

Centralizētais eksāmens par vispārējās vidējās izglītības apguvi

ANGLU VALODA

(optimālais mācību satura apguves līmenis)

KODS

													A	N	G	O	L
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Darba burtnīca

1. daļa. Lasīšana

2. daļa. Klausīšanās

Norādījumi

Iepazīsties ar norādījumiem.

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

Eksāmena rakstu daļā veicamo uzdevumu skaits, iegūstamo punktu skaits un paredzētais izpildes laiks:

Daļa	Uzdevumu skaits	Punktu skaits	Laiks (min)
1. Lasīšana	3	25	50
2. Klausīšanās	3	25	30
Starpbrīdis			
3. Rakstīšana	2	25	80

Rakstīšanas daļas darba materiāla un atbilžu lapas saņemsī pēc starpbrīža.

Darbu veic ar tumši zilu vai melnu pildspalvu. Raksti salasāmi.

Eksāmena izpildes laikā darba burtnīcā un rakstīšanas daļas darba materiāla lapās drīkst izmantot krāsu zīmulus vai flomāsterus.

Atbilžu lapās atbildes raksti tieši tām paredzētajās vietās.

Ar zīmuli rakstītais netiek vērtēts.

Eksāmena norises laikā eksāmena vadītājs skaidrojumus par uzdevumiem nesniedz.

Eksāmenā izmantotie teksti adaptēti atbilstoši eksāmena uzdevumu mērķim.

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

2025

READING

Task 1 (7 points)

Five people have shared their experience of having a gap year after high school. Read their comments (A–E) and answer the questions. For each question (1–7), choose one of the texts (A–E). Write one appropriate letter (A, B, C, D or E) next to the question (1–7). Each text may be used more than once.

Questions		Text
1.	Who has decided to develop their personal interests into career opportunities?	
2.	Who spent their time developing creative interests?	
3.	Who realised the importance of higher education during their gap year?	
4.	Whose gap year did not go as planned?	
5.	Who admits they used to think too highly of themselves?	
6.	Who views calculated risk-taking as worthwhile?	
7.	Whose experience could help students deal with the consequences of not getting what they wanted?	

TEXTS

A

During the year between high school and university, I discovered the value of spending time alone with my thoughts, reflecting on my true wants and needs. I devoted myself to reading literature of all kinds, which opened my mind to different perspectives and broadened my understanding of the world. Without the distraction of social media, I was able to develop my passion for writing, starting a personal blog where I poured out my thoughts and reflections on my life experiences. Although some people may find being alone overwhelming, I saw it as a chance to engage in activities that made my life richer. Art became my way to escape, and I would lose track of time while painting, expressing emotions that words could not capture. Throughout this period, I gained a clearer understanding of my values and what truly matters in life. While the journey of self-discovery was sometimes lonely, the personal growth and lessons I learned will continue to guide me forward.

Anna

B

When I first thought about my gap year, I had this really ambitious idea of going on a big backpacking trip across Europe. I spent countless hours preparing and carefully mapping out my route. In my imagination, I would walk through historic cities with their cobblestone streets and marvel at picturesque landscapes. However, the reality was different. Instead of travelling across Europe, I found myself working in restaurants and shops. Day after day, I worked long shifts, getting experience in the service industry. Though my original wish did not come true, I was fortunate enough to visit Brazil and Jamaica – both trips were birthday gifts for turning eighteen. During that year of working in customer service, I made an important discovery: this was not the career path I wanted to follow. It hit me that my hesitation about university wasn't because I disliked education, but rather because I was nervous about the challenges of college life. Looking back, gaining real-world experience before starting my degree was probably the best thing that could have happened.

Brian

C

While my classmates were receiving their college acceptance letters after high school, I found myself struggling with indecision. My challenging experiences in high school had left me worried that college would be even more difficult, complete with intimidating social situations and feelings of isolation. I was doing well academically, but none of my subjects sparked any real enthusiasm. By graduation, I had missed the application deadlines, and I finally gathered the courage to inform my parents that I wasn't going to college after all. It was a tense period, but my parents eventually accepted my decision. My father made a deal with me: I could continue living at home without going to college, provided I had a full-time job. I wasn't in a position to negotiate, so I agreed. I found a job in the mailroom of a large insurance company, and after nine months or so, I came to two important conclusions. Firstly, advancing in any business career would be nearly impossible without a degree. Secondly, my fears about college life were largely unfounded. Now that I'm here, I've discovered that fellow students actually show me respect, and the university environment is far more welcoming than I had imagined.

Carol

D

Taking a gap year after secondary school requires thoughtful planning and consideration. While there is certainly a danger of not using the time effectively and losing the motivation to continue with your education, stepping away from academic studies can open up some valuable opportunities. When you're no longer caught up in the usual rush of studying, you have the chance to explore what really excites you and potentially discover an entirely new direction for your life. My gap year experience proved to be transformative. It helped me recognize that certain activities I had previously seen as mere hobbies could actually become a future occupation. This completely changed the way I thought about going to university, and when I eventually began my studies, I found the experience significantly more rewarding. The secret is to spend your gap year doing things that match your long-term aspirations. Instead of just going through the motions and doing what was expected, I tried out different activities that appealed to me.

Dave

E

When I applied to universities, I made a big mistake – I only applied to the top ones and got rejected by every single one. I hadn't prepared any backup options, so a gap year it was. At first, this felt like a huge setback, but it turned out to be exactly what I needed. During that year, I spent time volunteering, got some real work experience, and dedicated myself to learning new things on my own. But the most important change wasn't what I did – it was how I changed as a person. I became more driven, more humble, more open to new experiences. Looking back now, I can clearly see why things didn't work out the first time around, and I understand how my attitude played a big part in it. One of the most valuable lessons I learned was about taking responsibility for our failures. Instead of pointing fingers or making excuses, I realized it was more important to understand what went wrong and work on improving myself. It's perfectly fine to aim for the best, but I discovered there's a crucial difference between being confident and being arrogant. If you're considering taking a gap year, I'd strongly encourage it. Just remember to use this time to really look inside yourself and think about who you want to become.

Eric

Task 2 (10 points)**Read the article and answer questions 8–17.****DAILY DOSES OF NATURE IN THE CITY**

1. The environmental movement is shifting away from focusing solely on raising awareness about environmental issues. Many agencies and organisations now also aim to connect people with nature. For example, every year in the United Kingdom, the Wildlife Trust runs the *30 Days Wild* campaign. This encourages people to carry out a daily “random act of wildness” for the month of June. At the same time, the International Union for Conservation of Nature recently launched its #NatureForAll program, which aims to inspire a love of nature. Our new research suggests daily doses of urban nature may be the key to developing connections for the majority who live in cities.
2. This shift in focus is starting to appear in environmental policies as well. For example, the UK’s recent 25-year environment plan identifies connecting people with the environment as one of its six key areas. Meanwhile, in Australia, the state of Victoria’s Biodiversity 2037 plan aims to help all Victorians engage with nature as one of two overarching objectives.
3. The thinking behind such efforts is simple: connecting people to nature will motivate them to act in ways that protect and care for the world. Evidence does suggest that people who have a high connection with the natural world are likely to display pro-environmental attitudes and behaviours. However, over half of all people globally, and nine out of ten people in Australia, live in urban environments, which reduces their opportunities to experience and connect with the natural world.
4. A recent study may offer some answers. A survey of Brisbane residents revealed that people who experienced nature during childhood or regularly spent time in nature were more likely to report feeling connected to the environment. The study also looked at the relationship between nature experiences in childhood and adulthood. The results suggest that people who lack such childhood experiences can still come to have a strong connection with nature by experiencing it as an adult. While there have been focused efforts on connecting children with nature, equal emphasis should be placed on promoting adult nature experiences and creating a sense of connection, particularly among those lacking such encounters.
5. We are starting to understand the important role that frequent local experiences of nature may play. In addition to boosting people’s sense of nature connection, daily interactions with urban green spaces deliver the benefits of improved physical, mental and social well-being. A growing evidence base is showing that exposure to nature, particularly in cities, can lead to healthier and happier urban dwellers. That said, we still have much to discover about how an individual’s relationship with nature is shaped. We need a better understanding of how people from diverse cultural and social contexts experience and connect to different types of nature.
6. Dunn and colleagues have already advocated for the importance of urban nature experiences as a way to strengthen city residents’ support for conservation. They described the “pigeon paradox” whereby experiencing urban nature, which is often of low ecological value – such as interactions with non-native species – may still have wider environmental benefits through people behaving in more environmentally conscious ways. As new evidence emerges, we need to build on this thinking. It would seem that the future of our very connection to nature, our well-being, and conservation depend on city dwellers’ abilities to experience urban nature.

Adapted from theconversation.com

For questions 8–13, match the most appropriate heading (A–H) to paragraphs 1–6. You can use each heading once. There are two headings you do not need to use.

	Paragraph	Heading
8.	Paragraph 1	
9.	Paragraph 2	
10.	Paragraph 3	
11.	Paragraph 4	
12.	Paragraph 5	
13.	Paragraph 6	

Headings	
A	Not enough information yet
B	When quality does not matter
C	A clear solution with a limitation
D	Connecting with nature throughout life
E	Bringing nature into the city
F	Recognition at the state level
G	From informing about to encountering nature
H	The quality of urban nature experiences matters

For questions 14–17, decide if the statements are true (T), false (F) or not mentioned (NM) based on the text. Tick (✓) the appropriate box.

Statements		T	F	NM
14.	The UK and Australia disagree on the need to improve human engagement with nature.			
15.	A strong connection to nature typically results in more environmentally friendly behaviour.			
16.	The success rate of programs connecting urban residents to nature varies by their duration.			
17.	Spending time in urban nature may be sufficient to make people more environmentally aware.			

Task 3 (8 points)

Read the article about favourite songs. For questions 18–25, choose and circle the answer (A, B, C or D) that you think fits best based on the text.

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

18. 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.
19. 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.
20. 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.
21. We can we 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.
22. 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.
23. 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.
24. 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.
25. 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.

Neaizmirsti aizpildīt „Lasīšanas daļas” atbilžu lapu!

LISTENING

Task 1 (6 points)

You will hear people speaking about how they benefitted from learning a foreign language. For questions 1–6, match each speaker with the statement (A–H) that is true for them. Write the letter of the statement next to the speaker. You can use each letter only once. There are two extra statements which you do not need to use.

LEARNING A FOREIGN LANGUAGE

		Statement
1.	Speaker 1	
2.	Speaker 2	
3.	Speaker 3	
4.	Speaker 4	
5.	Speaker 5	
6.	Speaker 6	

For this person, learning a foreign language	
A	helped in their professional life.
B	helped them to reconnect with their roots.
C	helped them to discover a new leisure activity.
D	gave them a chance to build a friendship.
E	helped them enter a university.
F	provided an opportunity to fulfil a childhood dream.
G	helped them adapt to a new country.
H	helped them to find a new job.

Task 2 (11 points)

You will listen to a programme about memory. For questions 7–17, complete the gaps in the notes on the programme with the missing information (words or numbers). Use up to five words or a number per gap. You will hear the recording twice.

MEMORY

7. The aim of the podcast is to explore the _____ of remembering and learning.
8. To show the way procedural memory works, the presenter uses the example of _____.
9. All memories are not handled _____.
10. It is easier to remember what you had for breakfast _____ than on a typical weekday.
11. Short-term memory can be compared to a _____ containing a limited number of items.
12. Our short-term memory can keep information for about _____.
13. Our long-term memory works on the basis of _____.
14. Learning information by heart is less effective than _____ it.
15. The brain also keeps information related to the _____ in which something was learned.
16. The presenter refers to forgetting as really being a _____.
17. The problem with remembering information is linked to _____.

Task 3 (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 (18–25) and choose the correct answer (A, B or C) based on what you hear in the podcast. You will hear the recording twice.

COMMUNICATION

18. 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.
19. 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.
20. 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.
21. 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.
22. 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.
23. 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.
24. 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.
25. 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.

Neaizmirsti aizpildīt „Klausīšanās daļas” atbilžu lapu!



KODS

ANGOL

Task 1. Ar „X” atzīmē izvēlēto atbildi!

	A	B	C	D	E
1.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.–7. jautājuma kļūdu labojumam

	A	B	C	D	E
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 3. Ar „X” atzīmē izvēlēto atbildi!

	A	B	C	D
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"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18.–25. 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 2. Ar „X” atzīmē izvēlēto atbildi!



[illegible]

	T	F	NM
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.–13. jautājuma kļūdu labojumam

	A	B	C	D	E	F	G	H
1								
2								

14.–17. jautājuma kļūdu labojumam

	T	F	NM
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KODS

A N G O L

Task 1. Ar „X” atzīmē izvēlēto atbildi!

	A	B	C	D	E	F	G	H
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.–6. jautājuma kļūdu labojumam

<input type="checkbox"/>	<input type="checkbox"/>
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A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Task 2. Ieraksti atbildi!

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

Task 3. Ar „X” atzīmē izvēlēto atbildi!

	A	B	C
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18.–25. jautājuma kļūdu labojumam

<input type="checkbox"/>	<input type="checkbox"/>
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A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Task 1**E-mail (9 points)****You should spend about 25 minutes on this task.****LOOKING FOR VOLUNTEERS**
City Arts Centre

Join our dynamic team of volunteers and be part of Dublin's vibrant arts community! We are currently looking for volunteers for the following positions:

- Gallery Guide: lead visitors through the exhibitions and provide information about the artworks (4-hour shifts)
- Workshop Assistant: help artists run creative workshops for children and teens (afternoons)
- Front Desk Helper: welcome visitors and provide general information (various shifts available)

We provide full training, a generous travel allowance, and pocket money as well as free entry to all the exhibitions.

Positions available **from July 1, 2025 to August 31, 2025**

Contact Ms Longman at volunteer@cityartcentre.ie

You see the following announcement on the school website.

Write an e-mail to apply for one of these positions. In your e-mail:

- explain which role you're interested in the most and your availability;
- describe your relevant experience and skills and explain how you can contribute to the centre;
- ask for more information about the terms and conditions of work.

Write between 120–150 words. Texts shorter than 50 words will not be evaluated.

Notes

Task 2**Essay (16 points)**

You should spend about 55 minutes on this task.

You are participating in an international youth newspaper essay competition on students' time management skills. Read the information provided and write an essay in which you:

- formulate the problem raised in the sources and explain why it should be addressed;
- propose and support at least two solutions to the problem which address the causes;
- come to a conclusion.

Write between 250–300 words. Texts shorter than 100 words will not be evaluated.

Do not forget to use “quotation marks” if you decide to quote a phrase from the sources.

Source 1:

Time management is an essential skill for it allows students to effectively balance their academic, personal, and social responsibilities. It helps them stay organized, meet deadlines, reduce stress, improve productivity, and achieve better outcomes, enabling them to make the most of their college experience. However, it is also a skill that many students struggle to master. It can be difficult to balance the demands of school, work, and social life, and it can be hard to find the motivation to stay on top of tasks and deadlines.

Adapted from www.acc.edu.au

Source 2:

There are several reasons students struggle with managing their time effectively, including:

- procrastination – according to a study by the University of Calgary, 80-95% of college students report delaying tasks until the last minute, with 50% doing so consistently
- poor planning skills
- over-commitment – many students feel pressure to hold part-time jobs or maintain social lives on top of their academic responsibilities
- distractions

Adapted from medium.com

Notes

Task 2 (16 points)

Essay

You should spend about 55 minutes on this task.

Write between 250–300 words.

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

EKSĀMENS ANĢĻU VALODĀ
(optimālais 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

Task instructions:

You are taking part in an English debate club discussion on music. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions. Study the material provided below (content and arguments) to plan your talk. You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Engaging in musical activities of any kind can have positive consequences in many areas. For instance, musical engagement and shaping musical abilities are important for the development of various traits and skills in children and adolescents. Making music with others helps young people in terms of identity development and also helps them cope with issues that occur when growing up.

pmc.ncbi.nlm.nih.gov

Source 2:

An “alarmingly high” proportion of music students who start to learn a musical instrument subsequently give up. The first significant surge of dropout comes at the age of 11 and between ages 15 and 17. Many music students gave up before achieving even basic proficiency, feeling dissatisfied with their learning experience and disillusioned with musical activities. In many cases, students enthusiastically start their lessons but discontinue them before attaining the skill level necessary for musical independence and satisfaction.

pmc.ncbi.nlm.nih.gov

Ask the student three questions after the talk:

1. How could students be motivated to continue learning a musical instrument?
2. How can music education impact students' academic performance?
3. In what ways do social media shape young people's taste in music?

Paper 2

Task instructions:

You are taking part in an English debate club discussion on life satisfaction. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Life satisfaction often depends more on personality than on changing life circumstances. This explains why some people might not feel happy even when things are going well, while others stay positive despite facing challenges. For example, someone might get a promotion but still feel unfulfilled, while another person maintains optimism during difficult times. Simply improving external conditions, like getting a better job or moving to a nicer place, may not lead to lasting happiness unless these changes somehow affect our fundamental personality traits and outlook on life.

psychologytoday.com

Source 2:

When looking for happiness and life satisfaction, people often pursue greater wealth. Traditional economic models of decision-making suggest that individual well-being is determined primarily by one's absolute income. Real-life observations, however, offer another perspective. What seems to characterize people's subjective well-being is not only how much they own in absolute terms but also how much they own in comparison with others.

pmc.ncbi.nlm.nih.gov

Ask the student three questions after the talk:

1. How can social media affect a person's life satisfaction?
2. What factors do you think contribute the most to teenagers' life satisfaction?
3. How can young people change their mindset in order to experience greater life satisfaction?

Paper 3

Task instructions:

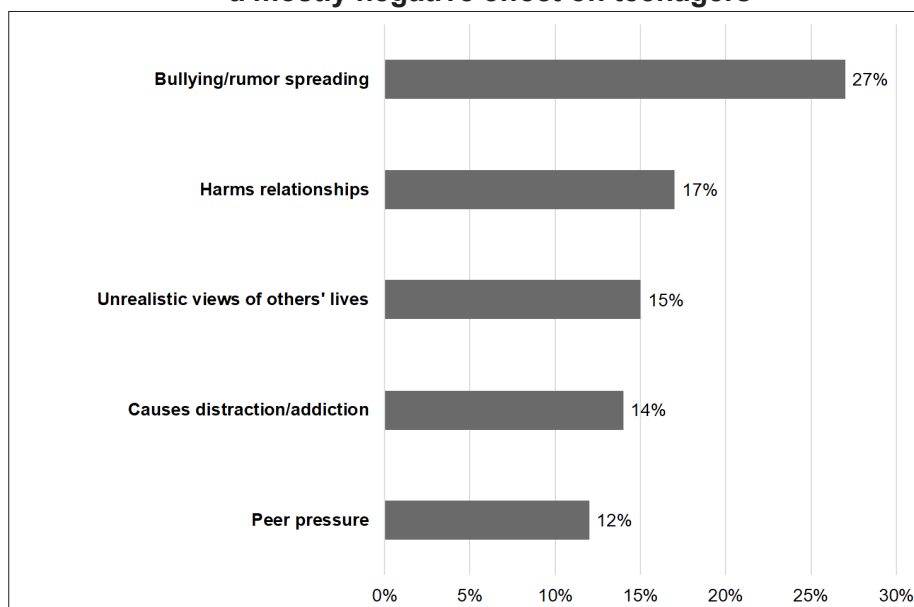
You are taking part in an English debate club discussion on the effects of social media. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:**Main reasons for social media having a mostly negative effect on teenagers**

www.statista.com (2018)

Source 2:

Though it might be difficult to imagine, social media actually has positive aspects for young users. Global social media platforms provide a space for young people to express their opinions, share their thoughts, and participate in meaningful conversations. Teenagers are not only absorbing information but also actively creating content, which enables them to communicate their ideas clearly and efficiently. The ability to express themselves freely not only boosts their self-esteem but also fosters a spirit of curiosity and uniqueness.

www.thelatruster.org

Ask the student three questions after the talk:

1. Do you think social media should censor their content? Why/Why not?
2. How else can teenagers express themselves besides using social media?
3. How can teenagers be encouraged to limit the use of social media?

Paper 4

Task instructions:

You are taking part in an English debate club discussion on recycling. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

The plastics industry has worked for decades to convince people that recycling will keep waste out of landfills. Consumers sort their trash so plastic packaging can be repurposed, and local governments use taxpayer money to gather and process the material. Yet from the early days of recycling, plastic makers knew that it wasn't a practical solution to deal with increasing amounts of waste, according to documents uncovered by the Center for Climate Integrity. The industry appears to have championed recycling mainly for its public relations value, rather than as a tool for avoiding environmental damage, the documents suggest.

npr.org

Source 2:

- Each person living in the EU generated 36.1 kilos of plastic packaging waste on average in 2021.
- The volume of plastic packaging waste generated per inhabitant increased by about 29% (+8.1 kilos per person) between 2010 and 2021.
- The total plastic waste produced in the EU in 2021 was 16.13 million tonnes. Some 6.56 million tonnes of plastic waste were recycled.

www.europarl.europa.eu

Ask the student three questions after the talk:

1. How can individuals reduce the amount of plastic they use?
2. Do you think recycling should be made compulsory? Why/Why not?
3. Should companies face penalties if they don't use recyclable packaging? Why/Why not?

Paper 5

Task instructions:

You are taking part in an English debate club discussion on summer jobs. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

A summer job teaches teenagers essential work values such as diligence, reliability, and commitment. Through these experiences, young people learn crucial skills including punctuality and professionalism – qualities that will help them succeed both academically and in their future careers. Working with experienced employees allows teens to observe and understand workplace expectations while taking on real responsibilities. This practical experience helps shape their attitude toward work and builds a strong foundation of professional habits that will serve them well in their future.

careerprocanada.ca

Source 2:

The teenage workforce has indeed been shrinking for decades. In the 1970s, roughly 60% of American teenagers between the ages of 16 and 19 were either employed or looking for work during the summer months. By 2016, only 35% were. Since then, young people working in the summer months have seen something of a recovery, with the employment rate for teens reaching 38% in 2022, according to the Bureau of Labor Statistics. But even with that upward trend, the summer job is no longer the tradition it once was.

vox.com

Ask the student three questions after the talk:

1. What other benefits of having a summer job are there?
2. What types of summer jobs are most suitable for students? Why?
3. How can students balance a summer job with free time during their break from school?

Paper 6**Task instructions:**

You are taking part in an English debate club discussion on after-school programmes. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

After-school programmes serve children and youth of all ages. These programmes cover a wide range of focus areas, including academic support, mentoring, positive youth development, arts, sports and recreation. The activities children and youth engage in outside of school hours are critical to their overall development, which is why quality after-school programmes are needed in all communities.

www.fan.org

Source 2:

Lucas (a 16-year-old) admits, "I feel like my entire life revolves around school and after-school activities, and it is starting to get overwhelming. Every day I'm either at practice, rehearsals, or a study group. By the time I get home, I'm exhausted, and there's hardly any time to do homework or just relax. I feel like I'm juggling a million things all the time and it's hard to keep up. Sometimes I just wish I could do nothing at all for a change."

www.quora.com

Ask the student three questions after the talk:

1. How can teenagers learn to say "no" to activities they don't genuinely enjoy?
2. Do you think young people feel pressured to be busy all the time? Why/Why not?
3. What can students do to balance their studies and free time?

Paper 1

You are taking part in an English debate club discussion on music. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Engaging in musical activities of any kind can have positive consequences in many areas. For instance, musical engagement and shaping musical abilities are important for the development of various traits and skills in children and adolescents. Making music with others helps young people in terms of identity development and also helps them cope with issues that occur when growing up.

pmc.ncbi.nlm.nih.gov

Source 2:

An “alarmingly high” proportion of music students who start to learn a musical instrument subsequently give up. The first significant surge of dropout comes at the age of 11 and between ages 15 and 17. Many music students gave up before achieving even basic proficiency, feeling dissatisfied with their learning experience and disillusioned with musical activities. In many cases, students enthusiastically start their lessons but discontinue them before attaining the skill level necessary for musical independence and satisfaction.

pmc.ncbi.nlm.nih.gov

Notes

Continue overleaf if necessary.

Paper 2

You are taking part in an English debate club discussion on life satisfaction. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Life satisfaction often depends more on personality than on changing life circumstances. This explains why some people might not feel happy even when things are going well, while others stay positive despite facing challenges. For example, someone might get a promotion but still feel unfulfilled, while another person maintains optimism during difficult times. Simply improving external conditions, like getting a better job or moving to a nicer place, may not lead to lasting happiness unless these changes somehow affect our fundamental personality traits and outlook on life.

psychologytoday.com

Source 2:

When looking for happiness and life satisfaction, people often pursue greater wealth. Traditional economic models of decision-making suggest that individual well-being is determined primarily by one's absolute income. Real-life observations, however, offer another perspective. What seems to characterize people's subjective well-being is not only how much they own in absolute terms but also how much they own in comparison with others.

pmc.ncbi.nlm.nih.gov

Notes

Continue overleaf if necessary.

Paper 3

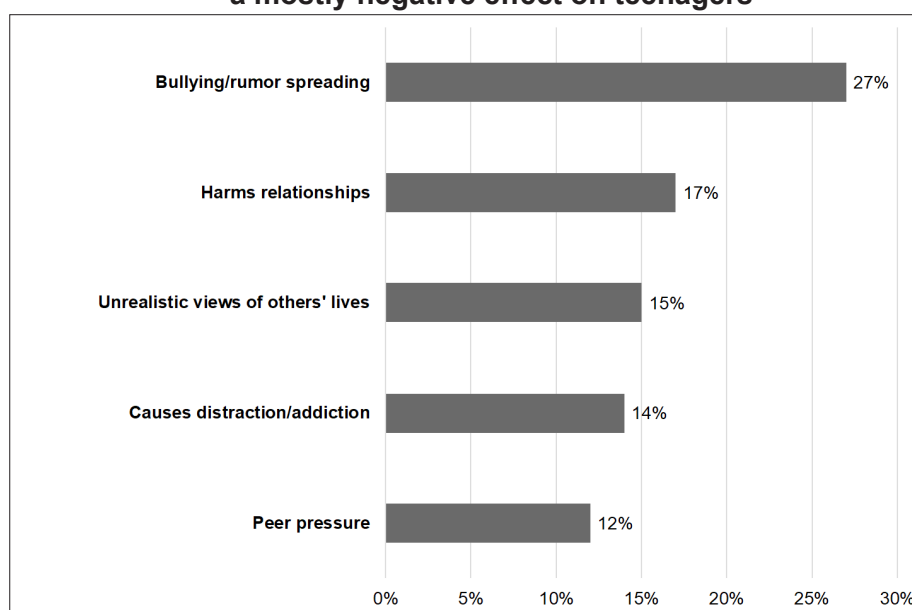
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Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:**Main reasons for social media having a mostly negative effect on teenagers**

www.statista.com (2018)

Source 2:

Though it might be difficult to imagine, social media actually has positive aspects for young users. Global social media platforms provide a space for young people to express their opinions, share their thoughts, and participate in meaningful conversations. Teenagers are not only absorbing information but also actively creating content, which enables them to communicate their ideas clearly and efficiently. The ability to express themselves freely not only boosts their self-esteem but also fosters a spirit of curiosity and uniqueness.

www.thelatrust.org

Notes

Continue overleaf if necessary.

Paper 4

You are taking part in an English debate club discussion on recycling. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

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npr.org

Source 2:

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- The total plastic waste produced in the EU in 2021 was 16.13 million tonnes. Some 6.56 million tonnes of plastic waste were recycled.

www.europarl.europa.eu

Notes

Continue overleaf if necessary.

Paper 5

You are taking part in an English debate club discussion on summer jobs. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

A summer job teaches teenagers essential work values such as diligence, reliability, and commitment. Through these experiences, young people learn crucial skills including punctuality and professionalism – qualities that will help them succeed both academically and in their future careers. Working with experienced employees allows teens to observe and understand workplace expectations while taking on real responsibilities. This practical experience helps shape their attitude toward work and builds a strong foundation of professional habits that will serve them well in their future.

careerprocanada.ca

Source 2:

The teenage workforce has indeed been shrinking for decades. In the 1970s, roughly 60% of American teenagers between the ages of 16 and 19 were either employed or looking for work during the summer months. By 2016, only 35% were. Since then, young people working in the summer months have seen something of a recovery, with the employment rate for teens reaching 38% in 2022, according to the Bureau of Labor Statistics. But even with that upward trend, the summer job is no longer the tradition it once was.

vox.com

Notes

Continue overleaf if necessary.

Paper 6

You are taking part in an English debate club discussion on after-school programmes. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

After-school programmes serve children and youth of all ages. These programmes cover a wide range of focus areas, including academic support, mentoring, positive youth development, arts, sports and recreation. The activities children and youth engage in outside of school hours are critical to their overall development, which is why quality after-school programmes are needed in all communities.

www.fan.org

Source 2:

Lucas (a 16-year-old) admits, "I feel like my entire life revolves around school and after-school activities, and it is starting to get overwhelming. Every day I'm either at practice, rehearsals, or a study group. By the time I get home, I'm exhausted, and there's hardly any time to do homework or just relax. I feel like I'm juggling a million things all the time and it's hard to keep up. Sometimes I just wish I could do nothing at all for a change."

www.quora.com

Notes

Continue overleaf if necessary.

EKSĀMENS ANĢĻU VALODĀ
(optimālais mācību satura
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2025
SKOLOTĀJA MATERIĀLS
Mutvārdu daļa, 2. diena

EKSĀMENS ANĢĻU VALODĀ
(optimālais 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

Task instructions:

You are taking part in an English debate club discussion on free higher education. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Hannah Lang, a fourth-year bioengineering student at Aarhus University in Denmark, receives a monthly grant of around \$800 from the Danish government. "It means I don't have to work too much outside of my studies," Hanna says. "It helps pay the rent and food, and then, you don't have to think too much about money." And like most Danes, she will graduate owing nothing. That's because in Denmark, as in at least a dozen European countries, tuition is free at public universities and most colleges, and students are paid to go into higher education as if it were a job.

www.theworld.org

Source 2:

People don't tend to put as much care and effort into something they get for free as they would if they had to pay for it. When it comes to college studies, those with a financial stake in them will predictably put in much more effort than those who are paying nothing out of their own pockets. Over the decades, we have seen a sharp decline in the number of hours college students devote to their coursework, and it's easy to imagine a further decline in student effort if they are attending college for free.

www.aier.org

Ask the student three questions after the talk:

1. Would students study harder if they received financial support from the government for good grades? Why/Why not?
2. What else can motivate students to work hard?
3. Should university education be free for everyone but with stricter selection criteria? Why/Why not?

Paper 8

Task instructions:

You are taking part in an English debate club discussion on culture and the world. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Globalization helps people learn about and appreciate diverse cultures worldwide. Through interaction with different societies, people develop a better understanding of international traditions and lifestyles. When people from different cultural backgrounds collaborate and exchange ideas, it leads to mutual benefits. Such interactions promote new perspectives and highlight our shared human experiences, ultimately creating a more connected and harmonious global community.

www.linkedin.com

Source 2:

Globalization has changed how cultural identity develops across the world. Many local traditions are becoming less common as Western popular culture spreads globally through media and technology. The Internet and social media make it easier for people worldwide to share cultural content, which creates a more uniform global culture. While this connection brings new opportunities, it also means some local traditions and customs become less important in daily life. This process affects how communities maintain their unique characteristics.

jihaneziyan.medium.com

Ask the student three questions after the talk:

1. How do social media influence the balance between local and global culture?
2. How can communities preserve their cultural identity in the digital age?
3. Why does experiencing different cultures change our worldview?

Paper 9

Task instructions:

You are taking part in an English debate club discussion on international student exchange. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

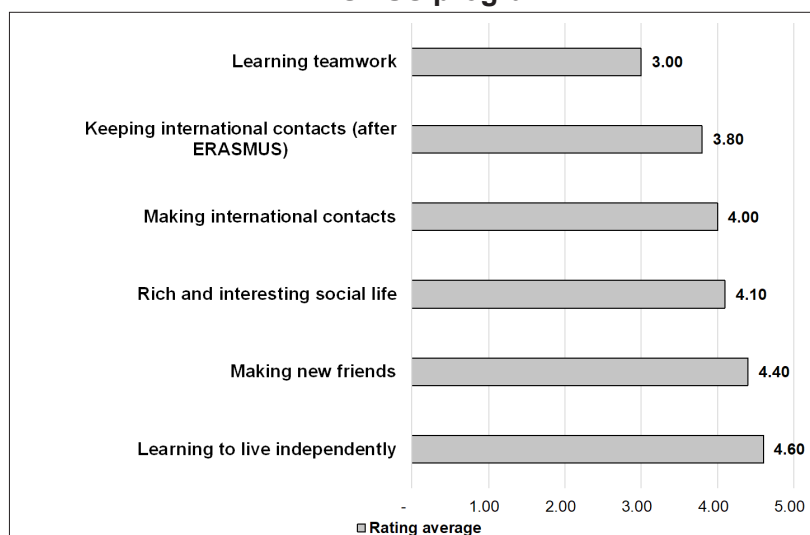
Source 1:

International student exchange programs can present challenges for students, such as language barriers, unfamiliar learning environments, and cultural differences. Language proficiency is often a significant hurdle for students as it can impact their academic performance and social integration in the host country. Moreover, adjusting to a new educational system, different teaching methods, and cultural norms requires adaptability and resilience on the part of students.

researchgate.net

Source 2:

Respondents' evaluation of the importance of personal and social benefits gained from the ERASMUS program



www.mdpi.com

Ask the student three questions after the talk:

1. How should students prepare for an exchange year abroad?
2. How may studying abroad change students' views on their own culture?
3. Why do universities encourage international student exchange?

Paper 10**Task instructions:**

You are taking part in an English debate club discussion on leisure activities. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

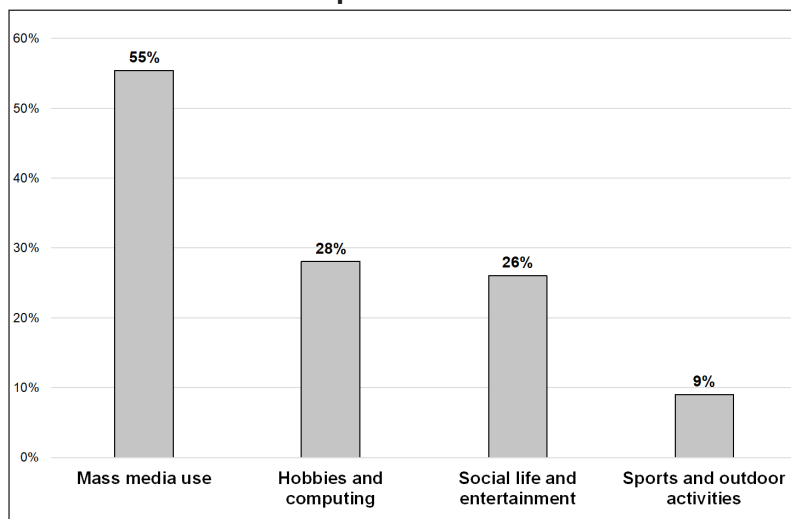
Source 1:

One study found that people who do at least 20 minutes of physical leisure activities once a week are less likely to feel tired. Other research found that doing enjoyable physical activities during your free time was associated with lower blood pressure and better physical function. These activities were also linked to higher levels of positive mental states and lower levels of depression and negative effects.

www.verywellmind.com

Source 2:

Percentage of participants according to leisure activities practiced



(N=231 young people, 126 men and 105 women aged between 18 and 24)

researchgate.net

Ask the student three questions after the talk:

1. To what extent does Source 2 reflect how you spend free time?
2. How could teenagers be encouraged to take up physical leisure activities?
3. Why do people tend to spend less time on sports and outdoor activities than before?

Paper 11

Task instructions:

You are taking part in an English debate club discussion on change. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Change is not always beneficial. It may force us out of tired habits and impose better ones upon us, but it can also be stressful and costly. Change for the sake of change is a risk – the pursuit of “better” can sometimes leave people bitter, regretting changes they did not need to make.

www.ineos.com

Source 2:

One reason people may resist change is that it can be uncomfortable and uncertain. It is natural to feel comfortable in familiar surroundings and routines. However, it is important to recognize that growth and progress often come from stepping outside of your comfort zone. By trying new activities and embracing change, you can broaden your horizons, develop new skills and discover creative solutions to problems.

www.forbes.com

Ask the student three questions after the talk:

1. How could people overcome their fear of change?
2. Should a person change themselves while trying to fit in? Why/Why not?
3. Do you agree with the opinion that we should never stop learning? Why/Why not?

Paper 12

Task instructions:

You are taking part in an English debate club discussion on fake news. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

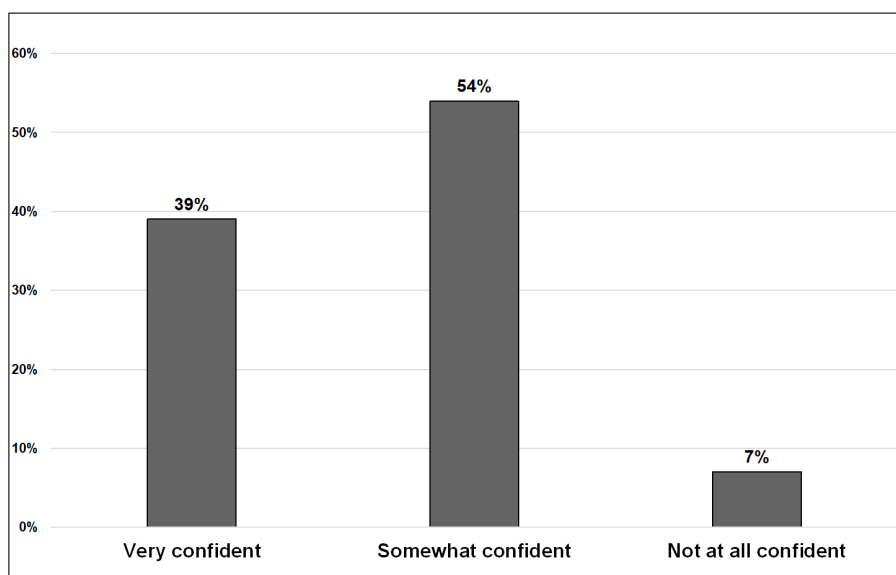
Source 1:

Why do people fall for fake news? A study by Pennycook, Cannon, and Rand (2018) shows that individuals are more likely to deem a false statement true the more times they are exposed to it. This may be because we recognize the information as familiar, but don't necessarily remember where or in what context we encountered it before. Another study (2018) found that false news inspires strong emotions such as fear, disgust, and surprise. It grabs our attention and gives us the impression that we are updating our knowledge of the world, thus serving to encourage its spread.

libguides.uvic.ca

Source 2:

Level of Confidence in Distinguishing Between Real and Fake News Among Adults in the United States



www.enterpriseappstoday.com

Ask the student three questions after the talk:

1. What helps you distinguish between real and fake news?
2. What can help people become better at recognizing fake news?
3. How can the spread of fake news influence people's trust in mass media?

Paper 7

You are taking part in an English debate club discussion on free higher education. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Hannah Lang, a fourth-year bioengineering student at Aarhus University in Denmark, receives a monthly grant of around \$800 from the Danish government. "It means I don't have to work too much outside of my studies," Hanna says. "It helps pay the rent and food, and then, you don't have to think too much about money." And like most Danes, she will graduate owing nothing. That's because in Denmark, as in at least a dozen European countries, tuition is free at public universities and most colleges, and students are paid to go into higher education as if it were a job.

www.theworld.org

Source 2:

People don't tend to put as much care and effort into something they get for free as they would if they had to pay for it. When it comes to college studies, those with a financial stake in them will predictably put in much more effort than those who are paying nothing out of their own pockets. Over the decades, we have seen a sharp decline in the number of hours college students devote to their coursework, and it's easy to imagine a further decline in student effort if they are attending college for free.

www.aier.org

Notes

Continue overleaf if necessary.

Paper 8

You are taking part in an English debate club discussion on culture and the world. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Globalization helps people learn about and appreciate diverse cultures worldwide. Through interaction with different societies, people develop a better understanding of international traditions and lifestyles. When people from different cultural backgrounds collaborate and exchange ideas, it leads to mutual benefits. Such interactions promote new perspectives and highlight our shared human experiences, ultimately creating a more connected and harmonious global community.

www.linkedin.com

Source 2:

Globalization has changed how cultural identity develops across the world. Many local traditions are becoming less common as Western popular culture spreads globally through media and technology. The Internet and social media make it easier for people worldwide to share cultural content, which creates a more uniform global culture. While this connection brings new opportunities, it also means some local traditions and customs become less important in daily life. This process affects how communities maintain their unique characteristics.

jihaneziyan.medium.com

Notes

Continue overleaf if necessary.

Paper 9

You are taking part in an English debate club discussion on international student exchange. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

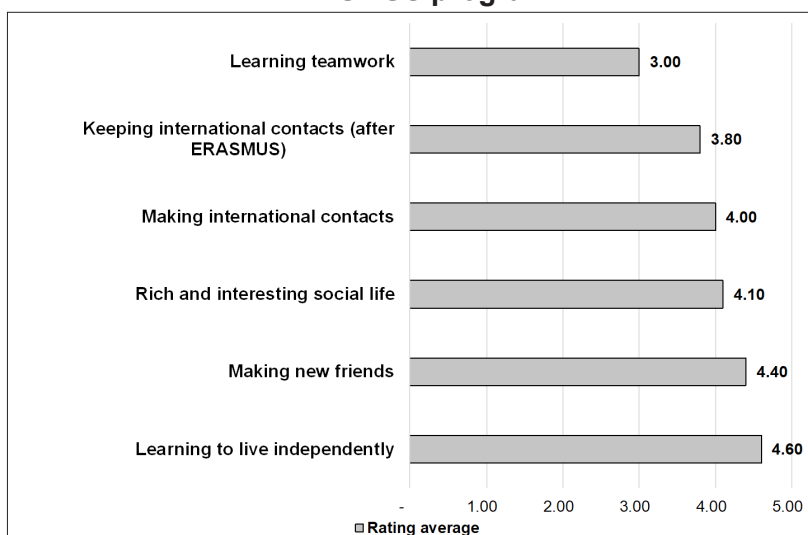
In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

International student exchange programs can present challenges for students, such as language barriers, unfamiliar learning environments, and cultural differences. Language proficiency is often a significant hurdle for students as it can impact their academic performance and social integration in the host country. Moreover, adjusting to a new educational system, different teaching methods, and cultural norms requires adaptability and resilience on the part of students.

researchgate.net

Source 2:**Respondents' evaluation of the importance of personal and social benefits gained from the ERASMUS program**

www.mdpi.com

Notes

Continue overleaf if necessary.

Paper 10

You are taking part in an English debate club discussion on leisure activities. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
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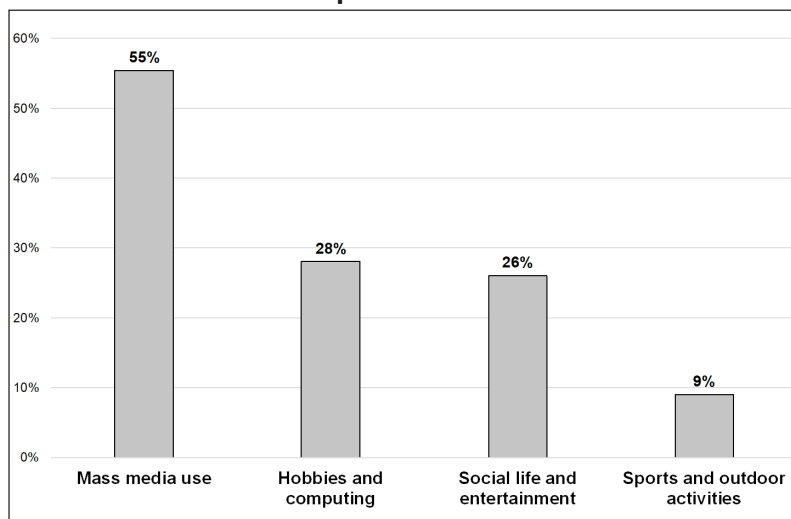
Source 1:

One study found that people who do at least 20 minutes of physical leisure activities once a week are less likely to feel tired. Other research found that doing enjoyable physical activities during your free time was associated with lower blood pressure and better physical function. These activities were also linked to higher levels of positive mental states and lower levels of depression and negative effects.

www.verywellmind.com

Source 2:

Percentage of participants according to leisure activities practiced



(N=231 young people, 126 men and 105 women aged between 18 and 24)

researchgate.net

Notes

Continue overleaf if necessary.

Paper 11

You are taking part in an English debate club discussion on change. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Change is not always beneficial. It may force us out of tired habits and impose better ones upon us, but it can also be stressful and costly. Change for the sake of change is a risk – the pursuit of “better” can sometimes leave people bitter, regretting changes they did not need to make.

www.ineos.com

Source 2:

One reason people may resist change is that it can be uncomfortable and uncertain. It is natural to feel comfortable in familiar surroundings and routines. However, it is important to recognize that growth and progress often come from stepping outside of your comfort zone. By trying new activities and embracing change, you can broaden your horizons, develop new skills and discover creative solutions to problems.

www.forbes.com

Notes

Continue overleaf if necessary.

Paper 12

You are taking part in an English debate club discussion on fake news. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

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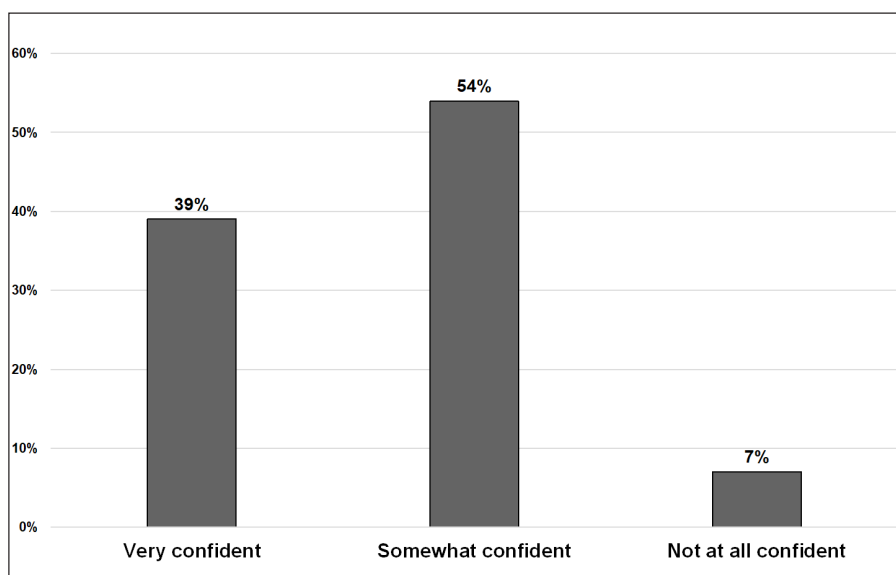
Source 1:

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libguides.uvic.ca

Source 2:

Level of Confidence in Distinguishing Between Real and Fake News Among Adults in the United States



www.enterpriseappstoday.com

Notes

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EKSĀMENS ANGLŪ VALODĀ
(optimālais mācību satura
apguves līmenis)
2025
SKOLOTĀJA MATERIĀLS
Mutvārdu daļa, 3. diena

EKSĀMENS ANGLŪ VALODĀ
(optimālais mācību satura apguves līmenis)

Mutvārdu daļa, 3. diena
Skolotāja materiāls

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

2025

Paper 13**Task instructions:**

You are taking part in an English debate club discussion on the use of technology in class. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
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- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Previous research has shown that college students who regularly use text messages tend to send them during class lectures. That's according to the study's main author, Professor Wei from the University of Pittsburgh. "Now we see that in-class texting partially interferes with a student's ability to pay attention, which prior studies show is necessary for effective cognitive learning."

www.sciencedaily.com

Source 2:

What do students do with their mobile devices?

- use online collaboration tools
- use the devices (especially laptops and tablets) for note taking, searching for relevant material or checking facts
- access e-textbooks, library services or materials shared online
- use e-portfolios to record their work

teachonline.ca

Ask the student three questions after the talk:

1. What advice would you give to someone who is texting during lessons?
2. What skills do students need to use technology effectively for learning?
3. How does technology change the way students learn?

Paper 14**Task instructions:**

You are taking part in an English debate club discussion on setting goals. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Goal setting is crucial for teens looking ahead. It lays a solid foundation for future choices and paths they will take. When teenagers set goals, they learn to look forward and think about what they wish to achieve long-term, matching their passions and striving for something meaningful. Teens who set goals are better at making plans as they can see the steps needed to reach their goal and follow their interests.

teencoachacademy.com

Source 2:

Goal setting for teens can be difficult: teens have big ideas and big dreams but do not yet have the experience of breaking down and organizing a goal into steps. Goals like "Get an A-plus in all of my classes" or "Save enough money for a car" can end in disappointment or dropping the goal. If done without planning and intention, a goal could inadvertently hurt a growth mindset. Teens might fail with a vague or ambitious goal and then think, "See? I can't do it anyway."

biglifejournal.com

Ask the student three questions after the talk:

1. What can schools do to help teenagers learn how to set goals?
2. How can other people's achievements influence how we set our personal goals?
3. What makes a goal worth working towards?

Paper 15**Task instructions:**

You are taking part in an English debate club discussion on skills and careers. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

During the Covid pandemic, months were spent in lockdown, cutting back on day-to-day interactions. For many, life has returned to normal, but the effects of this disruption are longer lasting. One group feeling the impact are those who have recently entered the workforce. A lack of confidence, poor presentation skills, and the inability to work in teams are among the criticisms employers have of their latest graduate hires. These businesses claim that the disruption students faced during the pandemic has left many without these soft skills, which they look for in recruits.

www.raconteur.net

Source 2:

Percent of employers who say these skills are very important to gaining leadership positions at their organizations

Human skills

Communication Skills: 77%

Listening Skills: 75%

Critical-Thinking Skills: 74%

Interpersonal Skills: 73%

Easily automated skills

Memory skills: 54%

Computer/Tech Skills: 50%

Quantitative Skills: 50%

Ability to Repeat Tasks: 54%

Source: Cengage/Morning Consult, 2018 survey of more than 650 employers

www.shrm.org

Ask the student three questions after the talk:

1. In your opinion, why do employers value human skills over easily automated skills?
2. How can communication skills help someone in their career?
3. What can schools do to improve young people's soft skills?

Paper 16

Task instructions:

You are taking part in an English debate club discussion on handmade goods. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

The significance of handmade goods has shifted with the rise of industrialization and mass production in the late 18th and early 19th centuries. Mass production techniques revolutionized the manufacturing industry. This shift allowed companies to produce goods in large quantities, making them readily available to consumers. While this approach has made the goods cheaper and more accessible, it often sacrificed the personal touch and artistry associated with handcrafted products. As a result, the appreciation for craftsmanship has decreased in favor of convenience and affordability.

ruralhandmade.com

Source 2:

In recent years, there's been a notable rise in appreciation for handmade goods. Here's why they are regaining popularity:

- **Authenticity:** Consumers are seeking authenticity in their purchases — items that express creativity and personal expression.
- **Quality:** There's a growing appreciation for the higher quality of artisan products, reflecting skillful craftsmanship and attention to detail.
- **Community and Connection:** Buying handmade supports small businesses and local communities, creating a sense of involvement.
- **Customization:** Artisans often offer customization, catering to individual tastes and preferences.

chillflamecandles.com

Ask the student three questions after the talk:

1. Do you think the higher prices of handmade items are justified? Why/Why not?
2. Do younger generations value handmade goods?
3. In what ways do handmade products reflect the cultural heritage of a country?

Paper 17

Task instructions:

You are taking part in an English debate club discussion on AI generated content. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Identifying AI-generated content has become a burning discussion point among educators, employers, researchers and parents. The potential AI-related dangers are:

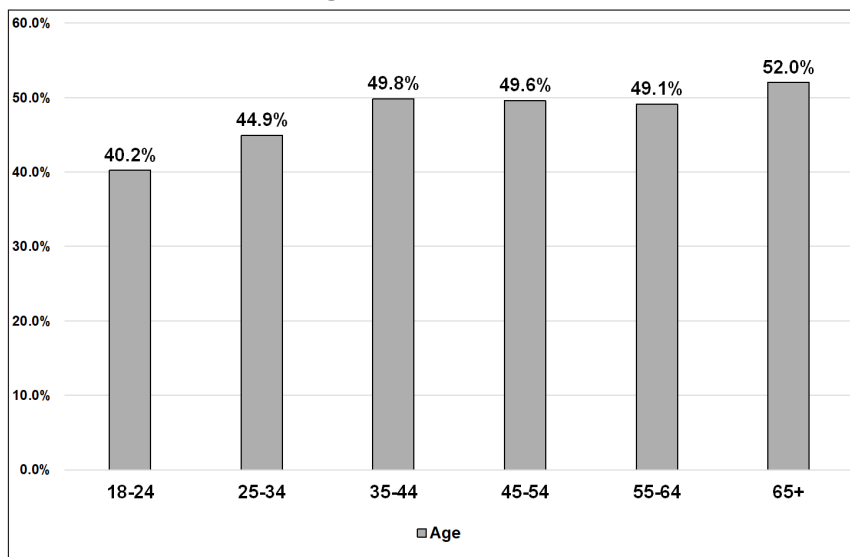
Bias and discrimination as Chatbots may increase existing prejudices and discrimination if they are trained on biased data.

Misinformation as AI language models can produce inaccurate or misleading information if not adequately trained or supervised.

intetecs.com

Source 2:

How many people can correctly identify AI generated content?



1,920 American adults across all age ranges were surveyed and asked to decide whether a piece of text was created by AI, a human, or AI and edited by a human. This was asked across 75 pieces of unique text, and 3,166 responses were collected for this analysis. Survey data was collected from 2/20/2023 to 2/26/2023.

www.tooltester.com

Ask the student three questions after the talk:

1. Do you think it is important to be able to identify AI generated content? Why/Why not?
2. What problems can AI-generated content create in social media?
3. What skills do you think people need to develop to better identify AI-generated content in their daily lives?

Paper 18

Task instructions:

You are taking part in an English debate club discussion on reading. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions. Study the material provided below (content and arguments) to plan your talk. You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Social media has a strong influence on reading habits, especially among young people. Platforms like Instagram and TikTok focus on short, engaging content, which can reduce the time spent on traditional reading. By 2016, only 16% of 12th-graders read a book or magazine almost every day. This decline in reading raises concerns about literacy and critical thinking skills.

apa.org

Source 2:

Books are making a strong comeback, and one of the primary reasons is social media. Book influencers are paving the way for an entirely new generation of reading enthusiasts. Short-form social media apps like Instagram and TikTok have become platforms for book clubs and book recommendations by celebrities. Typically, book influencers read the book, offer a personalized review, and encourage others to read it. It's not uncommon for publishers and authors to make them part of advertising campaigns – especially book launches and other PR events.

www.privateinternetaccess.com

Ask the student three questions after the talk:

1. How else could teenagers be encouraged to read more?
2. Why do you think some books become very popular on social media platforms?
3. Why might people distrust recommendations from social media influencers?

Paper 13

You are taking part in an English debate club discussion on the use of technology in class. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

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Source 1:

Previous research has shown that college students who regularly use text messages tend to send them during class lectures. That's according to the study's main author, Professor Wei from the University of Pittsburgh. "Now we see that in-class texting partially interferes with a student's ability to pay attention, which prior studies show is necessary for effective cognitive learning."

www.sciencedaily.com

Source 2:

What do students do with their mobile devices?

- use online collaboration tools
- use the devices (especially laptops and tablets) for note taking, searching for relevant material or checking facts
- access e-textbooks, library services or materials shared online
- use e-portfolios to record their work

teachonline.ca

Notes

Continue overleaf if necessary.

Paper 14

You are taking part in an English debate club discussion on setting goals. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
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Source 1:

Goal setting is crucial for teens looking ahead. It lays a solid foundation for future choices and paths they will take. When teenagers set goals, they learn to look forward and think about what they wish to achieve long-term, matching their passions and striving for something meaningful. Teens who set goals are better at making plans as they can see the steps needed to reach their goal and follow their interests.

teencoachacademy.com

Source 2:

Goal setting for teens can be difficult: teens have big ideas and big dreams but do not yet have the experience of breaking down and organizing a goal into steps. Goals like "Get an A-plus in all of my classes" or "Save enough money for a car" can end in disappointment or dropping the goal. If done without planning and intention, a goal could inadvertently hurt a growth mindset. Teens might fail with a vague or ambitious goal and then think, "See? I can't do it anyway."

biglifejournal.com

Notes

Continue overleaf if necessary.

Paper 15

You are taking part in an English debate club discussion on skills and careers. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

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Source 1:

During the Covid pandemic, months were spent in lockdown, cutting back on day-to-day interactions. For many, life has returned to normal, but the effects of this disruption are longer lasting. One group feeling the impact are those who have recently entered the workforce. A lack of confidence, poor presentation skills, and the inability to work in teams are among the criticisms employers have of their latest graduate hires. These businesses claim that the disruption students faced during the pandemic has left many without these soft skills, which they look for in recruits.

www.raconteur.net

Source 2:

Percent of employers who say these skills are very important to gaining leadership positions at their organizations

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Memory skills: 54%

Computer/Tech Skills: 50%

Quantitative Skills: 50%

Ability to Repeat Tasks: 54%

Source: Cengage/Morning Consult, 2018 survey of more than 650 employers

www.shrm.org

Notes

Continue overleaf if necessary.

Paper 16

You are taking part in an English debate club discussion on handmade goods. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

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Source 1:

The significance of handmade goods has shifted with the rise of industrialization and mass production in the late 18th and early 19th centuries. Mass production techniques revolutionized the manufacturing industry. This shift allowed companies to produce goods in large quantities, making them readily available to consumers. While this approach has made the goods cheaper and more accessible, it often sacrificed the personal touch and artistry associated with handcrafted products. As a result, the appreciation for craftsmanship has decreased in favor of convenience and affordability.

ruralhandmade.com

Source 2:

In recent years, there's been a notable rise in appreciation for handmade goods. Here's why they are regaining popularity:

- **Authenticity:** Consumers are seeking authenticity in their purchases — items that express creativity and personal expression.
- **Quality:** There's a growing appreciation for the higher quality of artisan products, reflecting skillful craftsmanship and attention to detail.
- **Community and Connection:** Buying handmade supports small businesses and local communities, creating a sense of involvement.
- **Customization:** Artisans often offer customization, catering to individual tastes and preferences.

chillflamecandles.com

Notes

Continue overleaf if necessary.

Paper 17

You are taking part in an English debate club discussion on AI generated content. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

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Source 1:

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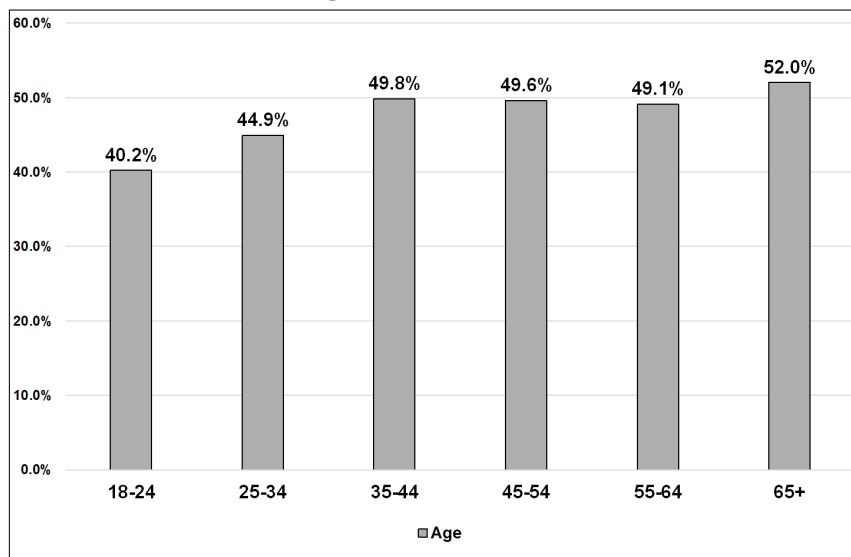
Bias and discrimination as Chatbots may increase existing prejudices and discrimination if they are trained on biased data.

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intetecs.com

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www.tooltester.com

Notes

Continue overleaf if necessary.

Paper 18

You are taking part in an English debate club discussion on reading. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After your talk you will answer three questions and justify your opinion.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
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Source 1:

Social media has a strong influence on reading habits, especially among young people. Platforms like Instagram and TikTok focus on short, engaging content, which can reduce the time spent on traditional reading. By 2016, only 16% of 12th-graders read a book or magazine almost every day. This decline in reading raises concerns about literacy and critical thinking skills.

apa.org

Source 2:

Books are making a strong comeback, and one of the primary reasons is social media. Book influencers are paving the way for an entirely new generation of reading enthusiasts. Short-form social media apps like Instagram and TikTok have become platforms for book clubs and book recommendations by celebrities. Typically, book influencers read the book, offer a personalized review, and encourage others to read it. It's not uncommon for publishers and authors to make them part of advertising campaigns – especially book launches and other PR events.

www.privateinternetaccess.com

Notes

Continue overleaf if necessary.

1. vērtējums

EKSĀMENS ANGLŪ VALODĀ
 (optimālais mācību satura 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 jebkādu ierakstus!**

Skolēna kods		Uzdevuma izpilde		Valodas			Kopā (25 p.)
		Sagatavotā runa (5 p.)	Mijiedarbība inform. nodoš. (5 p.)	bagātība (5 p.)	līdz. liet. pareizība (5 p.)	plūdums (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
Uzdevuma izpilde (10 punktu); vērtē katru daļu atsevišķi	Sagatavotā runa (organizācija, argumentācija un iedevumu izmantošana)	Nolasa oriģinālo tekstu vai savus pierakstus.	Ietver dažus uzdevuma nosacījumus. Sniedz galvenokārt atsevišķus apgalvojumus par avotos piedāvāto informāciju vai tēmu.	Daļēji izpilda uzdevuma nosacījumus. Saskata avotos atsevišķus faktus un/vai viedokļus vai sniedz vispārīgu informāciju par avotiem. Runa ir saprotama; Izteiktais viedoklis ir saistīts ar uzdevumā un iedevumos piedāvāto informāciju, bet nav pamatots.	Daļēji izpilda uzdevuma nosacījumus. Pārstāsta avotos piedāvāto informāciju. Runa ir daļēji strukturēta; izteiktais viedoklis ir saprotams, daļēji pamatots.	Izpilda visus uzdevuma nosacījumus. Salīdzina uzdevumā un avotos piedāvāto informāciju. Runa ir strukturēta; izteiktais viedoklis ir pamatots ar argumentiem un piemēriem no savas pieredzes.	Pārliecinoši izpilda visus uzdevuma nosacījumus. Salīdzina avotos piedāvāto informāciju, analizējot un skaidrojot to. Runa ir skaidri strukturēta; izteiktais viedoklis pilnībā atbilst formulētajai problēmai/jautājumam un pamatots ar izvērstiem argumentiem un piemēriem no citām mācību jomām.
	Mijiedarbība informācijas nodošanā (jautājumu izpratne un atbildes uz jautājumiem)	Nesniedz atbildi uz jautājumiem./ Sniedz jā/nē/ nezinu atbildes.	Atbild uz dažiem jautājumiem ar intervētāja palīdzību, izmantojot vienkāršas frāzes. vai Atbild uz vienu jautājumu, sniedzot īsu, konkrētu atbildi.	Atbild uz jautājumiem ar intervētāja palīdzību. Sniedz īsas un vienkāršas atbildes, nepamatojot tās. vai Pietiekami izvērsti atbild uz vienu jautājumu.	Atbild uz visiem jautājumiem, sniedzot īsas, konkrētas atbildes; dažreiz argumentē un sniedz piemērus. vai Pietiekami izvērsti atbild uz diviem jautājumiem.	Argumentēti atbild uz visiem jautājumiem, sniedzot atbilstošas un izvērstas atbildes.	Pārliecinoši un argumentēti atbild uz visiem jautājumiem, sniedzot precīzas un izvērstas atbildes, atsaucas uz avotos piedāvāto informāciju vai iepriekš teikto.
Vārdu krājums, gramatika, valodas plūdums un izruna (15 punkti); vērtē visai atbildei kopā	Valodas bagātība (valodas apjoms, diapazons)	Valodas lietojums nepietiekams, lai novērtētu.	Bieži atkārto vienas un tās pašas frāzes, mēģinot noformulēt domu.	Lieto ierobežotu vārdu krājumu un vienkāršas un vienkāršas 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 sniegtu salīdzinājumu un izteiktu argumentētu viedokli.	Lieto saziņas situācijai un skaidrai komunikācijai atbilstošus un daudzveidīgus valodas līdzekļus. Ir bagāts vārdu krājums, lai spētu sniegt skaidru salīdzinājumu, izteiktu argumentētu viedokli, īpaši nemeklējot vārdus.
	Valodas līdzekļu lietojuma pareizība (gramatiski pareizs un leksiski precīzs valodas lietojums)		Valodas līdzekļu lietojums ir kļūdainš, kas traucē uztvert teikto.	Izmanto biežāk lietotos valodas līdzekļus ar kļūdām, kuras dažreiz traucē uztvert teikto.	Diezgan pareizi izmanto biežāk lietotos valodas līdzekļus, kļūdas netraucē saziņai.	Pārsvarā pareizi lieto dažādus valodas līdzekļus, nedaudzās kļūdas un pārtiekšanās netraucē saziņai.	Pārsvarā runā gramatiski pareizi un leksiski precīzi. Nav kļūdu, kas rada pārpratumus.
	Valodas plūdums (izruna, uzsvari, ritms un intonācija)		Runā ar biežām pauzēm, izmantojot atsevišķus izteikumus. Izrunas kļūdas var traucēt uztvert teikto.	Runā ar vilcināšanos, meklējot vārdus. Izrunas kļūdas dažreiz traucē uztvert teikto.	Runā saprotami. Iespējamās pauzes, apdomājot, kā pareizi gramatiski izteikties un kādu leksiku lietot. Izrunas kļūdas netraucē uztvert teikto.	Runā diezgan tekoši. Izvēloties piemērotus izteikumus, iespējamās pauzes. Izrunā iespējamās nelielas kļūdas.	Runā tekoši. Pauzes ir pamatotas. Izruna un intonācija ir pārsvarā mērķvalodai atbilstoša.