and picturing himself proudly posing in its pages. By the time he reached college, though, he’d moved on to a new obsession: becoming a golf pro. “I was very serious about it,” he told me. “I practiced religiously. It was very deliberate practice.” Every day, for hours, he’d be out swinging and putting. He expected to find himself on his way to glory. Except it didn’t quite work out that way. Instead, young Zach was confronted with an uncomfortable truth: “I just wasn’t very good.” He saw other students, even kids around town—many of them, far less devoted and far less driven—and many of them played a better game. When he tried out for the college team, he didn’t even come close to making it. “I thought, What is the deal here?”

This was Hambrick's introduction to an age-old debate: nature versus nurture, genetics versus effort. We've been having it long before we knew what DNA was. Right around the same time Gregor Mendel was messing about with his famous peas, Charles Darwin's cousin, Francis Galton, was positing that genius tends to run in families. Take almost any enterprise and find its most famous voices, he argued, and you're led to family trees of great accomplishment, much like his own. And, while that view hasn't survived in its extreme form, the basic question still guides modern research—*not* nature versus nurture so much as just how *much* nature, and just how *much* nurture?

A couple of years earlier, Ericsson and Neil Charness had published a provocative paper arguing that training and so-called deliberate practice could describe performance differences that had been previously ascribed to innate talent. "The traditional view of talent, which concludes that successful individuals have special innate abilities and basic capacities, is not consistent with the reviewed evidence," Ericsson and Charness wrote. "Differences between expert and less accomplished performers reflect acquired knowledge and skills or physiological adaptations effected by training, with the only confirmed exception being height." In other words, training was everything. Hambrick *could* have become a world-class golfer with enough practice. Maybe he'd given up too soon.

It's a provocative argument, and one that Ericsson still espouses over two decades later, having made a single modification to his list of exceptions: body size joined height as one of only two areas with any possible genetic influence. When we spoke recently, I presented him with multiple papers from different labs, from studies on the heredity of talent in twins to genetics papers on specific gene variants implicated in performance. But he held firm to his argument. He told me he had yet to encounter someone presenting him with evidence that anything other than practice matters. "I have no problem conceptually with this idea of genetic differences," he said when we first spoke, "but nothing I've seen has convinced me this is actually the case. There's compelling evidence that if it's length of bones, that cannot be explained by training. We know you can't influence diameter of bones. But that's really it."

If that's true, it means that the sky is the limit, especially if you're dealing with areas other than athletics, where length of bones can offer no competitive edge. Follow your dreams and, with enough training—an average of ten thousand hours, as the famous formulation goes—you can reach them, whether they involve golf or poetry. "I could play chess for 100 years and I'll never be a grandmaster," he has written. "The point is simply that natural ability requires a huge investment of time in order to be made manifest."

When I brought this issue up with Hambrick, he noted that, in his introductory psychology course, some of the students who study very little do better than the ones who study a lot.

So I asked Ericsson if, given all the advances in genetics research and all the work on the science of expertise and elite performance that has taken place since his original formulation, he still believed in the preëminent importance of training. Do natural, heritable abilities really mean nothing? If, for instance, he himself could choose my trainer and design the perfect training plan, could I become a world-class pianist? Why hadn't I been better as a child? Perhaps I wasn't motivated? No, I assured him, I was. Perhaps my teacher wasn't qualified? No, I responded. She was a former professor at a music conservatory in Russia. Maybe, I countered, I'm just not particularly talented at piano. He refused to accept that, and ultimately blamed my teacher. Clearly, she didn't provide the *right* deliberate practice. I'd be in a different profession today if only she'd been better.

So how much did practice actually explain? In a 2014 meta-analysis that looked specifically at the relationship between deliberate practice and performance in music, games like chess, sports, education, and other professions, Hambrick and his team found a relationship that was even more complex than they had expected. For some things, like games, practice explained about a quarter of variance in expertise. For music and sports, the explanatory power accounted for about a fifth. But for education and professions like computer science, military-aircraft piloting, and sales, the effect ranged from small to tiny. For all of these professions, you obviously need to practice, but natural abilities matter more.

Part of the difference in accomplishment, it turns out, really is due to practice, just like Ericsson argues. "What separates intellectually talented kids from their intellectual peers when it comes to actual creative advances? A lot of it is how much people are willing to work," Lubinski told me. Some people are gifted, or "intellectually talented," as he prefers to refer to them, but don't want to work forty hours a week, while some want to work more than sixty hours. "That has huge implications. Chance always favors the prepared mind." Practice, work ethic: differences that aren't apparent at age thirteen will, in their presence or absence, become magnified by the time you hit your forties or fifties. (As it turns out, though, even work ethic may be heritable. Hambrick has recently published a study on the heritability of practice,

using eight hundred pairs of twins. “Practice is actually heritable. There have now been two reports of this—ours, and one using ten thousand twins. And practice is substantially heritable.”)

Opportunity must be there. Genes are great, but they need to have the right environment in which to flourish. You don’t just give birth to a “genius,” whether an academic or an athletic or an artistic one. You also give her the right environment, train her, encourage her, support her, challenge her, respond to her individuality. And who knows what else may ultimately matter. “All the abilities we assess, we still miss things,” Lubinski points out. Lewis Terman, the intellectual forefather of giftedness studies, famously missed two Nobel laureates in his selection. They were cut from the initial samples for not being gifted enough and never had a chance to take part in his study. “You’re tapping potential, but there’s also passion, commitment to work, people who want to do any one thing. People really vary. The diversity of human individuality is breathtaking.”

Shortened and available <https://www.newyorker.com/science/maria-konnikova/practice-doesnt-make-perfect>

12-WR.4

A journal has a column which encourages young people to read literary masterpieces of the past. You have read an extract from 'Gulliver's Travels' by Jonathan Swift and would like to recommend it to other readers.

Write an essay in which you:

- introduce the issue raised in the extract;
- justify its relevance to the modern-day reader;
- summarize the key points and emphasise the significance of the issue to the modern-day reader.

Support your arguments with relevant examples from the extract. Do not copy directly from the text but you can **summarize**, **paraphrase** and **quote** the ideas from it.

Write your answer in 300–350 words. You have 80 minutes to complete the task.

Gulliver's Travels by Jonathan Swift is a prose satire published in 1726. The main text of the book is about the fictional journeys of a man called Lemuel Gulliver. Part three relates Gulliver's visits to the flying island of Laputa (where people pursue the most abstract art and knowledge imaginable), Balnibarbi (the land below Laputa, which the king controls from Laputa by blocking sunshine and rain or dropping down rocks), and other lands.

In this passage, Gulliver is taking a tour of an academy – a place where scientists come together to invent things – in Lagado. Lagado is the capital city of Balnibarbi, ruled by a king who lives on the flying island of Laputa.

Gulliver's Travels

This academy is not an entire single building, but a continuation of several houses on both sides of a street, which growing waste, was purchased and applied to that use.

I was received very kindly by the warden, and went for many days to the academy. Every room has in it one or more projectors; and I believe I could not be in fewer than five hundred rooms.

The first man I saw was of a meagre aspect, with sooty hands and face, his hair and beard long, ragged, and singed in several places. His clothes, shirt, and skin, were all of the same colour. He has been eight years upon a project for extracting sunbeams out of cucumbers, which were to be put in phials hermetically sealed, and let out to warm the air in raw inclement summers. He told me, he did not doubt, that, in eight years more, he should be able to supply the governor's gardens with sunshine, at a reasonable rate: but he complained that his stock was low, and entreated me "to give him something as an encouragement to ingenuity, especially since this had been a very dear season for cucumbers." I made him a small present, for my lord had furnished me with money on purpose, because he knew their practice of begging from all who go to see them.

I saw another at work to calcine ice into gunpowder; who likewise showed me a treatise he had written concerning the malleability of fire, which he intended to publish.

There was a most ingenious architect, who had contrived a new method for building houses, by beginning at the roof, and working downward to the foundation; which he justified to me, by the like practice of those two prudent insects, the bee and the spider.

I was complaining of a small fit of the colic, upon which my conductor led me into a room where a great physician resided, who was famous for curing that disease, by contrary operations from the same instrument. He had a large pair of bellows, with a long slender muzzle of ivory: this he conveyed eight inches up the anus, and drawing in the wind, he affirmed he could make the guts as lank as a dried bladder. But when the disease was more stubborn and violent, he let in the muzzle while the bellows were full of wind, which he discharged into the body of the patient; then withdrew the instrument to replenish it, clapping his thumb strongly against the orifice of then fundament; and this being repeated three or four times, the adventitious wind would rush out, bringing the noxious along with it, (like water put into a pump), and the patient recovered. I saw him try both experiments upon a dog, but could not discern any effect from the former. After the latter the animal was ready to burst, and made so violent a discharge as was very offensive to me and my companion. The dog died on the spot, and we left the doctor endeavouring to recover him, by the same operation.

I visited many other apartments, but shall not trouble my reader with all the curiosities I observed, being studious of brevity.

from *Pathways to Literature* by Virginia Evans - Jenny Dooley. Express Publishing, 2014 and <https://www.fulltextarchive.com/book/Gulliver-s-Travels/3/>

A journal has a column which invites young people to explore the impact of COVID-19 on different spheres of life and share their findings. You have read a research article on the impact of COVID-19 on the labour force and would like to recommend it to other readers. Write an essay in which you:

- introduce the topic and summarize the issues mentioned in the text;
- discuss the implications of these issues for **the quality of life / workforces**;
- conclude with predictions of future changes in labour markets and recommend the article to other readers.

Support your arguments with relevant examples from the extract. Do not copy directly from the text but you can **summarize, paraphrase** and **quote** the ideas from it.

Write your answer in **300–350** words. You have 80 minutes to complete the task.

THE FUTURE OF WORK AFTER COVID-19

The COVID-19 pandemic disrupted labor markets globally during 2020. The short-term consequences were sudden and often severe: Millions of people were furloughed or lost jobs, and others rapidly adjusted to working from home as offices closed. Many other workers were deemed essential and continued to work in hospitals and grocery stores, on garbage trucks and in warehouses, yet under new protocols to reduce the spread of the novel coronavirus.

The short- and potential long-term disruptions to these arenas from COVID-19 vary. During the pandemic, the virus most severely disturbed arenas with the highest overall physical proximity scores: medical care, personal care, on-site customer service, and leisure and travel. In the longer term, work arenas with higher physical proximity scores are also likely to be more unsettled, although proximity is not the only explanation.

Perhaps the most obvious impact of COVID-19 on the labor force is the dramatic increase in employees working remotely. Considering only remote work that can be done without a loss of productivity, we find that about 20 to 25 percent of the workforces in advanced economies could work from home between three and five days a week. This represents four to five times more remote work than before the pandemic and could prompt a large change in the geography of work, as individuals and companies shift out of large cities into suburbs and small cities.

Some companies are already planning to shift to flexible workspaces after positive experiences with remote work during the pandemic, a move that will reduce the overall space they need and bring fewer workers into offices each day. Demand for restaurants and retail in downtown areas and for public transportation may decline as a result.

Remote work may also put a dent in business travel as its extensive use of videoconferencing during the pandemic has ushered in a new acceptance of virtual meetings and other aspects of work. While leisure travel and tourism are likely to rebound after the crisis, the most lucrative segment for airlines, may not return. This would have significant knock-on effects on employment in commercial aerospace, airports, hospitality, and food service. E-commerce and other virtual transactions are booming.

Many consumers discovered the convenience of e-commerce and other online activities during the pandemic. Roughly three-quarters of people using digital channels for the first time during the pandemic say they will continue using them when things return to “normal,” according to McKinsey Consumer Pulse surveys conducted around the world.

Other kinds of virtual transactions such as telemedicine, online banking, and streaming entertainment have also taken off. Online doctor consultations through Practo, a telehealth company in India, grew more than tenfold between April and November 2020. These virtual practices may decline somewhat as economies reopen but are likely to continue well above levels seen before the pandemic.

This shift to digital transactions has propelled growth in delivery, transportation, and warehouse jobs. In China, e-commerce, delivery, and social media jobs grew by more than 5.1 million during the first half of 2020.

Two ways businesses historically have controlled cost and mitigated uncertainty during recessions are by adopting automation and redesigning work processes, which reduce the share of jobs involving mainly routine tasks. In our global survey of 800 senior executives in July 2020, two-thirds said they were stepping up investment in automation and AI either somewhat or significantly. Production figures for robotics in China exceeded prepandemic levels by June 2020.

Many companies deployed automation and AI in warehouses, grocery stores, call centers, and manufacturing plants to reduce workplace density and cope with surges in demand. The common feature of these automation use cases is their correlation with high scores on physical proximity, and our research finds the work arenas with high levels of human interaction are likely to see the greatest acceleration in adoption of automation and AI.

By Susan Lund, Anu Madgavkar, James Manyika, Sven Smit, Kweilin Ellingrud, and Olivia Robinson

<https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19>

THANKS A LOT
FOR SUPPORT
on behalf of
Daugavpils City Education Department