

## KODS

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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|

**READING****Task 1 (8 points)**

**Read the article *WHY IS THAT YOUR FAVOURITE SONG?* on page 1 of the Text Booklet (Tekstu lapa). For questions 1–8, choose and circle the answer (A, B, C or D) that you think fits best based on the text.**

1. What is the main purpose of the article?
  - A To discuss how the structure of our favourite songs affects their appeal.
  - B To provide the scientific basis for the music people feel attracted to.
  - C To explain how the authors' sons select music for their playlists.
  - D To explain the science behind a music style becoming a favourite.
2. According to paragraph 2, which is a likely reason for a song to become someone's favourite?
  - A Its lyrics combined with its emotional appeal.
  - B Its association with a specific genre.
  - C Its quality rather than its emotional appeal.
  - D Its emotive elements rather than its quality.
3. Which of these is NOT given as an aspect of the brain's response to music?
  - A The area in which the brain combines lyrics and sound.
  - B The way brain regions process music.
  - C The formation of sophisticated associations in the brain.
  - D The pathway which the brain uses to convert music into emotions.
4. We can infer from paragraph 3 that a song
  - A mostly gives us new feelings we have not experienced before.
  - B only brings back something we have already experienced.
  - C can be potentially used to evoke a particular response.
  - D triggers a different emotion every time it is listened to.
5. Which is true about the two theories discussed in the article?
  - A Both theories suggest that music becomes meaningful through personal experiences.
  - B The theories disagree on the importance of musical structure and lyrics.
  - C Both theories deny the importance of the environment in which we listen to music.
  - D The theories agree that a song is either emotionally impactful or memory-based.
6. What do we learn about the human brain from paragraph 4?
  - A It stores music as the main component of the experience.
  - B It stores music memories separate from emotions.
  - C It stores music in order to create a new experience.
  - D It stores music as part of a larger memory package.
7. Why do artificial intelligence algorithms fail to capture our music preferences accurately?
  - A They are not advanced enough to analyse musical structure.
  - B They cannot keep up with the changes in personal choices.
  - C They cannot process the personal significance of music.
  - D They focus too much on trending music styles.
8. The author of the article concludes that
  - A we can predict whether a song will become a favourite.
  - B people find new favourite songs through coincidence.
  - C our favourite songs are consistent with our musical taste.
  - D people should take risks to discover new favourite music.

**For Tasks 2–4, read the three texts (A, B and C) on pages 2–4 of the Text Booklet (Tekstu lapa).**

**Task 2 (5 points)**

**For questions 9–13, decide which text (A, B or C) each question refers to. Write the corresponding letter (A, B or C) next to the question. You can use each letter more than once.**

| Which text |   | Letter |
|------------|---|--------|
| 9.         | mentions conditions for the survival of art?                    |        |
| 10.        | advocates for learning from the past without being bound by it? |        |
| 11.        | explores people's preconceived opinions about art?              |        |
| 12.        | builds an argument on the changing nature of art?               |        |
| 13.        | shifts the focus from the creator to the perceiver?             |        |

**Task 3 (6 points)**

**For questions 14–19, choose and circle the answer (A, B, C or D) that you think fits best based on the three texts (A, B and C).**

**14.** Which statement about the three texts is true?

- A** The texts argue against possible changes in the roles of art and artists.
- B** The texts explore the role and complex nature of artistic creativity.
- C** The texts focus on adaptability in people's artistic expression.
- D** The texts discuss the relationship between creativity and societal changes.

**15.** Which statement most accurately reflects an idea about museums implied by Text A and Text B?

- A** Museums should not represent the entirety of art's purpose or potential.
- B** Museums should affect the cultivation of artistic expression in a country.
- C** Museums should not be limited to only helping art realise its role in society.
- D** Museums should limit the ability of art to adapt to new forms of expression.

**16.** What implications do the research findings discussed in Text C have for the “new meaning for art” discussed in Text B?

- A** They support arguments in favour of the future integration of AI and art.
- B** They establish the need for the creation of art that AI cannot replicate.
- C** They challenge the way AI art could acquire a new meaning in the future.
- D** They present the challenge the AI-driven future of art could face.

**17.** How does the author of Text A convey their viewpoint?

- A** By arguing that artistic expression is an inherent human capacity that should be discovered through introspection.
- B** By exploring external factors that may help an aspiring artist identify the full extent of their potential.
- C** By arguing that everyone has the innate ability to become an artist by obtaining the necessary knowledge and qualifications.
- D** By pointing out that everyone should look for inspiration in order to uncover their hidden artistic abilities.

**18.** Why does the author of Text B say that art “is moored to the real world, but allows also for an open-ended space where new positions can be imagined, explored and inhabited”?

- A** To argue that art is trapped between the real and the imaginary world, unable to fully exist in either domain.
- B** To suggest that art balances the constraints of the real world and the potential for exploration of new ideas.
- C** To suggest that artists have to choose between accurately depicting the real world or abandoning it for an unrestricted space.
- D** To contrast the ability of art to represent the real world while breaking into an open-ended space.

**19.** Which statement best describes Text C?

- A** It is a discussion of findings that contradict the established understanding in the field.
- B** It is an analysis of data that have been used to influence public opinion on AI art.
- C** It is a discussion of findings that suggest a change in the approach to a concept.
- D** It is an analysis of findings that refute the link between creativity and its perception.

**Task 4 (6 points)**

**For questions 20–25, answer the questions and complete the statements with quotes (words or phrases) from Texts A, B or C.**

**20.** Which expression does the author of Text A use to emphasise that the craft of art students is not trivial?

\_\_\_\_\_

**21.** The author of Text A refers to the unique style each art student should develop as their

\_\_\_\_\_.

**22.** Which expression is used as a metaphor to refer to the complex nature of art history in Text B?

\_\_\_\_\_

**23.** Which word does the author of Text B use to describe Weiwei's views as bringing new insight to a discussion of art?

\_\_\_\_\_

**24.** Which expression does the author of Text C use to emphasise the scale of the latest technological developments?

\_\_\_\_\_

**25.** The author of Text C refers to traditional creative institutions as

\_\_\_\_\_.

*Neaizmirsti aizpildīt „Lasīšanas daļas” atbilžu lapu!*

## LISTENING

### Task 1 (8 points)

**You will listen to a podcast in which the host, Steve Levitt, is interviewing Charles Duhigg, the author of a book on communication. Read the questions (1–8) and choose the correct answer (A, B or C) based on what you hear in the podcast. You will hear the recording twice.**

## COMMUNICATION

1. What is the host asking Duhigg about in the introduction?
  - A The reasons he wrote a book on communication.
  - B The impact of writing a book on communication.
  - C Duhigg's skill as a communicator and a writer.
2. When does Duhigg realise he is not being a good conversation partner?
  - A When his wife criticises him during conversations.
  - B When his wife laughs at him during conversations.
  - C When his wife teases him during conversations.
3. Which advice on communication would Duhigg agree with?
  - A People should learn strategies of effective communication.
  - B People should rely on their gut feelings in conversations.
  - C People should think about their conversations in advance.
4. What is the book's purpose, according to Duhigg?
  - A To make readers aware of the dynamics of communication.
  - B To help readers understand different communication theories.
  - C To provide readers with a step-by-step guide to effective conversations.
5. According to Levitt, what is unique about Duhigg's book compared to other books of the same genre?
  - A The book gives advice from someone who was not an expert.
  - B The book gives more expert opinions on communication than others.
  - C The book focuses on a topic that is not commonly written about.
6. Why does Duhigg talk about his experience at work?
  - A To describe the problems managers face.
  - B To reflect on others' challenges with communication.
  - C To illustrate a professional challenge he faced.
7. Why was Duhigg frustrated during discussions about work with his wife?
  - A He didn't expect a negative reaction from her.
  - B He didn't receive the response he had expected.
  - C He didn't believe her advice was practical.
8. What aspect of conversation was Levitt unaware of for a long time?
  - A The significance of problem-solving.
  - B The need to have meaningful conversations.
  - C The differences in people's expectations.

**Task 2 (7 points)**

**You will listen to an interview with a mathematician, Dr Cheng, about the nature of mathematics. For questions 9–15, choose and circle one correct answer (A, B, C or D) based on what you hear in the interview. You will hear the recording twice.**

**MATH**

**9.** What is the main reason for the host to mention historical facts about math?

- A** To invite the listeners to consider the complex nature of math.
- B** To compare the past and present roles of math.
- C** To establish the context for discussing math's nature.
- D** To build an argument for the real-world application of math.

**10.** According to Dr Cheng, why do people question math being real?

- A** They doubt the need to study some aspects of math.
- B** They challenge the relevance of learning math.
- C** They resent the need to study complex concepts.
- D** They question the nature of mathematical concepts.

**11.** How does Dr Cheng address the host's comment?

- A** She agrees with the host's comment about the reality of math.
- B** She develops an argument for math being real.
- C** She follows up on the examples he gave.
- D** She redirects the discussion to a different aspect.

**12.** What can be concluded from Dr Cheng's comment about fiction?

- A** Its nature is a source of insight rather than a limitation.
- B** It provides the best insight when it perfectly mirrors reality.
- C** Its nature limits its insight rather than aids understanding.
- D** It explains reality better than mathematical concepts.

**13.** Why has the caller reached out?

- A** To express a concern about their child's progress in math.
- B** To find a reason for their child to continue studying math.
- C** To understand whether their child actually needs a math tutor.
- D** To find the reason for their child's lack of motivation to study math.

**14.** How does Dr Cheng react to the caller's problem?

- A** She recognizes the frustration some students experience.
- B** She opposes students' rejection of math education.
- C** She sympathizes without offering a perspective.
- D** She calls for the reconsideration of course requirements.

**15.** Which idea would Dr Cheng agree with?

- A** Media literacy depends on the amount of math training.
- B** Math ability depends on critical thinking skills.
- C** Media can be analysed in terms of math algorithms.
- D** Math should be treated as a critical thinking tool.

**Task 3 (10 points)**

**You will hear a podcast in which the host of the programme and Laura Globig, a researcher, are talking about social media. For questions 16–25, complete the notes on the talk with a word or short phrase (no more than THREE words) from the talk. You will hear the recording twice.**

**SOCIAL MEDIA**

The primary goal of social media is to facilitate (16) \_\_\_\_\_.

According to Laura, social media exploit a (17) \_\_\_\_\_ that triggers the same brain response as receiving money.

It is a misconception that people cannot discern truth from lies because of a (18) \_\_\_\_\_.

Laura places the blame for the distribution of false information through social media on the absence of (19) \_\_\_\_\_ not to share misinformation.

(20) \_\_\_\_\_ of a post is not adequately conveyed through *like* and *dislike* buttons.

The research team checked their hypothesis through the modification of the (21) \_\_\_\_\_ on a social media platform by offering new buttons.

As part of their experiment, the team introduced an option to encourage users to express their (22) \_\_\_\_\_ of a post on social media.

The host uses the expression (23) “\_\_\_\_\_” to describe the reason for people using the offered buttons.

According to Laura, (24) \_\_\_\_\_ is a defining feature of trust.

The experiment resulted in an increase of (25) \_\_\_\_\_ being spread.

*Neaizmirsti aizpildīt „Klausīšanās daļas” atbilžu lapu!*



**Read the article and do Task 1 on page 2.**

## WHY IS THAT YOUR FAVOURITE SONG?

We all have favourite songs. Some music sticks in our heads immediately and reverberates in our memory for hours or days, but we don't really like it. Effective advertising jingles fit this description. And then there are songs or music that you consciously return to again and again through your playlist, or the ones that immediately make you smile when they spontaneously fill your environment. Why do we develop favourite songs? And why is it so individual and unpredictable which ones will stick with us, while others do not?

We know intuitively that music triggers both an aesthetic and an emotional response. We may find certain music beautiful, but that is not enough for it to become a favourite. My son, for example, explains that his favourite song simply "makes me happy", despite recognising that the beat and lyrics are only average. Functional brain imaging research has shown that our brain picks up music and processes it in a variety of specific locations, each of which codes different aspects ranging from abstract sounds, rhythms, lyrics, and language. These separate brain regions then send information to yet additional regions with different functions that form complex, interdependent associations that bring about both the aesthetic experience and the emotional result. The brain generates strong emotions from musical stimuli through the activation of a particular neurologic circuit called the *Papez* circuit.

One school of thought is that our favourite music is largely due to its emotional impact, such as the effect when we are at a live concert of our favourite group. It remains unclear whether a favourite song creates something new emotionally or simply triggers pre-existing pathways. Another of my sons has paid attention to his emotional response to music and has curated a go-to playlist that he can source to improve or change his mood to suit whatever situation he is about to face. He relies on these favourite songs to handle the emotional demands of the teenage world. This conscious use of music to extract an emotional dividend can be employed to motivate us during exercise, to relax customers at a spa, to rally a crowd during a sporting event, and more. These songs can become favourites as we wish to recreate that atmosphere later.

Another school of thought is that there are songs that become favourites not so much for the musical structure or lyrics that generate a specific emotion, but rather for what that song represents in our memory. Music is heard in unique contexts and becomes integrated in our memories. The human brain possesses different systems for storing those memories, and it processes music in a distinctive manner. When we hear music, our brain stores both the actual sound (similar to remembering a melody) and its meaning (similar to our ability to recall poetry). Additionally, our emotional responses become linked to these musical memories and the circumstances in which we experienced them. Consequently, the brain encodes music as a component of our multifaceted memory of a moment or experience.

The intricate relationship between music and memory explains why AI algorithms from streaming services cannot quite get our music preferences right. The algorithms model the users' behaviour when picking playlists but are only able to process the artistic components of selected music. The associations and memories connected to music are uniquely individual and not necessarily related to its aesthetic quality. In other words, our taste in music does not necessarily define the songs we identify as favourites. Fortunately or unfortunately, even other humans cannot replicate our individual experience, and we are left with discovering our favourites through chance and luck.

Adapted from psychologytoday.com

**Read texts A, B and C and do Tasks 2–4 on pages 3–5.**

## ART AND CREATIVITY

### TEXT A

Art when really understood is the province of every human being.

It is simply a question of doing things, anything, well. It is not an outside, extra thing.

When the artist is alive in any person, whatever his kind of work may be, he becomes an inventive, searching, daring, self-expressing creature. He becomes interesting to other people. He disturbs, upsets, enlightens, and he opens ways for a better understanding. Where those who are not artists are trying to close the book, he opens it, shows there are still more pages possible.

The world would stagnate without him, and the world would be beautiful with him; for he is interesting to himself and he is interesting to others. He does not have to be a painter or sculptor to be an artist. He can work in any medium. He simply has to find the gain in the work itself, not outside it.

Museums of art will not make a country an art country. But where there is the art spirit there will be precious works to fill museums. Better still, there will be the happiness that is in the making. Art tends towards balance, order, judgment of relative values, the laws of growth, the economy of living — very good things for anyone to be interested in.

The work of the art student is no light matter. Few have the courage and stamina to see it through. You have to make up your mind to be alone in many ways. We like sympathy and we like to be in company. It is easier than doing it alone. But alone one gets acquainted with himself, grows up and on, not stopping with the crowd. It costs to do this. If you succeed somewhat you may have to pay for it as well as enjoy it all your life.

Cherish your own emotions and never undervalue them.

We are not here to do what has already been done.

I have little interest in teaching you what I know. I wish to stimulate you to tell me what you know. In my office toward you I am simply trying to improve my own environment.

Know what the old masters did. Know how they composed their pictures, but do not fall into the conventions they established. These conventions were right for them, and they are wonderful. They made their language. You make yours. They can help you. All the past can help you.

An art student must be a master from the beginning; that is, he must be master of such as he has. By being now master of such as he has there is promise that he will be master in the future.

A work of art which inspires us comes from no quibbling or uncertain man. It is the manifest of a very positive nature in great enjoyment, and at the very moment the work was done.

It is not enough to have thought great things before doing the work. The brush stroke at the moment of contact carries inevitably the exact state of being of the artist at that exact moment into the work, and there it is, to be seen and read by those who can read such signs, and to be read later by the artist himself, with perhaps some surprise, as a revelation of himself.

For an artist to be interesting to us he must have been interesting to himself. He must have been capable of intense feeling, and capable of profound contemplation.

He who has contemplated has met with himself, is in a state to see into the realities beyond the surfaces of his subject. Nature reveals to him, and, seeing and feeling intensely, he paints, and whether he wills it or not each brush stroke is an exact record of such as he was at the exact moment the stroke was made.

Adapted from *The Art Spirit* by Robert Henri, 1923

## TEXT B

Ai Weiwei, a Chinese contemporary artist and activist, has called art that can be easily replicated by artificial intelligence (AI) “meaningless”. What I find most striking about this comment is how it manages to look both backwards into the intricate corridors of art history and forwards into the uncertain future of the art world.

The undertones of this double challenge are familiar to philosophers of art, who have, at times, seriously entertained the claim that art can come to an end. Among the most famous and influential voices are G. W. Hegel in the early 19<sup>th</sup> century and Arthur Danto in the late 20<sup>th</sup> century. Both have argued that while artworks can continue to be produced in great numbers — and perhaps even in new and exciting ways — there is a sense in which the progress of art has reached its peak.

According to their arguments, art has “ended” because it has completed its goal. This claim might seem obscure to a contemporary audience, but what both Hegel and Danto were getting at is pretty simple. Danto claimed that looking into the history of art, we can extract a narrative, or a story, about how art has achieved its goal.

The first narrative, capturing centuries of art history from classical Greek sculpture to Renaissance paintings, was focused on verisimilitude — here art’s goal was to create realistic representations of its subject.

The second of art’s narratives, Danto believed, was triggered by a crisis which came from the technological advancement brought by the camera. Since art’s first goal — creating perfect representations — had been superseded, art needed a new one. The second goal was to enquire into what art itself could be, seeking out its own limits.

This is where I think Weiwei’s new perspective is refreshing. It seems to suggest that AI technology might be pushing us towards a new goal for art. The new endeavor would be establishing what a truly digital future of art might look like — and what our human contribution might be. We can then ask how art can be meaningful again in our AI-shaped social worlds. And what the role of the artist should be in creating this meaning.

Philosophers of various convictions, from John Dewey to Kendall Walton, have pointed to such a solution for a long time. We can create new meaning for art by exploring new forms of expression — by doing new things with both new and old tools.

Art not only adapts to new tools and technology, it does something new with them, and in that process, it has the potential to become something new itself. Ai Weiwei himself touches upon this in one of his quotations in his book *Weiwei-isms* (2012), when he says that art is: “About freedom of expression, a new way of communication. It is never about exhibiting in museums or about hanging it on the wall ... I don’t think anybody can separate art from politics.”

Art permits engagement with political matters without imposing the burden of adopting a specific stance. It is moored to the real world but allows also for an open-ended space where new positions can be imagined, explored, and inhabited. Could AI create those artistic spaces with us, or for us? Perhaps confronting this challenge could set a new goal for the digital art of the future.

Adapted from theconversation.com

## TEXT C

Thirty AI-created paintings, considered by the authors of this article to be of high quality, were taken from *ArtBreeder*, which is a machine learning website that produces art. In Study 1, participants were presented 15 images with an AI label and 15 images with a human label, even though all images were in fact AI-created. Participants were asked to rate each image on the following criteria: “How much do you like this image?” (Liking), “How beautiful/aesthetically pleasing is this image?” (Beauty), “How profound or meaningful is this image?” (Profundity), and “How much money would this work be worth?” (Worth). [...]

The same 30 images from Study 1 were presented in random order in Study 2, again with a randomly assigned label of “human-created” or “AI-created.” Ratings were done on the same criteria: Liking, Beauty, Profundity, Worth. Participants rated the images on five additional criteria as well: “To what extent does this artwork elicit an emotional response in you?” (Emotion), “To what extent can you imagine a story communicated through this artwork?” (Story), “To what extent do you find this artwork personally meaningful?” (Meaningful), “How much effort do you believe was involved in making this artwork?” (Effort), and “How much time do you believe it took to create this piece?” (Time). [...]

In line with the extant literature on the role of labels in subjective evaluations, both in aesthetics and other domains of preferences (e.g., Kirk et al., 2009; McClure et al., 2004; Newman & Bloom, 2012; Plassmann et al., 2008; Turpin et al., 2019), our findings demonstrate that labels significantly influence people’s judgements of visual artworks. Specifically, we investigated how a label of “AI-created” on a painting affects the evaluation of the artwork, as compared to a label of “human-created.”

In a time of unprecedented growth in AI-art algorithms, websites, and exhibits, it is evermore timely to consider how people perceive, judge, and interact with artwork produced by AI. We found a bias against AI-labelled art across all aesthetic judgement criteria, but more so for appraisals related to art as a deeper communicative medium (Profundity, Worth). In fact, differences in surface-level judgements between human- and AI-labelled art, though influenced by some communicative processes (e.g., Effort and Story), were nearly non-significant. These findings have crucial implications for art, AI, and creativity at large.

Art created by AI has met with both success and controversy, and, very recently, these creative products have permeated mainstream culture such as museums and artistic industries (Diaz, 2022; Kaleagasi, 2017; Kinsella, 2018; Zulić, 2019). Though contention ensues over whether artificial programs are capable of producing “creative” products (in line with the computer science principle known as the Lovelace Objection; Natale & Henrickson, 2022), it is nonetheless critical to understand how audiences view such art given that contemporary psychological literature considers creativity to be not an absolute construct, but a consequence of changing interactions between subjective criteria and socio-cultural factors like technology (i.e., “in the eye of the beholder”; Amabile, 1982; Cseh & Jeffries, 2019; Hennessey et al., 2011; Kaufman & Sternberg, 2010). Probing these attitudes toward AI-art, our studies demonstrate clear preferences for artwork labelled as human-created as compared to AI-created, despite all art being AI-created. [...]

Several interpretations can be drawn from these results. Firstly, participants may hold a nuanced view of creativity: while humans can achieve creativity across cognition and production, AI can produce only surface-level reflections of creative thinking according to raters. Artworks that are created by humans may reflect a profound human experience — and thus be deemed more monetarily worthy — that AI cannot produce. Indeed, absent the human experience, AI can produce only sensorily similar — still comparatively beautiful and liked — pieces of visual art. This provides a fascinating perspective of future creativity and aesthetics research: one that does not consider creativity as an all-or-nothing trait, but a spectrum of abilities that AI may be able to penetrate.

Adapted from

Bellaiche, L., Shahi, R., Turpin, M.H. et al. Humans versus AI: whether and why we prefer human-created compared to AI-created artwork. *Cogn. Research* 8, 42 (2023).

Available at [cognitiveresearchjournal.springeropen.com](https://cognitiveresearchjournal.springeropen.com)

**Task 3. Ar „X” atzīmē izvēlēto atbildi!**

- |     | A                        | B                        | C                        | D                        |
|-----|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14.–19. jautājuma kļūdu labojumam

- |   | A                        | B                        | C                        | D                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Task 4. Ieraksti atbildi!**

20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

25. \_\_\_\_\_

25. \_\_\_\_\_

KODS

ANGAL

**Task 1. Ar „X” atzīmē izvēlēto atbildi!**

A      B      C

- |    |                          |                          |                          |
|----|--------------------------|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1.–8. jautājuma kļūdu labojumam

| A | B | C |
|---|---|---|
|---|---|---|

The diagram shows a 2x2 grid of squares on the left. To its right, the same four squares are shown individually, arranged in a 2x2 grid, illustrating that the area of the 2x2 grid is equal to the sum of the areas of the four 1x1 squares.

**Task 2. Ar „X” atzīmē izvēlēto atbildi!**

A      B      C      D

9. ☐ ☐ ☐ ☐
10. ☐ ☐ ☐ ☐
11. ☐ ☐ ☐ ☐
12. ☐ ☐ ☐ ☐
13. ☐ ☐ ☐ ☐
14. ☐ ☐ ☐ ☐
15. ☐ ☐ ☐ ☐

9.–15. jautājuma klūdu labojumam

A      B      C      D

**Task 3. Ieraksti atbildi!**

16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_



**Task A**

You are reading *Daddy Long Legs* by Jean Webster and you have come across this passage that you think would be of interest to other readers.

Write an essay in which you:

- introduce an issue which you have identified in the passage;
- discuss the relevance of the issue to the modern-day reader;
- explain who in particular would benefit from reading this passage.

***You should summarise, paraphrase or quote from the text to support your arguments.***

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

January 11<sup>th</sup>.

I meant to write to you from the city, Daddy, but New York is an engrossing place.

I had an interesting—and illuminating—time, but I'm glad I don't belong in such a family! [...] I know now what people mean when they say they are weighed down by Things. The material atmosphere of that house was crushing; I didn't draw a deep breath until I was on an express train coming back. All the furniture was carved and upholstered and gorgeous; the people I met were beautifully dressed and low-voiced and well-bred, but it's the truth, Daddy, I never heard one word of real talk from the time we arrived until we left. I don't think an idea ever entered the front door.

Mrs. Pendleton never thinks of anything but jewels and dressmakers and social engagements. She did seem a different kind of mother from Mrs. McBride! If I ever marry and have a family, I'm going to make them as exactly like the McBrides as I can. Not for all the money in the world would I ever let any children of mine develop into Pendletons. Maybe it isn't polite to criticize people you've been visiting? If it isn't, please excuse. This is very confidential, between you and me. [...]

I've seen loads of theaters and hotels and beautiful houses. My mind is a confused jumble of onyx and gilding and mosaic floors and palms. I'm still pretty breathless but I am glad to get back to college and my books—I believe that I really am a student; this atmosphere of academic calm I find more bracing than New York. College is a very satisfying sort of life; the books and study and regular classes keep you alive mentally, and then when your mind gets tired, you have the gymnasium and outdoor athletics, and always plenty of congenial friends who are thinking about the same things you are. We spend a whole evening in nothing but talk—talk—talk—and go to bed with a very uplifted feeling, as though we had settled permanently some pressing world problems. And filling in every crevice, there is always such a lot of nonsense—just silly jokes about the little things that come up—but very satisfying. We do appreciate our own witticisms!

It isn't the great big pleasures that count the most; it's making a great deal out of the little ones—I've discovered the true secret of happiness, Daddy, and that is to live in the now. Not to be forever regretting the past, or anticipating the future; but to get the most that you can out of this very instant. It's like farming. You can have extensive farming and intensive farming; well, I am going to have intensive living after this. I'm going to enjoy every second, and I'm going to know I'm enjoying it while I'm enjoying it. Most people don't live; they just race. They are trying to reach some goal far away on the horizon, and in the heat of the going they get so breathless and panting that they lose all sight of the beautiful, tranquil country they are passing through; and then the first thing they know, they are old and worn out, and it doesn't make any difference whether they've reached the goal or not. I've decided to sit down by the way and pile up a lot of little happinesses, even if I never become a Great Author. Did you ever know such a philosopheress as I am developing into?

Yours ever,

Judy.

*From Daddy Long-Legs by Jean Webster, 1912*

**Task B**

Read the following extract from a research article concerning the problem of information overload. Write an essay in which you:

- summarise the key aspects of information overload presented in the article;
- discuss the implications of information overload for personal productivity;
- conclude by evaluating the importance of addressing the problem.

**You should summarise, paraphrase or quote from the text to support your arguments. Write your answer in 300–350 words. You have 80 minutes to complete the task.**

**INFORMATION OVERLOAD**

There is no single generally accepted definition of *information overload*. It is a slippery and highly contested concept. It is easy to give numbers to show the increasing volume of information, but the problem is not just the amount. It is also to do with diversity, complexity, choices, confusion, and harm caused by information. It is notable that these factors are present in metaphors often used for overload, which include *flood, deluge, smog, and explosion*.

There is a recurring question as to what exactly everyone is overloaded with. Is it information, data, documents, ideas, or ideologies? Commentators suggest that people are drowning in information (or data) but lack knowledge and often quote T. S. Eliot's lines "Choruses from the Rock": "Where is the wisdom we have lost in knowledge? / Where is the knowledge we have lost in information?" This is not a new question. The information explosion in early modern Europe in the 16<sup>th</sup> and 17<sup>th</sup> centuries was variously regarded as a dramatic increase in the number of books, the amount of descriptive facts, and the number of authoritative voices (Rosenberg, 2003).

Overload has generally been explained and defined in rather pragmatic and informal terms; for example, Edmund and Morris (2000) and Eppler and Mengis (2004) give typical lists for their time, mainly characterized as an unmanageable volume of information. [...]

Relatively few have invoked a formal or philosophical approach. [...] Spier (2016) examines overload using the ideas of Horkheimer and Adorno, concluding that overload is a feature of a capitalist culture industry, whereby "the increase in standardised cultural messages in the media leaves individuals with fewer capacities for reflection and critical thinking" (p. 394) and whereby individuals are active agents in their own overloading, in that they actively consume more information artifacts than they can interpret or understand. [...]

A statement by the International Federation of Library Associations (2017, n.p.) suggests that "the exponential growth in the availability of information brought to us by technological advances brings not only promise, but for many a sense of information overload and frustrations linked to a lack of confidence in using digital tools." Here, overload is taken as being caused by technology delivering too much information, which is made worse by a sense that there is not adequate control over the flood.

More precisely, information overload is the situation that arises when an individual's efficiency and effectiveness in using information (whether for their work, studies, citizenship, or life generally) are hampered by the amount of relevant, and potentially useful, information available to them. The information must be of value or it could simply be ignored, and it must be known about and made accessible or the overload will only be potential, although the latter situation could certainly cause anxiety or fear of missing out, or FOMO (Dhir et al., 2018; Jones & Kelly, 2018; Przybylski et al., 2013). The feeling of overload is usually accompanied by a perceived loss of control over the situation and often by feelings of being overwhelmed. Savolainen (2006, 2007) points out that these feelings are often related to a perceived lack of time to deal with all the information at hand.

Wilson (1995) defined overload as the situation in which someone knows that relevant information exists but knows that they cannot access and use it properly because of time constraints. Time pressures have been mentioned as a specific cause of overload in numerous studies, for example, among health service managers (MacDonald, Bath, & Booth, 2011) and board-level directors (Merendino et al., 2018).

*(Adapted from Bawden, D., & Robinson, L. (2020, June 30). Information Overload: An Introduction. Oxford Research Encyclopedia of Politics. Available at <https://oxfordre.com>)*



*Izmanto šo lapu uzmetumam!*





**EKSĀMENS ANĢĻU VALODĀ**  
(augstākais mācību satura  
apguves līmenis)  
2025  
SKOLOTĀJA MATERIĀLS  
*Mutvārdu daļa, 1. diena*

**EKSĀMENS ANĢĻU VALODĀ**  
(augstākais mācību satura apguves līmenis)

*Mutvārdu daļa, 1. diena*  
**Skolotāja materiāls**

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

**2025**

## Paper 1

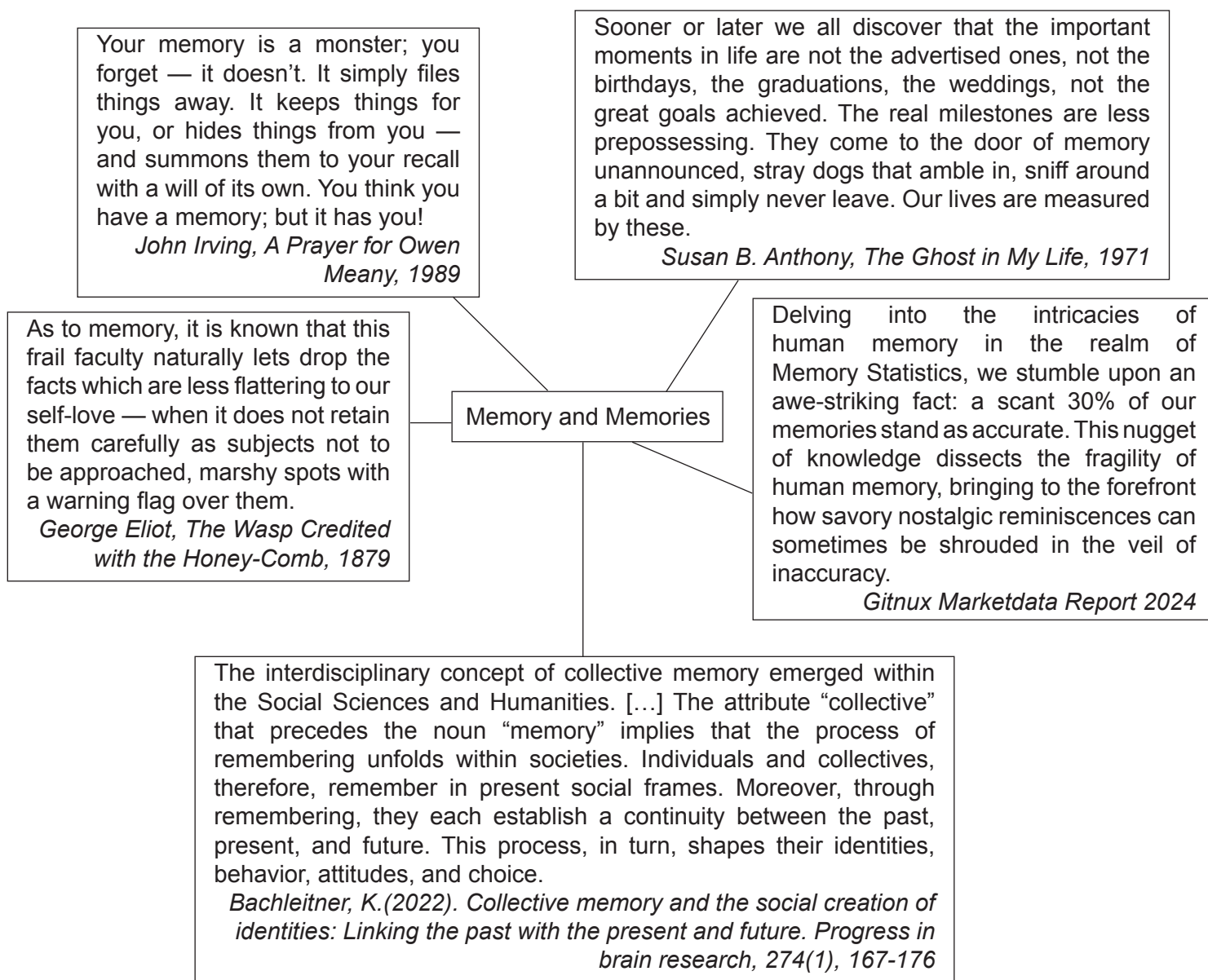
Prepare a 5-minute talk on the topic of “Memory and Memories”.

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

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.

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



**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What can you infer from Irving's quote?
3. To what extent can historians draw on individual and collective memories?

## Paper 2

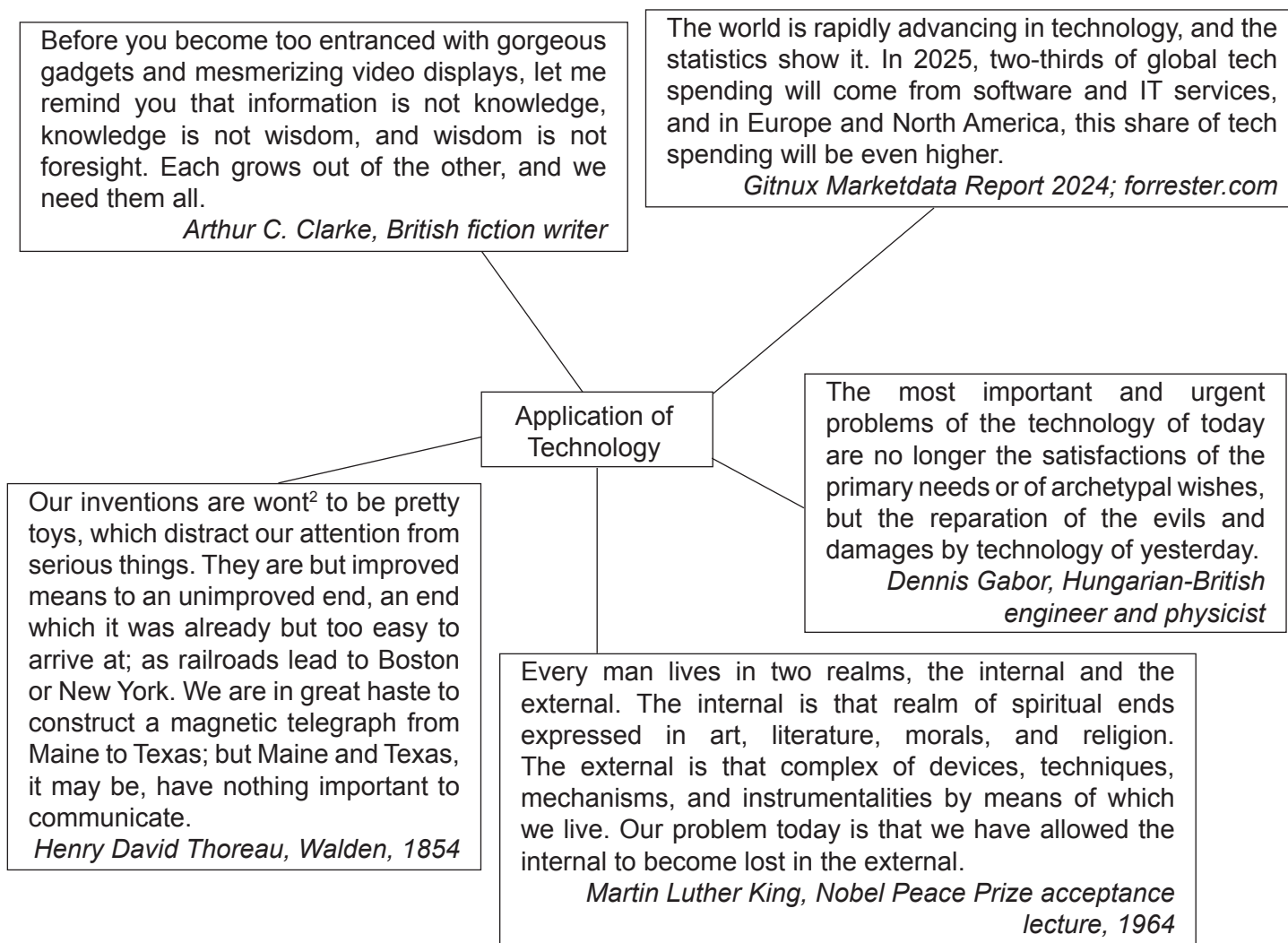
Prepare a 5-minute talk on the topic of “Application of Technology”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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



**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Gabor's quote raise?
3. What ethical dilemmas does technological development raise?

<sup>1</sup> The Internet of Things (IoT) is a name for the aggregate collection of network-enabled devices, excluding traditional computers like laptops and servers. <https://www.investopedia.com>

<sup>2</sup> wont (to do something) - in the habit of doing something

### Paper 3

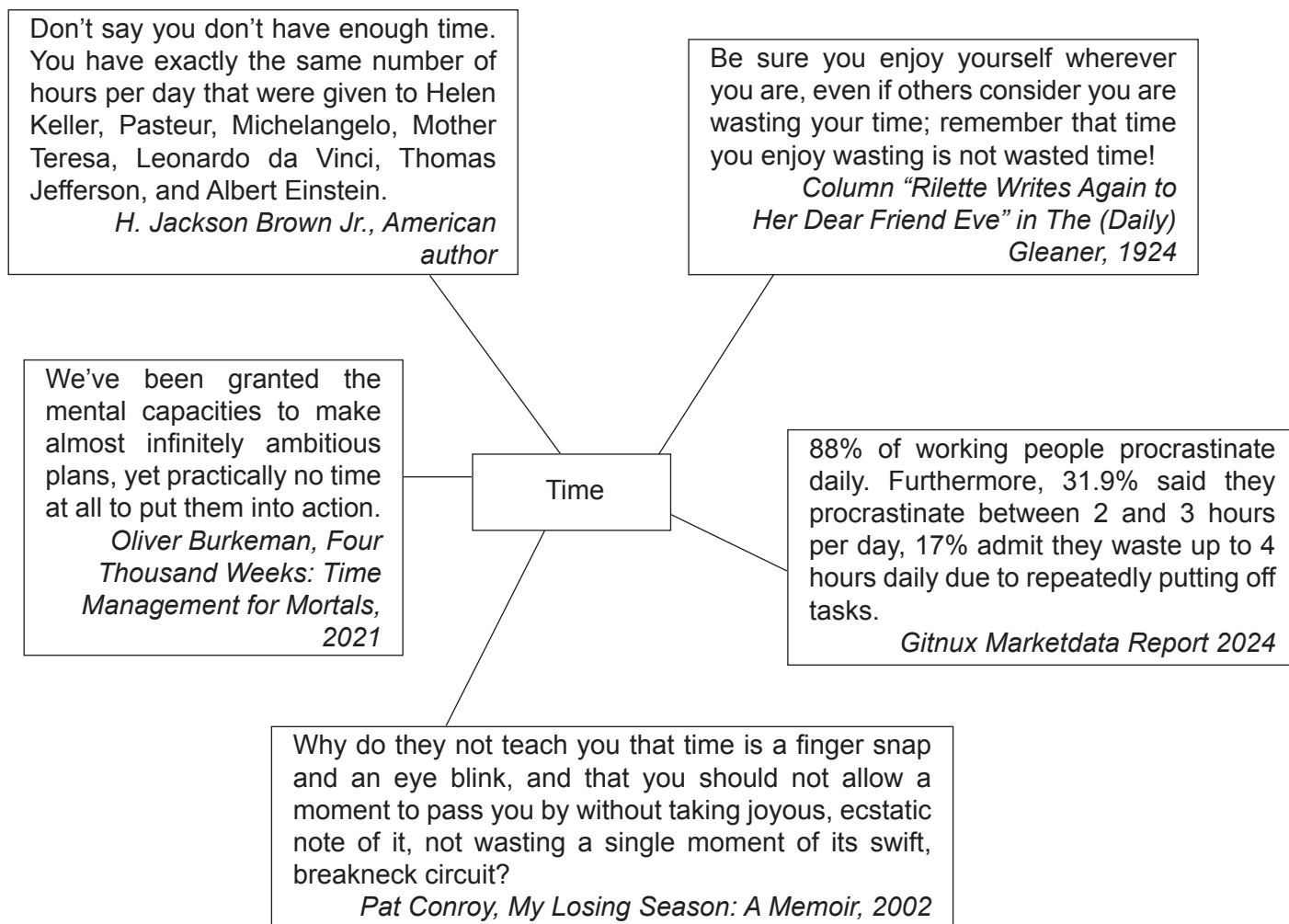
Prepare a 5-minute talk on the topic of “Time”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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



**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What does Jackson Brown's quote imply?
3. How can time management become counterproductive to a person's well-being?

## Paper 4

Prepare a 5-minute talk on the topic of “Learning from Experience”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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

If you are looking to be successful, it turns out being resilient is a key factor. A new study of small business owners finds that being unsuccessful is an important part in learning how to become a winner! That's one of the takeaways from a global survey, which reveals that 88% of respondents share that sentiment – saying that to be successful, people can't be afraid to make mistakes. In fact, 85% don't believe they'd be where they are today if they stopped trying after making a mistake at work.

*studyfinds.org*

We should be careful to get out of an experience only the wisdom that is in it and stop there lest we be like the cat that sits down on a hot stove lid. She will never sit down on a hot stove lid again and that is well but also she will never sit down on a cold one anymore.

*Mark Twain, Following the Equator, 1897*

What the human being is best at doing is interpreting all new information so that their prior conclusions remain intact.

*Warren Buffet, American businessman*

### Learning from Experience

The only real mistake is the one from which we learn nothing.

*Henry Ford, American industrialist and business magnate*

I recognize that I may be wrong. This makes me insecure. My sense of insecurity keeps me alert, always ready to correct my errors. [...] I am a very critical person who looks for defects in myself as well as in others. But, being so critical, I am also quite forgiving. I couldn't recognize my mistakes if I couldn't forgive myself. To others, being wrong is a source of shame; to me, recognizing my mistakes is a source of pride. Once we realize that imperfect understanding is the human condition, there is no shame in being wrong, only in failing to correct our mistakes.

*George Soros, businessman and investor*

**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What can you infer from Ford's quote?
3. To what extent does attitude to failure affect our willingness to take risks?



## Paper 5

Prepare a 5-minute talk on the topic of “Taking action”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

In your talk:

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

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

Young people today have a strong desire to help others but many do not feel like they can make a difference: 84% of young people want to help others but only 52% believe that they can make a positive difference in their community. Some young people believe that their age and inexperience are limiting but report building confidence in their ability to make a difference through participation.

*Teenagency: how young people can create a better world, thesa.org*

From superstorms to heat waves to raging wildfires, the impact of extreme weather is already being felt in every corner of the country. Every day that goes by without climate action is estimated to cost at least \$254 million, based on recent trends, and the average yearly cost of inaction for the last five years has averaged \$120.6 billion or \$3,824/second.

*The Cost of Inaction is Real,  
www.actonclimate.com*

A person may cause evil to others not only by his actions but by his inaction, and in either case he is justly accountable to them for the injury.

*John Stuart Mill, On Liberty,  
1859*

Taking action

The greatest mistake you can make in life is to be continually fearing you will make one.

*Elbert Hubbard,  
The Philistine, 1901*

In our old hunter-gatherer environment (which suited us quite well), action trumped reflection. Lightning-fast reactions were essential to survival; deliberation could be fatal. When our ancestors saw a silhouette appear at the edge of the forest – something that looked a lot like a sabre-tooth tiger – they did not take a pew to muse over what it might be. They hit the road – and fast. We are the descendants of these quick responders. Back then, it was better to run away once too often. However, our world today is different; it rewards reflection, even though our instincts may suggest otherwise.

*Rolf Dobelli, The Art of Thinking Clearly, 2014*

**Now, I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. How do you interpret John Stuart Mill's quote?
3. When can taking action become harmful?

## Paper 6

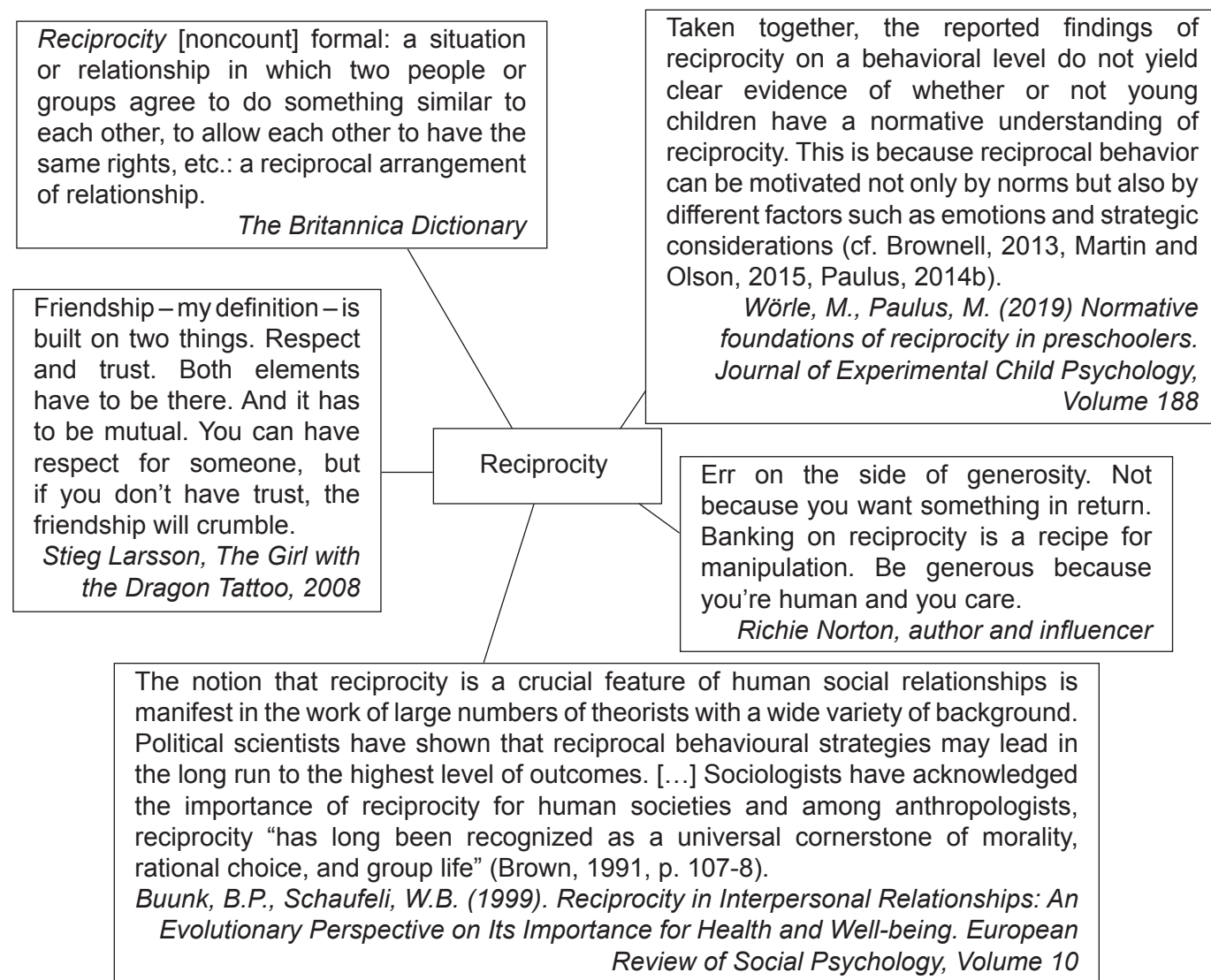
Prepare a 5-minute talk on the topic of “Reciprocity”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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



**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What can you infer from Norton's quote?
3. To what extent can reciprocity in a professional setting be different from personal friendships?

## Paper 1

Prepare a 5-minute talk on the topic of “Memory and Memories”.

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

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.

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

Your memory is a monster; you forget — it doesn't. It simply files things away. It keeps things for you, or hides things from you — and summons them to your recall with a will of its own. You think you have a memory; but it has you!

*John Irving, A Prayer for Owen Meany, 1989*

Sooner or later we all discover that the important moments in life are not the advertised ones, not the birthdays, the graduations, the weddings, not the great goals achieved. The real milestones are less prepossessing. They come to the door of memory unannounced, stray dogs that amble in, sniff around a bit and simply never leave. Our lives are measured by these.

*Susan B. Anthony, The Ghost in My Life, 1971*

As to memory, it is known that this frail faculty naturally lets drop the facts which are less flattering to our self-love — when it does not retain them carefully as subjects not to be approached, marshy spots with a warning flag over them.

*George Eliot, The Wasp Credited with the Honey-Comb, 1879*

### Memory and Memories

Delving into the intricacies of human memory in the realm of Memory Statistics, we stumble upon an awe-striking fact: a scant 30% of our memories stand as accurate. This nugget of knowledge dissects the fragility of human memory, bringing to the forefront how savory nostalgic reminiscences can sometimes be shrouded in the veil of inaccuracy.

*Gitnux Marketdata Report 2024*

The interdisciplinary concept of collective memory emerged within the Social Sciences and Humanities. [...] The attribute “collective” that precedes the noun “memory” implies that the process of remembering unfolds within societies. Individuals and collectives, therefore, remember in present social frames. Moreover, through remembering, they each establish a continuity between the past, present, and future. This process, in turn, shapes their identities, behavior, attitudes, and choice.

*Bachleitner, K.(2022). Collective memory and the social creation of identities: Linking the past with the present and future. Progress in brain research, 274(1), 167-176*

## Paper 2

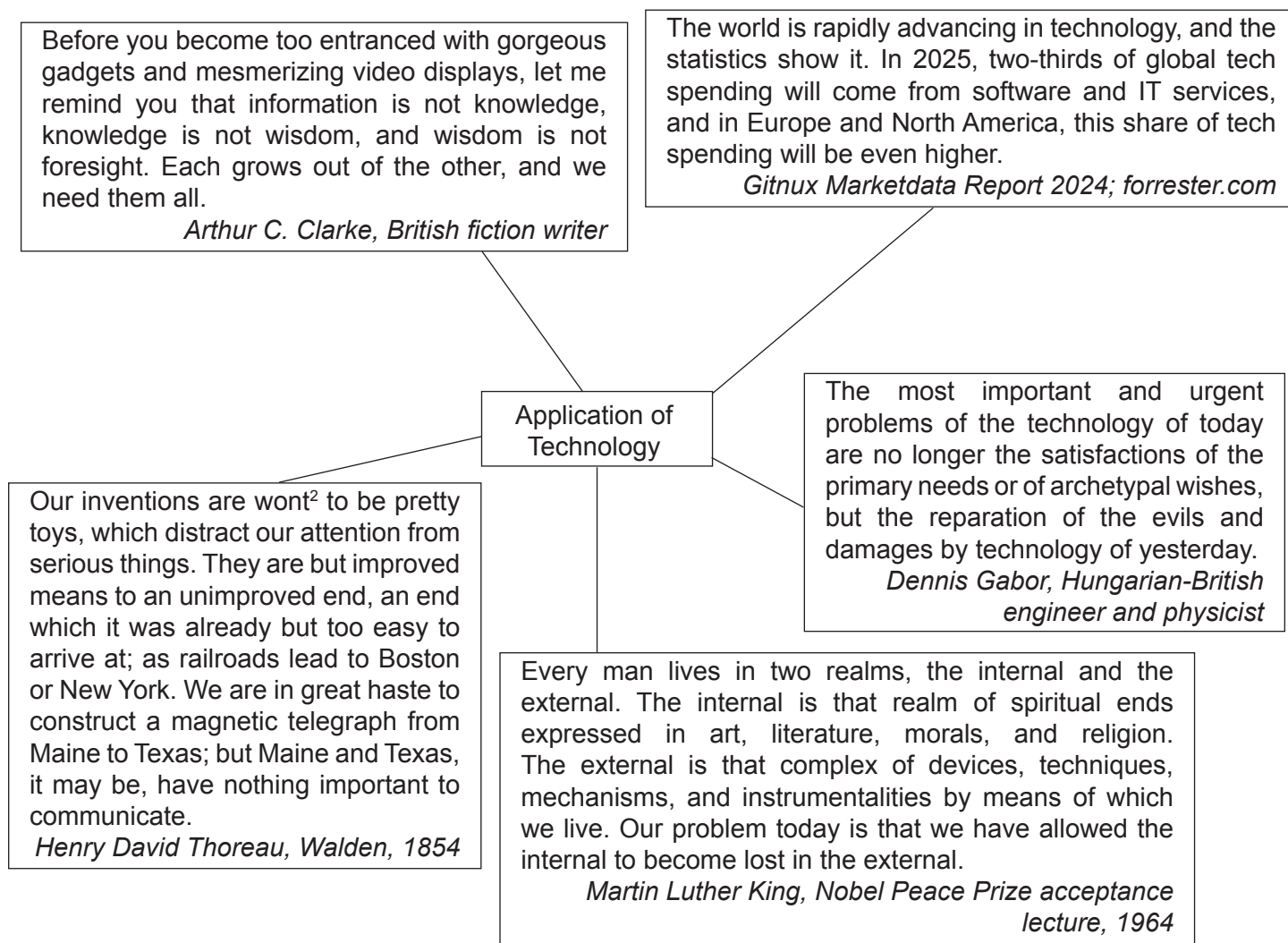
Prepare a 5-minute talk on the topic of “Application of Technology”.

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- introduce the topic and outline the structure of your talk;
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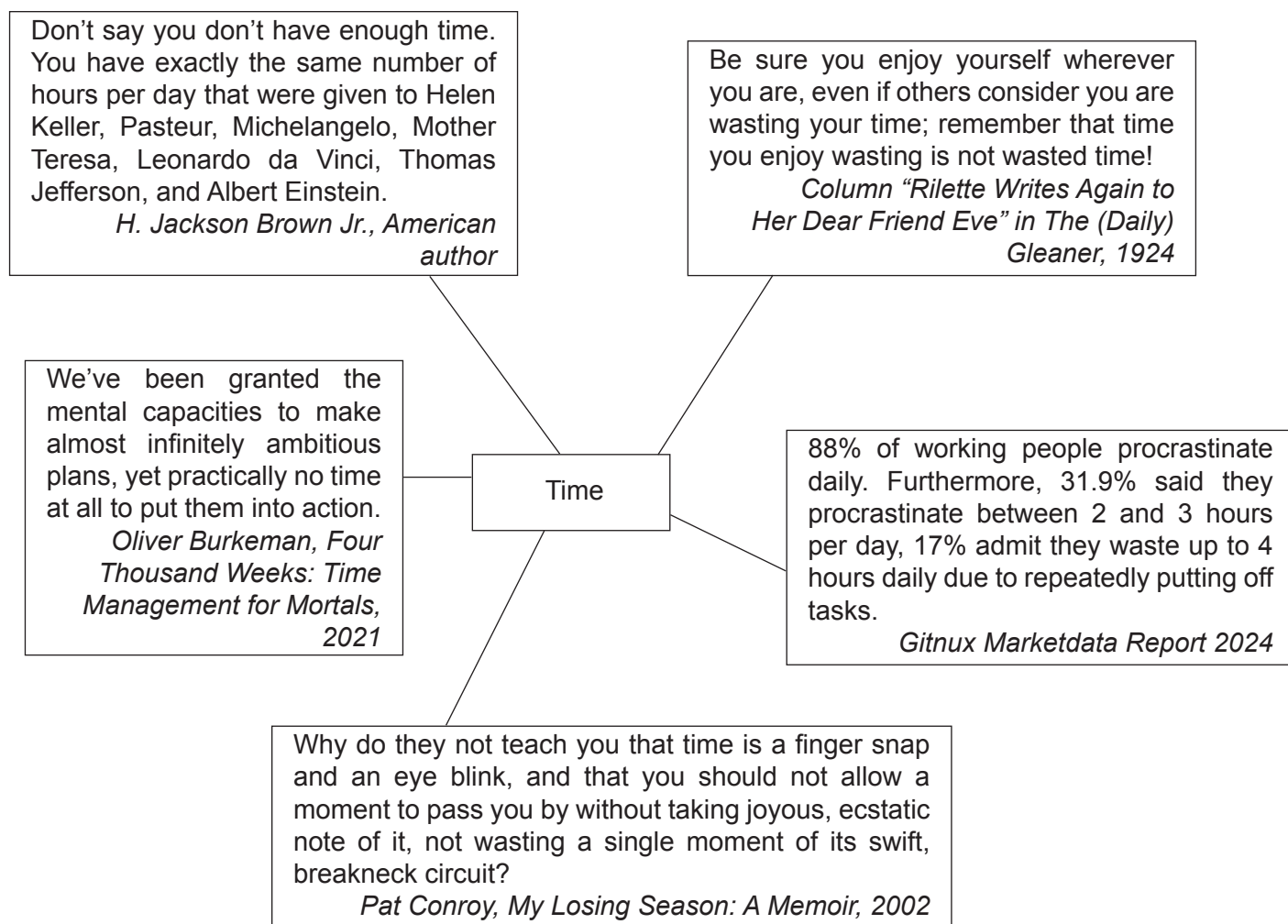
Prepare a 5-minute talk on the topic of "Time".

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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.

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



## Paper 4

Prepare a 5-minute talk on the topic of “Learning from Experience”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

In your talk:

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I recognize that I may be wrong. This makes me insecure. My sense of insecurity keeps me alert, always ready to correct my errors. [...] I am a very critical person who looks for defects in myself as well as in others. But, being so critical, I am also quite forgiving. I couldn't recognize my mistakes if I couldn't forgive myself. To others, being wrong is a source of shame; to me, recognizing my mistakes is a source of pride. Once we realize that imperfect understanding is the human condition, there is no shame in being wrong, only in failing to correct our mistakes.

*George Soros, businessman and investor*



## Paper 5

Prepare a 5-minute talk on the topic of "Taking action".

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

In your talk:

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

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

Young people today have a strong desire to help others but many do not feel like they can make a difference: 84% of young people want to help others but only 52% believe that they can make a positive difference in their community. Some young people believe that their age and inexperience are limiting but report building confidence in their ability to make a difference through participation.

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Taking action

The greatest mistake you can make in life is to be continually fearing you will make one.

*Elbert Hubbard,  
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In our old hunter-gatherer environment (which suited us quite well), action trumped reflection. Lightning-fast reactions were essential to survival; deliberation could be fatal. When our ancestors saw a silhouette appear at the edge of the forest – something that looked a lot like a sabre-tooth tiger – they did not take a pew to muse over what it might be. They hit the road – and fast. We are the descendants of these quick responders. Back then, it was better to run away once too often. However, our world today is different; it rewards reflection, even though our instincts may suggest otherwise.

*Rolf Dobelli, The Art of Thinking Clearly, 2014*

## Paper 6

Prepare a 5-minute talk on the topic of “Reciprocity”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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

*Reciprocity* [noncount] formal: a situation or relationship in which two people or groups agree to do something similar to each other, to allow each other to have the same rights, etc.: a reciprocal arrangement of relationship.

*The Britannica Dictionary*

Friendship – my definition – is built on two things. Respect and trust. Both elements have to be there. And it has to be mutual. You can have respect for someone, but if you don't have trust, the friendship will crumble.

*Stieg Larsson, The Girl with the Dragon Tattoo, 2008*

Reciprocity

Taken together, the reported findings of reciprocity on a behavioral level do not yield clear evidence of whether or not young children have a normative understanding of reciprocity. This is because reciprocal behavior can be motivated not only by norms but also by different factors such as emotions and strategic considerations (cf. Brownell, 2013, Martin and Olson, 2015, Paulus, 2014b).

*Wörle, M., Paulus, M. (2019) Normative foundations of reciprocity in preschoolers. Journal of Experimental Child Psychology, Volume 188*

Err on the side of generosity. Not because you want something in return. Banking on reciprocity is a recipe for manipulation. Be generous because you're human and you care.

*Richie Norton, author and influencer*

The notion that reciprocity is a crucial feature of human social relationships is manifest in the work of large numbers of theorists with a wide variety of background. Political scientists have shown that reciprocal behavioural strategies may lead in the long run to the highest level of outcomes. [...] Sociologists have acknowledged the importance of reciprocity for human societies and among anthropologists, reciprocity “has long been recognized as a universal cornerstone of morality, rational choice, and group life” (Brown, 1991, p. 107-8).

*Buunk, B.P., Schaufeli, W.B. (1999). Reciprocity in Interpersonal Relationships: An Evolutionary Perspective on Its Importance for Health and Well-being. European Review of Social Psychology, Volume 10*



**EKSĀMENS ANGLŪ VALODĀ**  
(augstākais mācību satura  
apguves līmenis)  
2025  
SKOLOTĀJA MATERIĀLS  
*Mutvārdu daļa, 2. diena*

**EKSĀMENS ANGLŪ VALODĀ**  
(augstākais mācību satura apguves līmenis)

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

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

**2025**

## Paper 7

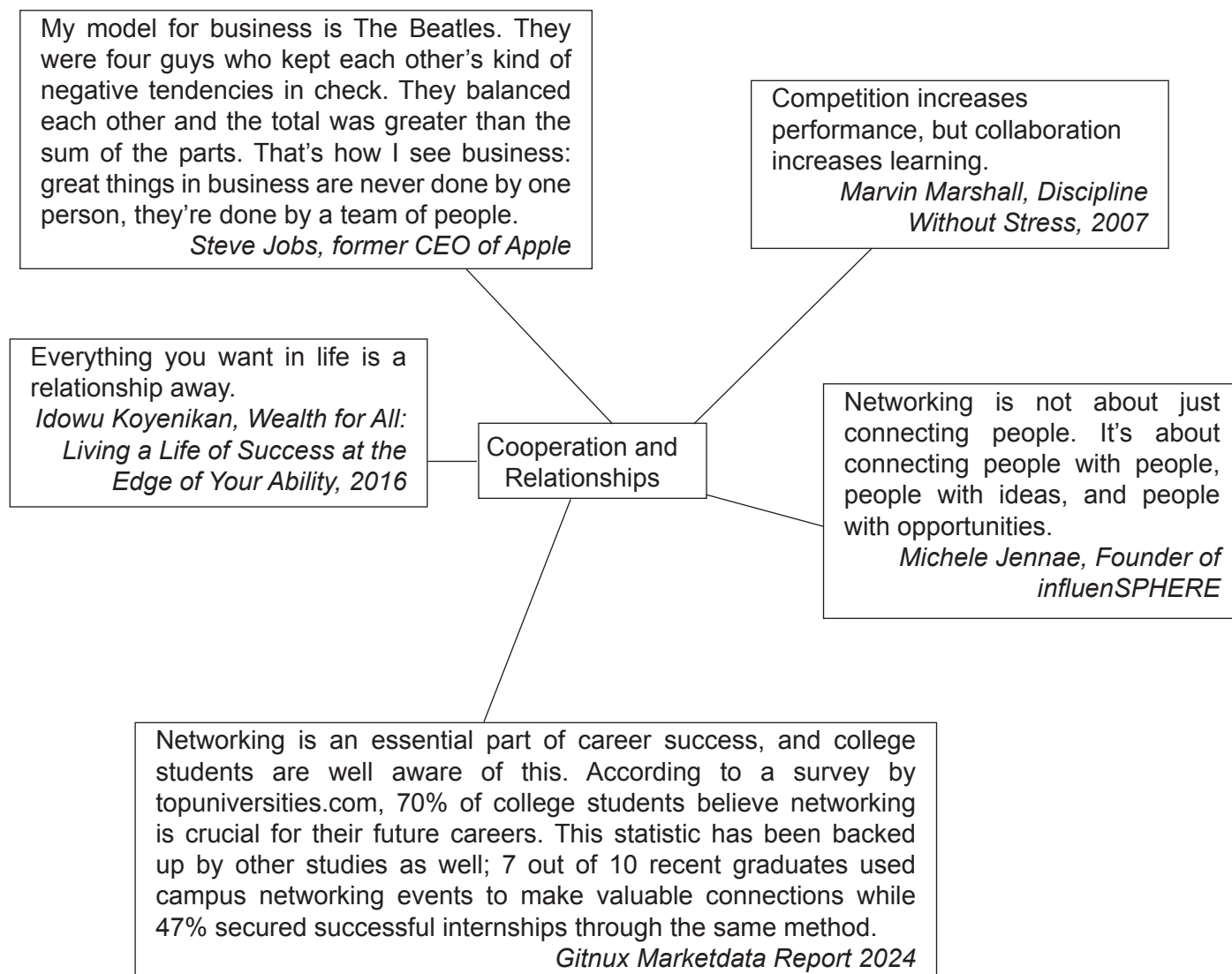
Prepare a 5-minute talk on the topic of “Cooperation and Relationships”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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



**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What can you infer from Marshall's quote?
3. What are the conditions of successful cooperation?

## Paper 8

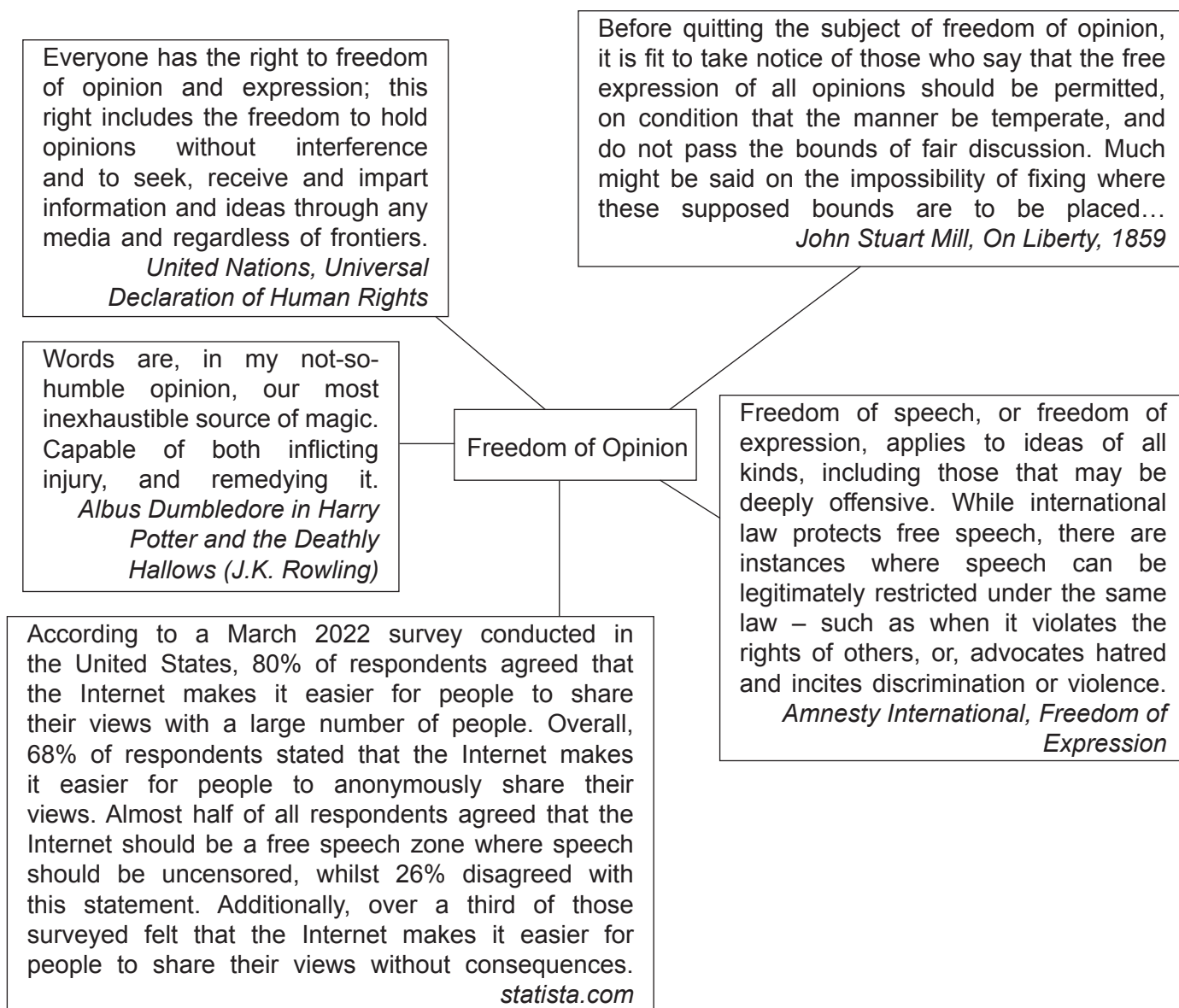
Prepare a 5-minute talk on the topic of “Freedom of Opinion”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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



**Now, I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What does the quote from Harry Potter imply?
3. What responsibilities come with the right to express opinions freely?

## Paper 9

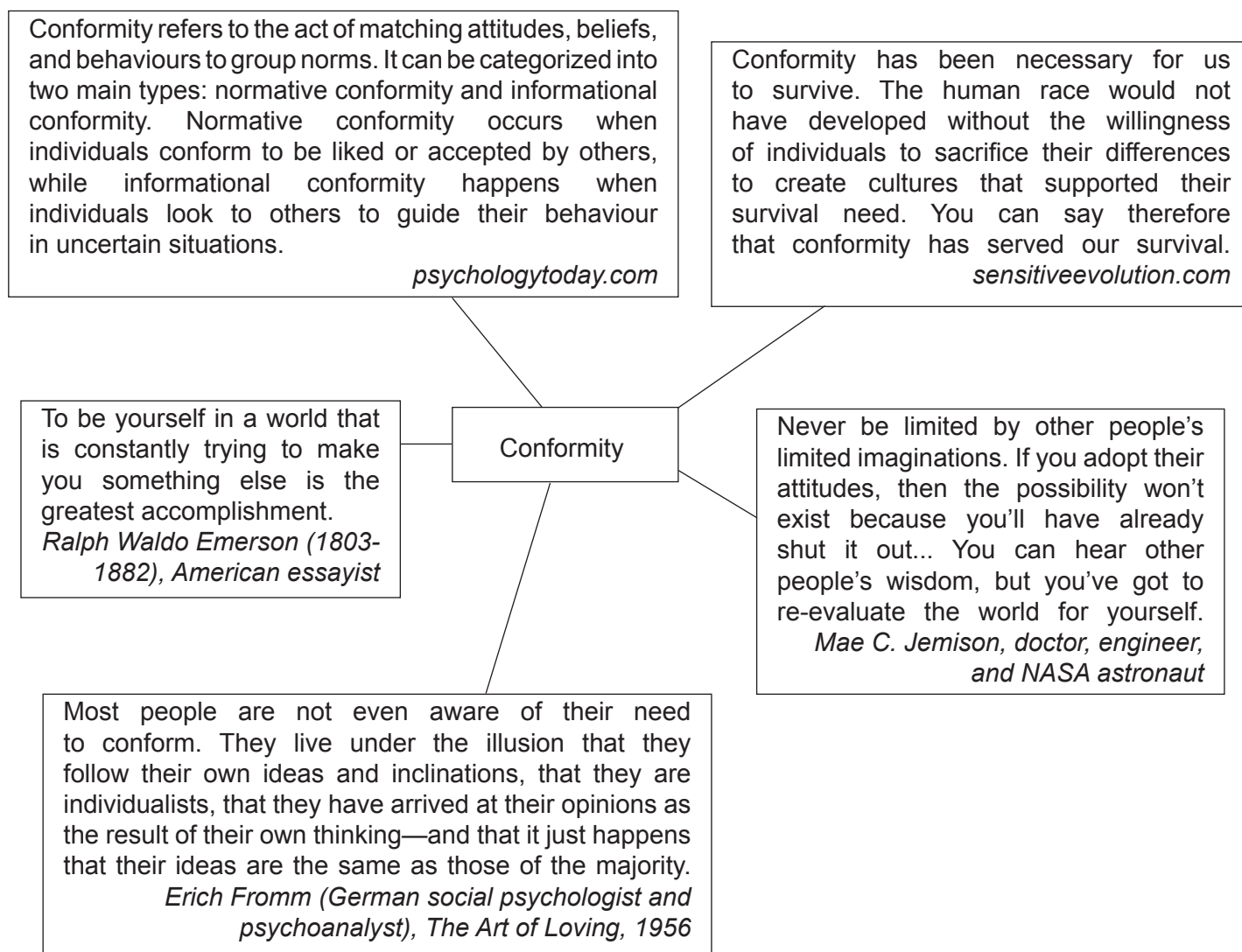
Prepare a 5-minute talk on the topic of “Conformity”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

In your talk:

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

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



**Now I am going to ask you three questions about the topic. Justify your opinion:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Emerson's quote raise?
3. Social media promote both 'being unique' and following trends. How does this paradox shape young people's identity?

## Paper 10

Prepare a 5-minute talk on the topic of “Generation Gap”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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

History has always seen some degree of generational differences. For instance, women in the 1920s shocked their elders by wearing short skirts and bobbed hair. However, the term “generation gap” came into wide use in the United States and Europe during the 1960s. It described the cultural differences between the baby boomers and their parents. During this era, the differences between the two generations were exaggerated in comparison with previous times.

*Mendez, N. (2008). Generation Gap. In: Loue, S.J., Sajatovic, M. (eds) Encyclopedia of Aging and Public Health. Springer, Boston, MA.*

Babies are unreasonable; they expect far too much of existence. Each new generation that comes takes one look at the world and thinks wildly, “Is this all they’ve done to it?” and bursts into tears.

*Clarence Day, The Crow’s Nest, 1921*

Every generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.

*George Orwell, English novelist*

Generation Gap

The young man pities his elders, fearing the day he, too, will join their ranks. The elderly man pities the younger generation, well-knowing the trials and tribulations that lie ahead of them.

*Lynda I Fisher, author*

It’s important to understand the motivations and reasoning behind each generation’s characteristics. For example, people in Generation Z, born since 1996, have grown up with technology all around them, gaining their first mobile phone as a child and never knowing the pre-Internet world. Meanwhile the Baby Boomers (1946 to 1964) and Generation X (1965 to 1976) remember the workplace before PCs and email. They often prefer to speak face to face than operate in a virtual world. [...] The reason that we divide humanity into these various generations is to drive understanding and insight, yet it often takes a negative turn that ends up with sweeping generalisations and division.

*Overcoming the generation gap*

**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Orwell’s quote raise?
3. To what extent do you agree that the problem of generation gap could be resolved?

## Paper 11

Prepare a 5-minute talk on the topic of “Stories”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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

The most powerful words in English are “tell me a story,” words that are intimately related to the complexity of history, the origins of language, the continuity of the species, the taproot of our humanity, our singularity, and art itself. [...] I was born into the century in which novels lost their stories, poems their rhymes, paintings their form, and music its beauty, but that does not mean I had to like that trend or go along with it.

*Pat Conroy, My Reading Life, 2010*

- Instagram Stories’ share of total posting on the platform increased by 21% between 2019 and 2020.
- Brands post an average of 2.5 stories per week on Instagram.
- 62% of Instagram users say they have become more interested in a brand or product after seeing it in Stories.

*Gitnux Marketdata Report 2024*

Story is a sacred visualization, a way of echoing experience. There are lessons along the way.

*Terry Tempest Williams, Pieces of White Shell: A Journey to Navajoland, 1987*

Stories

Every good story is of course both a picture and an idea, and the more they are interfused, the better.

*Henry James, American-British author*

We read books to find out who we are. What other people, real or imaginary, do and think and feel – or have done and thought and felt; or might do and think and feel – is an essential guide to our understanding of what we ourselves are and may become... A person who had never listened to nor read a tale or myth or parable or story, would remain ignorant of his own emotional and spiritual heights and depths, would not know quite fully what it is to be human.

*Ursula K. Le Guin, The Language of the Night: Essays on Fantasy and Science Fiction, 1979*

**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What can you infer from Le Guin’s quote?
3. How can technological advances change the art of storytelling?



## Paper 12

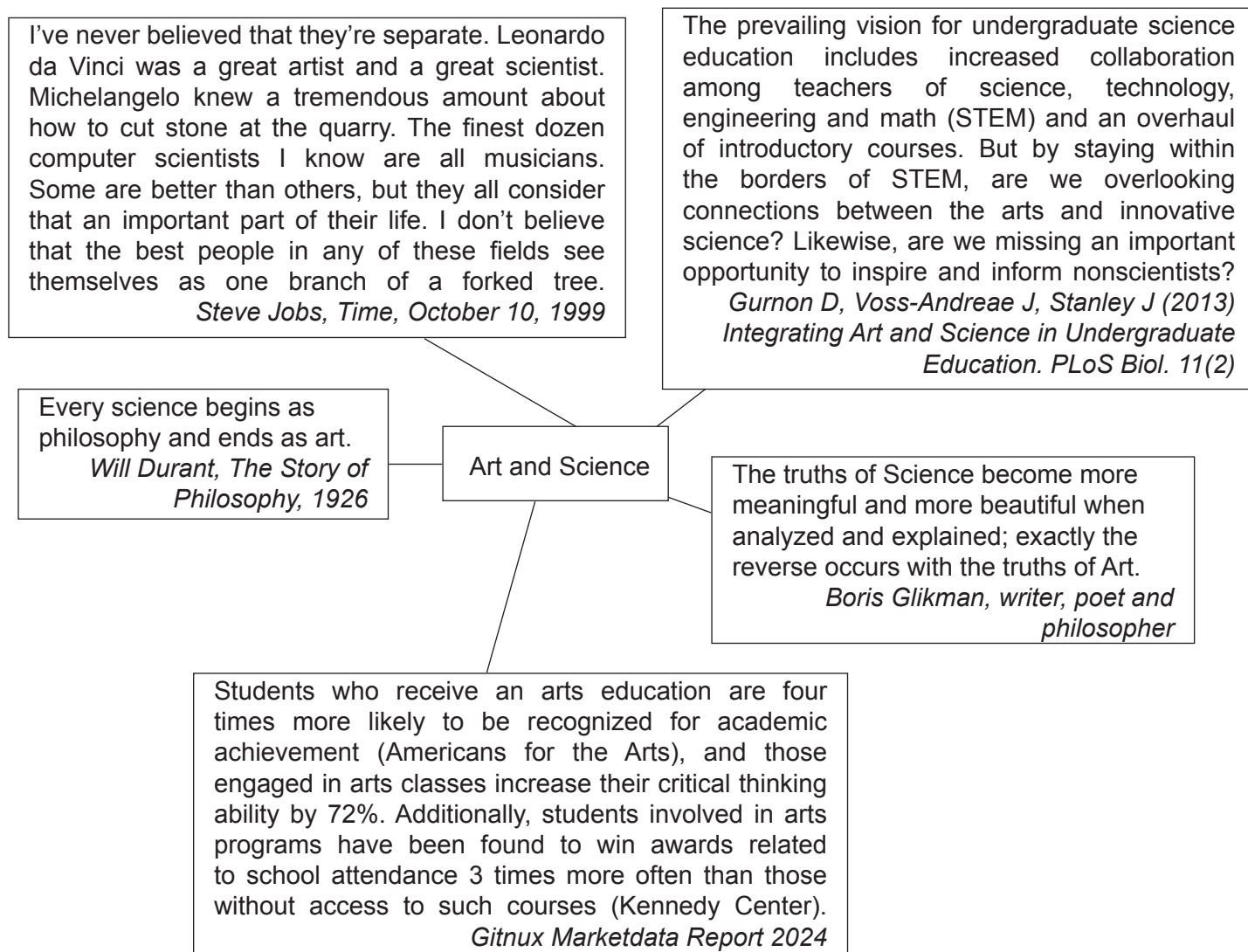
Prepare a 5-minute talk on the topic of “Art and Science”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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



**Now I am going to ask you three questions about the topic. Justify your opinions:**

1. What criteria did you use to select the most relevant information for your talk? Why?
2. How do you interpret Glikman's quote?
3. Which is likely to be affected more by technological advances, arts or sciences? Why?

## Paper 7

Prepare a 5-minute talk on the topic of “Cooperation and Relationships”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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

My model for business is The Beatles. They were four guys who kept each other's kind of negative tendencies in check. They balanced each other and the total was greater than the sum of the parts. That's how I see business: great things in business are never done by one person, they're done by a team of people.

*Steve Jobs, former CEO of Apple*

Competition increases performance, but collaboration increases learning.

*Marvin Marshall, Discipline Without Stress, 2007*

Everything you want in life is a relationship away.

*Idowu Koyenikan, Wealth for All: Living a Life of Success at the Edge of Your Ability, 2016*

Cooperation and Relationships

Networking is not about just connecting people. It's about connecting people with people, people with ideas, and people with opportunities.

*Michele Jennae, Founder of influenSPHERE*

Networking is an essential part of career success, and college students are well aware of this. According to a survey by topuniversities.com, 70% of college students believe networking is crucial for their future careers. This statistic has been backed up by other studies as well; 7 out of 10 recent graduates used campus networking events to make valuable connections while 47% secured successful internships through the same method.

*Gitnux Marketdata Report 2024*



## Paper 8

Prepare a 5-minute talk on the topic of “Freedom of Opinion”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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

Everyone has the right to freedom of opinion and expression; this right includes the freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.  
*United Nations, Universal Declaration of Human Rights*

Words are, in my not-so-humble opinion, our most inexhaustible source of magic. Capable of both inflicting injury, and remedying it.  
*Albus Dumbledore in Harry Potter and the Deathly Hallows (J.K. Rowling)*

### Freedom of Opinion

Before quitting the subject of freedom of opinion, it is fit to take notice of those who say that the free expression of all opinions should be permitted, on condition that the manner be temperate, and do not pass the bounds of fair discussion. Much might be said on the impossibility of fixing where these supposed bounds are to be placed...  
*John Stuart Mill, On Liberty, 1859*

Freedom of speech, or freedom of expression, applies to ideas of all kinds, including those that may be deeply offensive. While international law protects free speech, there are instances where speech can be legitimately restricted under the same law – such as when it violates the rights of others, or, advocates hatred and incites discrimination or violence.  
*Amnesty International, Freedom of Expression*

According to a March 2022 survey conducted in the United States, 80% of respondents agreed that the Internet makes it easier for people to share their views with a large number of people. Overall, 68% of respondents stated that the Internet makes it easier for people to anonymously share their views. Almost half of all respondents agreed that the Internet should be a free speech zone where speech should be uncensored, whilst 26% disagreed with this statement. Additionally, over a third of those surveyed felt that the Internet makes it easier for people to share their views without consequences.  
*statista.com*

## Paper 9

Prepare a 5-minute talk on the topic of “Conformity”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

In your talk:

- introduce the topic and outline the structure of your talk;
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- draw conclusions on the topic.

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

Conformity refers to the act of matching attitudes, beliefs, and behaviours to group norms. It can be categorized into two main types: normative conformity and informational conformity. Normative conformity occurs when individuals conform to be liked or accepted by others, while informational conformity happens when individuals look to others to guide their behaviour in uncertain situations.

*psychologytoday.com*

Conformity has been necessary for us to survive. The human race would not have developed without the willingness of individuals to sacrifice their differences to create cultures that supported their survival need. You can say therefore that conformity has served our survival.

*sensitiveevolution.com*

To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.

*Ralph Waldo Emerson (1803-1882), American essayist*

### Conformity

Never be limited by other people's limited imaginations. If you adopt their attitudes, then the possibility won't exist because you'll have already shut it out... You can hear other people's wisdom, but you've got to re-evaluate the world for yourself.

*Mae C. Jemison, doctor, engineer, and NASA astronaut*

Most people are not even aware of their need to conform. They live under the illusion that they follow their own ideas and inclinations, that they are individualists, that they have arrived at their opinions as the result of their own thinking—and that it just happens that their ideas are the same as those of the majority.

*Erich Fromm (German social psychologist and psychoanalyst), The Art of Loving, 1956*

## Paper 10

Prepare a 5-minute talk on the topic of “Generation Gap”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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Every generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.

*George Orwell, English novelist*

### Generation Gap

The young man pities his elders, fearing the day he, too, will join their ranks. The elderly man pities the younger generation, well-knowing the trials and tribulations that lie ahead of them.

*Lynda I Fisher, author*

It’s important to understand the motivations and reasoning behind each generation’s characteristics. For example, people in Generation Z, born since 1996, have grown up with technology all around them, gaining their first mobile phone as a child and never knowing the pre-Internet world. Meanwhile the Baby Boomers (1946 to 1964) and Generation X (1965 to 1976) remember the workplace before PCs and email. They often prefer to speak face to face than operate in a virtual world. [...] The reason that we divide humanity into these various generations is to drive understanding and insight, yet it often takes a negative turn that ends up with sweeping generalisations and division.

*Overcoming the generation gap*

**Paper 11**

Prepare a 5-minute talk on the topic of “Stories”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

In your talk:

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- draw conclusions on the topic.

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Story is a sacred visualization, a way of echoing experience. There are lessons along the way.

*Terry Tempest Williams,  
Pieces of White Shell: A  
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1987*

Stories

Every good story is of course both a picture and an idea, and the more they are interfused, the better.

*Henry James, American-British  
author*

We read books to find out who we are. What other people, real or imaginary, do and think and feel – or have done and thought and felt; or might do and think and feel – is an essential guide to our understanding of what we ourselves are and may become... A person who had never listened to nor read a tale or myth or parable or story, would remain ignorant of his own emotional and spiritual heights and depths, would not know quite fully what it is to be human.

*Ursula K. Le Guin, The Language of the Night: Essays on Fantasy  
and Science Fiction, 1979*

## Paper 12

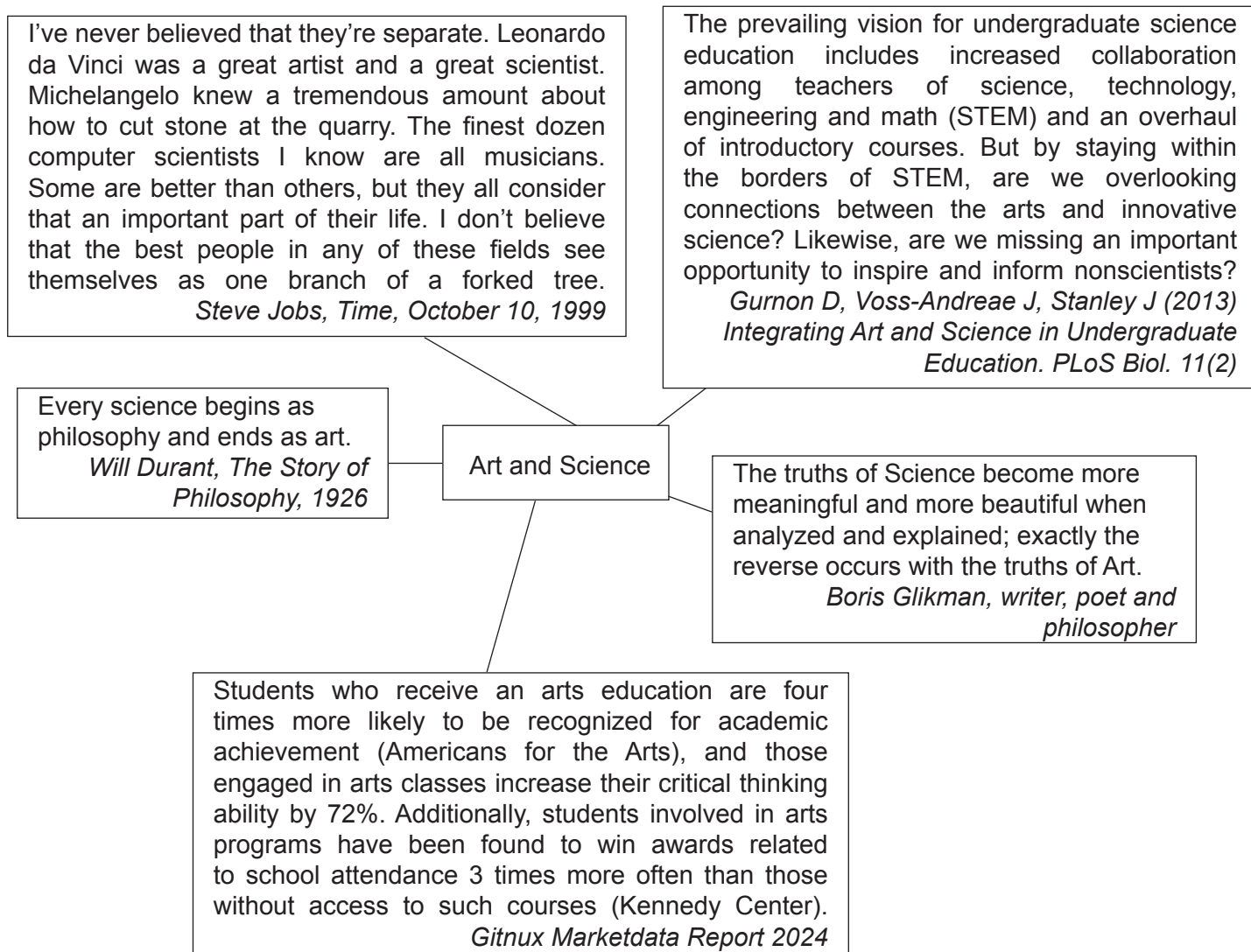
Prepare a 5-minute talk on the topic of “Art and Science”.

**Read the materials below and select at least three points and opinions that 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 first. After your talk, you will answer three questions and justify your opinion.**

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.

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



## KODS

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |
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*Izmanto šo lapu atbildes sagatavošanai!*

## 1. vērtējums

**EKSĀMENS ANGLŪ VALODĀ**  
**(augstākais mācību saturs apguves līmenis)**  
 2025  
 RUNĀŠANAS PRASMES VĒRTĒJUMS

Skola \_\_\_\_\_

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

Vērtētāja vārds, uzvārds \_\_\_\_\_

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

| Skolēna kods |                      | Uzdevuma izpilde          |  | Valodas              |                                    |                      | Kopā<br>(25 p.)      |
|--------------|----------------------|---------------------------|--|----------------------|------------------------------------|----------------------|----------------------|
|              |                      | Sagatavotā<br>runa (5 p.) | Mijiedarbība<br>inform. nodoš.<br>(5 p.) | bagātība<br>(5 p.)   | līdz. liet.<br>pareizība<br>(5 p.) | plūdums<br>(5 p.)    |                      |
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Vērtētāja paraksts \_\_\_\_\_



| Vērtēšanas kritēriji  |   | Snieguma apraksts, punkti   |   |   |  |  |   |
|---|---|---|---|---|--|--|---|
|   |   | 0 punktu  | 1 punkts  | 2 punkti  | 3 punkti   | 4 punkti   | 5 punkti  |
| <b>Uzdevuma izpilde (10 punkti); vērtē katru daļu atsevišķi</b>                                   | <b>Sagatavotā runa</b><br>(runas organizācija, argumentācija un iedevumu izmantošana)                     | Nolasa iedevuma tekstus vai savus pierakstus.   | Ietver dažus uzdevuma nosacījumus. Sniedz galvenokārt atsevišķus, savstarpēji nesaistītus apgalvojumus. Uzskaita atsevišķus faktus un viedokļus no iedevumos piedāvātās informācijas. | Daļēji izpilda uzdevuma nosacījumus. Runa ir daļēji strukturēta, runas daļas ir saistītas vienkāršā veidā. Pārstāsta informāciju no iedevumos piedāvātās informācijas un/vai savas personiskās pieredzes. | Izpilda visus uzdevuma nosacījumus. Runa ir pietiekami strukturēta, runas daļas ir saistītas. Izteiktais viedoklis ir pamatots. Apkopo iedevumos piedāvāto informāciju.      | Pilnībā izpilda visus uzdevuma nosacījumus. Runa ir strukturēta, runas daļas ir loģiski saistītas. Izteiktais viedoklis ir pamatots ar izvērstiem argumentiem un piemēriem. Apkopo un salīdzina iedevumos piedāvāto informāciju. | Pilnībā izpilda visus uzdevuma nosacījumus. Runa ir skaidri strukturēta, runas daļas ir līdzsvarotas, loģiski saistītas. Izteiktais viedoklis ir pamatots ar izvērstiem, pārliecinošiem argumentiem un piemēriem. Analizē un izvērtē iedevumos piedāvāto informāciju, formulējot secinājumus. |
|   | <b>Mijiedarbība informācijas nodošanā</b><br>(jautājumu izpratne un atbildes uz jautājumiem)              | Nesniedz atbildes uz jautājumiem. vai<br>Atbild uz vienu jautājumu, izmantojot tikai atsevišķus vārdus. | Atbild uz diviem jautājumiem, izmantojot atsevišķus vārdus un vienkāršas frāzes. vai<br>Atbild uz vienu jautājumu, sniedzot īsu, konkrētu atbildi, pamatojot to.                      | Atbild uz dažiem jautājumiem. Sniedz īsas, konkrētas atbildes, dažreiz pamato ar piemēriem un argumentiem.  | Atbild uz visiem jautājumiem. Pamato un skaidro savu pozīciju ar atbilstošiem argumentiem, tomēr atbildēs trūkst pietiekamas precizitātes vai izvērsuma.                     | Precīzi atbild uz visiem jautājumiem. Pamato un skaidro savu pozīciju ar atbilstošiem un izvērstiem argumentiem.   | Brīvi un precīzi atbild uz visiem jautājumiem. Pamato un skaidro savu pozīciju ar pārliecinošiem un izvērstiem argumentiem.   |
| <b>Vārdu krājums, gramatika, valodas plūdums un izruna (15 punktu); vērtē visai atbildei kopā</b> | <b>Valodas bagātība</b><br>(valodas apjoms, diapazons)  | Valodas lietojums nepietiekams, lai novērtētu.  | Lieto ierobežotu vārdu krājumu un vienkāršas un vienveidīgas struktūras, lai izteiktos par doto kontekstu.  | Lieto pietiekamu vārdu un struktūru krājumu, lai spētu izteikties vispārīgi un aprakstoši, un/ vai pārmērīgi izmanto iedevuma leksiku.  | Lieto saziņas situācijai piemērotus valodas līdzekļus. Pietiekams vārdu krājums, lai spētu brīvi izteikties par dažādiem tematiem, reti meklē vārdus vai izsakās aprakstoši. | Izmanto piedāvātajai saziņas situācijai atbilstošus un daudzveidīgus valodas līdzekļus. Ir bagāts vārdu krājums, lai spētu sniegt skaidru salīdzinājumu, izteiktu argumentētu viedokli, īpaši nemeklējot vārdus.                 | Izmanto piedāvātajai saziņas situācijai atbilstošus un daudzveidīgus valodas līdzekļus. Ir ļoti bagāts vārdu krājums, kas ļauj izteikties skaidri, neierobežojot sakāmā saturu.   |
|   | <b>Valodas līdzekļu lietojuma pareizība</b><br>(gramatiski pareizs un leksiski precīzs valodas lietojums) |   | Izmanto biežāk lietotos valodas līdzekļus ar kļūdām, kuras dažreiz traucē uztvert teikto.   | Diezgan pareizi izmanto biežāk lietotos valodas līdzekļus; kļūdas netraucē saziņai.   | Pārsvārā pareizi lieto dažādus valodas līdzekļus; nedaudzās kļūdas un pārteikšanās netraucē saziņai.   | Pārsvārā runā gramatiski pareizi un leksiski precīzi; nav kļūdu, kas rada pārpratumus.   | Runā ar nemainīgi augstu valodas pareizību un precizitāti; kļūdas ir retas, gandrīz nemanāmas un parasti tiek tūlīt izlabotas.  |
|   | <b>Valodas plūdums</b><br>(izruna, uzsvare, ritms un intonācija)  |   | Runā ar biežām pauzēm, izmantojot atsevišķus izteikumus. Izrunas kļūdas var kavēt izpratni.   | Runā ar vilcināšanos, dažreiz meklējot vārdus. Izrunas kļūdas netraucē uztvert domu.  | Runā diezgan tekoši. Izvēloties piemērotus izteikumus, iespējamās pauzes nevietā. Izrunā pieļaujamas nelielas kļūdas.  | Runā tekoši. Pauzes ir pamatotas. Izruna un intonācija pārsvārā atbilst mērķvalodai.   | Bez grūtībām izsakās spontāni un raiti. Izruna un intonācija atbilst mērķvalodai un saziņas situācijai.   |