

ANĢĻU VALODA

(augstākais mācību satura apguves līmenis)

KODS

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Darba burtnīca***1. daļa. Lasīšana******2. daļa. Klausīšanās******Norādījumi***

Iepazīsties ar norādījumiem.

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

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

Daļa	Uzdevumu skaits	Punktu skaits	Laiks (min)
1. Lasīšana	4	25	60
2. Klausīšanās	3	25	35
Starpbrīdis			
3. Rakstīšana	1	20	80

Rakstīšanas daļas darba materiāla un atbilžu lapas saņemi pēc starpbrīža.

Darbu veic ar tumši zilu vai melnu pildspalvu.

Raksti salasāmi.

Atbilžu lapās atbildes raksti tieši tām paredzētajās vietās.

Ar zīmuli rakstītais netiek vērtēts.

Eksāmena norises laikā eksāmena vadītājs skaidrojums 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 laikiem.

2024

READING**Task 1 (8 points)**

Read the article *SPACE TOURISM* on page 1 of the Text Booklet (Tekstu lapa). For questions and statements 1-8 below, choose and circle the answer (A, B, C or D) that you think fits best based on the text.

1. What is the main focus of the text?
 - A The competition between state and private space tourism programs.
 - B The implications of the development of space tourism programs.
 - C The most important milestones in the exploration of space.
 - D The consequences of the space tourism industry being underdeveloped.

2. Why does the author mention the first passenger flight?
 - A To show how the first passenger flight inspired Richard Branson to explore space.
 - B To compare the challenges shared by the first passenger flights and space tourism.
 - C To suggest that the first attempts at space tourism were not met with the same enthusiasm.
 - D To draw parallels between the first passenger flight and the first attempts at space tourism.

3. What does the author say in the second paragraph?
 - A Critics are wrong in their assessment of space tourism.
 - B The criticism of space tourism is harsh but justified.
 - C Space tourism won't be accepted because of the criticism.
 - D Critics of space tourism consider it to be too dangerous.

4. How does the author feel about state-run space programs?
 - A The author is sceptical that their cost justifies the results achieved.
 - B The author doubts they should cooperate with private companies.
 - C The author is critical of their restricted exploitation of space.
 - D The author disapproves of their attempts to exploit private companies.

5. Which statement is true, according to paragraph 4?
 - A Space tourism will grow faster if it remains funded by the rich.
 - B Space tourism will thrive if it is made safe and more affordable.
 - C Space flights will be safer if they do not go beyond suborbital flights.
 - D Space flights will flourish if companies cover some passenger costs.

6. What does the author suggest as a necessary step for the growth of the space tourism industry?
 - A Using commercial orbital platforms as possible tourist destinations.
 - B Separating space tourism from other commercial space activities.
 - C Embracing innovation and cooperation with commercial space companies.
 - D Focusing on space research without engaging in other commercial activities.

7. Why could governments become interested in space tourism?
 - A To improve state defence and safety by using space vehicles.
 - B To compete with private companies in space vehicle development.
 - C To generate additional profit for a country's budget.
 - D To make sure that its advances do not threaten national security.

8. The author of the article would probably agree that
 - A space tourism is guaranteed to succeed under any circumstances.
 - B space tourism is more than a new way of travelling and entertainment.
 - C space tourism activities are more likely to focus on profitability.
 - D the primary goal of space tourism is to make the Earth's orbit more accessible.

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

Task 2 (6 points)

Decide which text (A, B or C) each question (1-6) refers to. Write the corresponding letter (A, B or C) next to the question. You can use each letter more than once.

	Which text	Letter
1.	suggests that a lack of readiness to make a career decision should not be criticised?	
2.	gives details of what constitutes readiness to make a decision about professional pursuits?	
3.	points out the consequences of imposing career ideas on students?	
4.	lists the academic and career benefits of an approach to self-development?	
5.	serves as an illustration of feeling directionless on the cusp of adulthood?	
6.	could be used to support the following argument? “Periodic engagement and patience are likely to yield more positive results in decision making.”	

Task 3 (6 points)

For questions 1-6, choose and circle the answer (A, B, C or D) that you think fits best based on the three texts (A, B and C).

1. Which sentence best summarises the idea that can be inferred from the three texts?
 - A The process of career decision making requires a certain degree of self-awareness.
 - B Work experience and professional advice are a prerequisite for making life choices.
 - C Teenagers' decisions tend to be immature and, therefore, require supervision.
 - D Career maturity is achieved through sufficient work experience while studying.

2. Which conclusion can be drawn from Text B?
 - A Low-achieving students are more likely to take a gap year before going to university.
 - B The ability to make an informed career decision stems from previous academic performance.
 - C The success of a gap-year experience depends on available career information.
 - D One of the gap-year experience success criteria is the ability to make better decisions.

3. Which statement can be supported by the information in Text C?
 - A It is advisable that teenagers do not engage in activities unrelated to their potential career.
 - B It is beneficial for a teenager to gain work experience in their parents' careers.
 - C It is acceptable that teenagers find it difficult to make long-term career decisions.
 - D It is recommended for teenagers to make use of the connections their parents have.

4. What can be inferred from the following sentence from Text A?

"Misty ideas of being a young man at my own disposal, of the importance attaching to a young man at his own disposal, of the wonderful things to be seen and done by that magnificent animal, and the wonderful effects he could not fail to make upon society, lured me away."

 - A Though enticed by the prospect, Trot had a vague understanding of what independence entailed.
 - B Even though he found the idea exciting, Trot expected independent life to be very demanding.
 - C Trot had a clear understanding of how he was going to make the visions of his greatness a reality.
 - D Though curious about the idea, Trot feared he lacked the potential to succeed on his own.

5. Which statement best describes the relationship between Text A and Text B?
 - A Text B could help identify difficulties the main character was to encounter during his trip.
 - B Text B could be used to illustrate the benefits of the course of action suggested in Text A.
 - C Text B could be used to counter the usefulness of the course of action suggested in Text A.
 - D Text B could help identify the type of people the main character should meet.

6. Based on Text C, how could Trot's aunt have helped him make a decision about his future?
 - A By having considered his wishes.
 - B By having given him less time to think.
 - C By having forced him into a specific career.
 - D By having reframed her question.

Task 4 (5 points)

The sentences below contain information from texts A, B and C. Complete the sentences with an exact word or words from the texts using no more than four words for each gap.

1. Trot, the main character of 'David Copperfield' by Charles Dickens, admits that his lack of experience resulted in him perceiving adulthood as a '_____':
2. Trot's aunt refers to the break in the strenuous process of decision making as '_____':
3. Should a gap year fail to provide activities geared towards self-growth, its function could be reduced to that of a _____.
4. If a young person is not ready to make a decision, parents are advised to step back in order to make sure that a _____ can still take place.
5. While some individuals enjoy a gap year, others, looking for their professional calling, experience unnecessary _____ from their family members.

Neaizmirsti aizpildīt „Lasīšanas daļas” atbilžu lapu!

LISTENING**Task 1 (8 points)**

You will listen to a podcast in which people are talking about sleep. For each question (1-8), choose and circle one correct answer (A, B or C) based on what you hear in the podcast. You will hear the recording twice.

SLEEP

1. According to the host, what was Derek's motivation to write about medieval sleep?
 - A His sleep patterns inspired him to study the subject.
 - B The Atlantic requested a research article from him.
 - C Insomnia statistics in the USA prompted his research.

2. Which statement is true about Derek?
 - A He slept well because he watched his favourite team win.
 - B He slept well because he had played a difficult game.
 - C He slept well because he watched some thrilling games.

3. Which is true about the interviewer's question about medieval sleep?
 - A She would like Derek to elaborate on the topic.
 - B She is curious about the professor Derek consulted.
 - C She would like to try this sleep pattern herself.

4. What does Derek say about the modern sleep pattern?
 - A An 8-hour sleep has always been a historical norm.
 - B It is different from how some people used to sleep.
 - C Sleep is likely to change back to being segmented.

5. According to Derek, which statement might some people agree with?
 - A Artificial lights are the main reason people sleep less.
 - B Modern sleep patterns are better than segmented sleep.
 - C Societies of the past had a healthier sleep pattern.

6. What can we infer from what Derek says about segmented sleep?
 - A It has never been a universal sleep pattern.
 - B It cannot be as efficient as one-phase sleep.
 - C It should be reintroduced to modern adults.

7. What does Derek think about the idea of segmented sleep being a better option?
 - A He is uncertain about the origins of this idea.
 - B He supports the reasoning behind this idea.
 - C He doubts the assumption behind this idea.

8. What is Derek doing at the end of the interview?
 - A Justifying the need for more research into sleep routines.
 - B Reiterating the importance of establishing a sleep routine.
 - C Claiming that having a flexible sleep routine is achievable.

Task 2 (7 points)

You will hear an interview with an author (Michael) who published a book on choosing a college. For each question (1-7), choose and circle one correct answer (A, B or C) based on what you hear in the interview. You will hear the recording twice.

CHOOSING A COLLEGE

1. According to Michael, what idea underlies the jobs-to-be-done framework?
 - A People buy products for their brand and price.
 - B Anticipated outcomes determine the choice of a product.
 - C Quality of a product is more important than product design.

2. Why are fast-food restaurants mentioned?
 - A To illustrate the implementation of the chosen methodology.
 - B To showcase their contribution to the American economy.
 - C To prove that colleges use the same methods to attract students.

3. Which is true about the third job colleges do?
 - A They help students progress towards their career goals.
 - B They offer students a safe space for self-discovery and exploration.
 - C They act as a haven for students unhappy with other aspects of life.

4. When describing the last job colleges do, Michael is
 - A emphasising the lack of challenge in some college programmes.
 - B addressing the challenges students face in their studies.
 - C highlighting students' lack of challenge in their current situation.

5. Which consideration determined the choice of methodology for gathering data?
 - A People might purposefully withhold information about their motivation.
 - B People might not have given their reasons much thought beforehand.
 - C People might not have been willing to address overly personal questions.

6. What is Michael's attitude to the way people choose colleges in America?
 - A He is critical of people prioritising their college status over their purpose of attending it.
 - B He believes it is ineffective unless the chosen college provides high quality education.
 - C He is unsure that everyone should receive a college education for a successful career.

7. According to Michael, who is more likely to drop out of college?
 - A Students who realise they will not be able to pay off their college fees quickly.
 - B Students who have not considered their real motivation for going to college.
 - C Students who do not understand how they could succeed in their chosen field.

Task 3 (10 points)

You will hear a talk on well-being. For questions 1-10, complete the notes on the talk with a word or short phrase (no more than three words) from the talk. You will hear the recording twice.

THE SCIENCE OF WELL-BEING

1. Research on well-being could be valuable for both scientists and _____.
2. Well-being should not be equated with _____.
3. When talking about context, the presenter stresses the importance of _____ for a person's sense of well-being.
4. Despite their limitations, measures of well-being are valid and accurate enough to produce _____ results.
5. A person's _____ could be linked to their well-being when viewed as a means of covering daily needs.
6. The presenter points out that people who consider themselves _____ in society claim to be very happy.
7. People should avoid _____ relationships if they want to reach higher levels of well-being.
8. While well-being might be genetically determined, the presenter denies the existence of a _____.
9. The effect of _____ on well-being is reversible.
10. A person is more likely to have a higher level of well-being if their personality matches their _____.

Neaizmirsti aizpildīt „Klausīšanās daļas” atbilžu lapu!

Read the article and do Task 1 on page 2.

SPACE TOURISM

Think back to the beginning of commercial aviation in the 20th century. The Wright brothers flew their *Wright Flyer* on 17 December 1903, proving that heavier-than-air flight was possible. On 1 January 1914 the world's first passenger flight took off from Tampa and landed in St. Petersburg, Florida, a trip lasting only 23 minutes. The *Wright Flyer* was a giant leap, and while that first passenger flight was only a small step, it ultimately paved the way for today's commercial aviation industry, which has transformed global society and opened up new industries and economies.

Fast-forward to July 2021 when Richard Branson's *Virgin Galactic* demonstrated a small step towards opening up the space domain for broader access with the successful flight of *VSS Unity*, a sub-orbital rocket plane. On July 11 it flew to the edge of space, allowing its crew and paying passengers to experience a few minutes of weightlessness and see the Earth as if from orbit. Critics have dismissed the flight and subsequent launches by Branson's competitors as mere stunts and attacked space billionaires for investing time and money in what they claim are frivolous efforts. The critics don't see the bigger picture.

Space tourism needs to be considered as just one element of an effort to expand human access to the space domain and open up the final frontier for large-scale entrepreneurial activities. The era of government-run space programs – what's been called 'old space' or 'Space 1.0', epitomised by NASA's Apollo missions – limited the ability of societies to use space for broad purposes beyond satellites in orbit. What low-cost space access does is allow states and commercial actors to exploit space directly in new and exciting and much more far-reaching ways.

But to achieve this goal, the proponents of space tourism need to aspire to more than suborbital joyrides for the mega-rich. The industry needs to make a determined effort to provide regular and safe access to low Earth orbit (LEO) for a wide range of paying customers. If the cost can be brought down to the equivalent of a business-class airfare and paying passengers can fly into orbit with confidence in the safety of the craft, the space tourism market will take off. Failure to achieve this 'space is for everyone' goal will likely see space tourism wither.

The space tourism sector, therefore, needs to quickly take the next step to develop the technology for cost-efficient access to LEO. That will require new types of launch vehicles and a blurring of the line between space tourism and the broader elements of commercial space. Space tourism companies need to engage with commercial space companies that are developing commercial orbital platforms for manufacturing and research because it will broaden their customer base and strengthen their business model.

Of course, governments can benefit from space tourism, too, as paying customers by using the launch vehicles private companies develop for various purposes. Imagine the potential applications for vehicles constructed for orbital space tourism, including supporting countries' national security needs.

This isn't simply about generating a profitable new economic sector or getting easier access to orbit. On a broader level, space tourism contributes to transforming how humanity thinks about its future in space and increases its prospects for becoming a spacefaring civilization. That future, with humans living and working in space, both for exploration and commercial activity, is a positive vision.

Adapted from Davis, M. (2021, July 13). *Space tourism: a small step that can lead to giant leaps*.

The Strategist. <https://aspistrategist.org.au>

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

I am doubtful whether I was at heart glad or sorry, when my school-days drew to an end, and the time came for my leaving Doctor Strong's. I had been very happy there, I had a great attachment for the Doctor, and I was eminent and distinguished in that little world. For these reasons I was sorry to go; but for other reasons, unsubstantial enough, I was glad. Misty ideas of being a young man at my own disposal, of the importance attaching to a young man at his own disposal, of the wonderful things to be seen and done by that magnificent animal, and the wonderful effects he could not fail to make upon society, lured me away. So powerful were these visionary considerations in my boyish mind, that I seem, according to my present way of thinking, to have left school without natural regret. The separation has not made the impression on me, that other separations have. I try in vain to recall how I felt about it, and what its circumstances were; but it is not momentous in my recollection. I suppose the opening prospect confused me. I know that my juvenile experiences went for little or nothing then; and that life was more like a great fairy story, which I was just about to begin to read, than anything else.

My aunt and I had held many grave deliberations on the calling to which I should be devoted. For a year or more I had endeavoured to find a satisfactory answer to her often-repeated question, 'What I would like to be?' But I had no particular liking, that I could discover, for anything. If I could have been inspired with a knowledge of the science of navigation, taken the command of a fast-sailing expedition, and gone round the world on a triumphant voyage of discovery, I think I might have considered myself completely suited. But, in the absence of any such miraculous provision, my desire was to apply myself to some pursuit that would not lie too heavily upon her purse; and to do my duty in it, whatever it might be.

'Trot, I tell you what, my dear,' said my aunt, one morning in the Christmas season when I left school: 'as this knotty point is still unsettled, and as we must not make a mistake in our decision if we can help it, I think we had better take a little breathing-time. In the meanwhile, you must try to look at it from a new point of view, and not as a schoolboy.'

'I will, aunt.'

'It has occurred to me,' pursued my aunt, 'that a little change, and a glimpse of life out of doors, may be useful in helping you to know your own mind, and form a cooler judgement. Suppose you were to go down into the old part of the country again, for instance, and see that – that out-of-the-way woman with the savagest of names,' said my aunt, rubbing her nose, for she could never thoroughly forgive Peggotty for being so called.

'Of all things in the world, aunt, I should like it best!' [...]

'But what I want you to be, Trot,' resumed my aunt, '– I don't mean physically, but morally; you are very well physically – is, a firm fellow. A fine firm fellow, with a will of your own. With resolution,' said my aunt, shaking her cap at me, and clenching her hand. 'With determination. With character, Trot. With strength of character that is not to be influenced, except on good reason, by anybody, or by anything. That's what I want you to be. [...]

I intimated that I hoped I should be what she described.

'That you may begin, in a small way, to have a reliance upon yourself, and to act for yourself,' said my aunt, 'I shall send you upon your trip, alone. [...]

Excerpt from 'David Copperfield' by Charles Dickens, 1850

TEXT B

The increasing popularity and motivation to engage in a gap year can be attributed to the various perceived individual advantages associated with participating in a gap year. A gap year offers an opportunity for self-development: trying on different roles, meeting new people and engaging in a variety of social spaces where students can 'find' themselves and use this period to guide future decisions (Nieman 2010, 124). Thus, a gap year offers a developmental context for personal growth: learning new skills, exposure to a variety of social situations that may be job related, and engaging in self-reflection. At the same time, participating in a gap year tends to contribute positively to the transition between high school and university since these students are usually more mature, independent and focused on their academic goals (Martin 2010, 566), exhibit increased punctuality, improved time management and ability to make important decisions independently (Coetzee and Bester 2009, 620). The improved academic ability of gap year students has been well documented in literature. For example, Birch and Miller (2007, 340) found that taking a gap year between secondary school and university had a positive impact on students' academic performance. In particular, a gap year appears to have the biggest positive impact on the academic performance of low-achieving students (Birch and Miller 2007, 340).

Various benefits associated with a gap year are also interrelated. For example, a gap year enhances the acquisition of 'soft skills' which, in turn, may improve an individual's employability. The term 'soft skills' primarily refers to interpersonal, leadership, communication, managerial and organisational skills (Jones 2004, 66). It is the exposure to and development of these soft skills (often vicariously in the gap year) that is most likely to be important for future education and employment success (Jones 2004, 66). Moreover, the acquisition of these skills enhances career maturity and self-efficacy (Miles 2015, 166) and facilitates the process of career decision-making (Coetzee and Bester 2009, 621).

The beneficial qualities of a gap year, however, largely depend on how structured and organised the gap year is (Greffrath and Roux 2012, 462; Heath 2007, 90). What differentiates a gap year from a vacation is the engagement with a meaningful activity, such as paid or unpaid work, leisure or travelling (Heath 2007, 89). It is essential for a gap year to have a planned purpose, facilitate personal growth and for the individual to engage in active processing of these experiences (Savickas 2005, 52).

Super (1990, 225–226) theorises that an individual's career maturity is particularly characterised by the ability to manage related developmental tasks during late adolescence. Super and Hall (1978, 340) further explain that career maturity is associated with developing competencies in six areas, namely, knowledge of careers, knowledge of work environments, knowledge of preferred occupational groups, planfulness, decision-making and accessing resources available for exploration, which are all germane to the gap year experience. Similarly, Savickas (2005, 51) posits that attitudes of exploration and planfulness facilitate an awareness of career progression, where individuals become future-oriented regarding occupational tasks and transitions. Ultimately, the ability to make informed career decisions is regarded as an important expression of career maturity (Coetzee and Bester 2009, 619).

Therefore, students struggling with career indecision gain from taking time out to develop a better sense of themselves and their connection to the world of work. Nieman's (2013, 141) findings suggest that gap year students appear to be more confident about their decision of choice of study and career goals.

Adapted from Rabie, S. & Naidoo, A. (2016) "The value of the gap year in the facilitation of career adaptability", *South African Journal of Higher Education*, 30 (3), pp. 138-155

TEXT C

Q: What, if anything, can parents of high-school-age children do to guide them toward their true professional calling?

A: Some parents are apt to put pressure on their children about choosing a first career, thinking that it will determine the course of their lives. Yet as adults, we often reinvent ourselves more than once, moving among professions. So whatever your children choose now will not necessarily define their future.

"I see many teens who jump on the first career track that someone recommends just to avoid being directionless, only to find themselves miserable a few years later," said Tamar E. Chansky, a child-and-adolescent psychologist. Ms. Chansky says it is best to converse with teenagers about their strengths and interests, rather than a specific career, and then to listen to what they have to say. "If the parent is putting out all the ideas, you wind up with the parent's dream, not the kid's," she said.

It can be more effective to have children look at themselves functionally. Rather than asking, "What do you want to be?," pose these questions: "What skills do you have? What kind of people do you like to work with? In what kind of environment?" Children should describe themselves in a functional way and then figure out what that is called and if people get paid to do it.

Q: Discussing the future and potential careers can be overwhelming for a teenager. How do you break down the process so it is less daunting?

A: Robert Hellmann, a career consultant in private practice in Manhattan, suggested an exercise called the Seven Stories. In it, young people offer 20 examples of times in their lives when they enjoyed doing something and felt they did it well. "Pick the top seven stories, the ones most meaningful, and you both look for patterns across them," Mr. Hellmann said. "As a parent, you can help by asking things like: 'What is it that you enjoyed about this? What do you feel you did best? What was your relationship in those activities with other people?' Write down those answers. This gives your child an opportunity to discover for themselves what they are good at and what they want to do."

Q: How do you steer your children toward meaningful work experiences, internships or mentors?

A: You can certainly help make connections and introduce them to those with advice and information, but your teenager needs to be the one who takes action, said Joan E. McLean, associate dean for academic advising at Ohio Wesleyan University in Delaware, Ohio. "Part of guiding high school juniors and seniors toward their calling," she said, "is allowing them to find that calling, to see what best suits their still-developing values and interests."

"That is the research," Ms. McLean said. "Your child experiments, maybe joining a community singing group or participating in summer musical theater. At any step they can change direction. I think finding what you do not want to do is as important as finding out what you do want to do."

Q: What if your teenager has no idea what career to pursue and no desire to discuss it?

A: That is the time to back off, Ms. McLean said, because some students just are not yet ready to explore questions about their future. "They will figure it out eventually, as long as you bring it up periodically and leave open the possibility of a dialogue," she said.

Remember that it is rare for 17-year-olds to know exactly what they want to do in life, Ms. Chansky said. "Help them identify the things they do know about their likes and dislikes, strengths and weaknesses," she said. "This will show them they have some information, even if they do not have it all," and they can eventually translate that data into potential career pathways.

Adapted from nytimes.com

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Task 1. Ar „X” atzīmē izvēlēto atbildi!

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Kļūdu labojumam

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Task 2. Ar „X” atzīmē izvēlēto atbildi!

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Kļūdu labojumam

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Task 3. Ar „X” atzīmē izvēlēto atbildi!

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Kļūdu labojumam

	A	B	C	D
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Task 4. Ieraksti atbildi!

1. _____

2. _____

3. _____

4. _____

5. _____

KODS

A N G A L

Task 1. Ar „X” atzīmē izvēlēto atbildi!

A B C

1.
2.
3.
4.
5.
6.
7.
8.

Kļūdu labojumam

A B C

<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 2. Ar „X” atzīmē izvēlēto atbildi!

A B C

1.
2.
3.
4.
5.
6.
7.

Kļūdu labojumam

A B C

<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. Ieraksti atbildi!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task A

You have read an extract from 'Little Women', a novel by Louisa May Alcott and you think it would be of interest to other readers.

Write an essay in which you:

- introduce the issue raised in the extract,
- justify its relevance to the modern-day reader,
- summarise your key points and suggest who would benefit from reading the extract.

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

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

Little Women (1868-1869) by Louisa May Alcott is a coming-of-age story about four sisters growing up in Civil War New England. The plot, based on the author's childhood, follows the lives of Meg, Jo, Beth, and Amy and details their passage from childhood to womanhood. In the extract below Meg, Jo and Beth are talking to their friend, a boy called Laurie.

"Wouldn't it be fun if all the castles in the air which we make could come true, and we could live in them?" said Jo, after a little pause.

"I've made such quantities it would be hard to choose which I'd have," said Laurie, lying flat and throwing cones at the squirrel who had betrayed him.

"You'd have to take your favorite one. What is it?" asked Meg.

"If I tell mine, will you tell yours?"

"Yes, if the girls will too."

"We will. Now, Laurie."

"After I'd seen as much of the world as I want to, I'd like to settle in Germany and have just as much music as I choose. I'm to be a famous musician myself, and all creation is to rush to hear me. And I'm never to be bothered about money or business, but just enjoy myself and live for what I like. That's my favorite castle. What's yours, Meg?"

Margaret seemed to find it a little hard to tell hers, and waved a brake before her face, as if to disperse imaginary gnats, while she said slowly, "I should like a lovely house, full of all sorts of luxurious things—nice food, pretty clothes, handsome furniture, pleasant people, and heaps of money. I am to be mistress of it, and manage it as I like, with plenty of servants, so I never need work a bit. How I should enjoy it! For I wouldn't be idle, but do good, and make everyone love me dearly."

"Wouldn't you have a master for your castle in the air?" asked Laurie slyly.

"I said 'pleasant people', you know," and Meg carefully tied up her shoe as she spoke, so that no one saw her face.

"Why don't you say you'd have a splendid, wise, good husband and some angelic little children? You know your castle wouldn't be perfect without," said blunt Jo, who had no tender fancies yet, and rather scorned romance, except in books.

"You'd have nothing but horses, inkstands, and novels in yours," answered Meg petulantly.

"Wouldn't I though? I'd have a stable full of Arabian steeds, rooms piled high with books, and I'd write out of a magic inkstand, so that my works should be as famous as Laurie's music. I want to do something splendid before I go into my castle, something heroic or wonderful that won't be forgotten after I'm dead. I don't know what, but I'm on the watch for it, and mean to astonish you all some day. I think I shall write books, and get rich and famous, that would suit me, so that is my favorite dream."

"Mine is to stay at home safe with Father and Mother, and help take care of the family," said Beth contentedly.

"Don't you wish for anything else?" asked Laurie.

"Since I had my little piano, I am perfectly satisfied. I only wish we may all keep well and be together, nothing else."

"I have ever so many wishes, but the pet one is to be an artist, and go to Rome, and do fine pictures, and be the best artist in the whole world," was Amy's modest desire.

"We're an ambitious set, aren't we? Every one of us, but Beth, wants to be rich and famous, and gorgeous in every respect. I do wonder if any of us will ever get our wishes," said Laurie, chewing grass like a meditative calf.

"I've got the key to my castle in the air, but whether I can unlock the door remains to be seen," observed Jo mysteriously.

Excerpt from Little Women by Louisa May Alcott, 1868-1869

Task B

You have read an article concerning the recent phenomenon of downshifting and you think it would be of interest to other readers.

Write an essay in which you:

- introduce the topic and summarise the issues mentioned in the text,
- discuss the implications of these issues for making career choices,
- summarise your key points and suggest who would benefit from reading the article.

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

DOWNSHIFTING

Long coveted by job centres and PowerPoint presenters, the old image of moving up the career ladder makes less and less sense by the day. In France and other Western societies, it is increasingly common to see interior designers become bakers, ex-bankers opening up cheese shops, and marketing officers taking up electricians' tools.

In January 2022, 21% of French working people were in the course of changing careers, while 26% were reported to be considering a career switch in the long term. As part of this trend, executives or the highly educated are increasingly drawn to the world of craft. The practice is sometimes referred to as downshifting in English, which, according to the Cambridge Dictionary, is "the practice of leaving a job that is well paid and difficult in order to do something that gives you more time and satisfaction but less money".

These career changes are a puzzle for sociologists, who have traditionally sought to understand the factors driving upward mobility, class reproduction, or social downgrading. These days, the latter can be observed on an intergenerational scale, with children increasingly occupying lower positions in the social hierarchy than their parents, but also on an intragenerational scale with individuals carrying out jobs for which they are overqualified. In both cases, the phenomenon at play is thought of as something people are subject to, not the result of their own decisions. How, then, can we get our heads around managers moving into the craft industry?

[...] As part of my PhD, I embarked onto a mission to understand downshifters' motivations, interviewing 55 of them.

The first takeaway to emerge from these interviews is the majority of career switchers show a relationship to work which we can describe as "experiential". This means that, more than material resources or the prestige of professional status, these professionals prioritise satisfying and fulfilling work lives.

Admittedly, the craft trade corresponds to a more working-class job sector than the one their initial background had accustomed them to. It requires a lower education level than theirs, and generally confers lower or more irregular income. But the experiential relationship with work leads the career switchers to focus less on these criteria than on the satisfaction that their new job can intrinsically provide. This experiential relationship to work often leads career switchers to indicate that craft work would have more "meaning" than their former profession. [...]

Several shortcomings are attributed to computer-based "office" jobs. First, the sedentary nature of the work, both in terms of being indoors and time sitting. Second, the feeling of unproductivity that "intellectual" work sometimes brings is often mentioned. Finally, such "office jobs" often involve a strong division of labour, which can make people feel like a "number", a "link" or a "cog in a mechanism".

In contrast, craftsmanship is given qualities that mirror these shortcomings. First of all, it allows people to work outside – which many people who have retrained in construction value – and to exercise their bodies.

Second, craftsmanship is valued for its "concrete" character. By this we mean that the product of the activity is palpable and tangible, which makes it easier to equate the efforts engaged with the result they produce.

Finally, the craft often allows retrained workers to supervise all stages of production, which is valued as opposed to an overly marked division of labour.

This concern for professional autonomy can be seen in the very high proportion of career switchers who become self-employed in the very short term [...]. From this point of view, access to independence emerges as an essential condition for retraining in the craft trade.

(Adapted from Dain, Antoine "Downshifting: why people are quitting their corporate careers for craft jobs." The Conversation. April 5, 2023. <https://theconversation.com>)

Izmanto šo lapu uzmetumam!

KODS

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Atbilžu lapa
3. daļa. Rakstīšana

Izvēlies vienu no uzdevuma variantiem (Task A vai Task B), kurus izsniegs eksāmena vadītājs. Norādi atvēlētajā vietā, kuru no uzdevuma variantiem (Task A vai Task B) tu veiksi. Uzmetumam izmanto tam paredzēto lapu.

*Task (20 points)
You have 80 minutes to complete the task.
Write between 300 – 350 words.*

Task _____

A large rectangular box with a thin black border, containing numerous horizontal lines spaced evenly down the page, resembling a writing area or a table.

EKSĀMENS ANĢĻU VALODĀ
(augstākais mācību satura
apgaves līmenis)
2024
SKOLOTĀJA MATERIĀLS
Mutvārdu daļa, 1. diena

EKSĀMENS ANĢĻU VALODĀ
(augstākais mācību satura apgaves 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.

2024

Paper 1

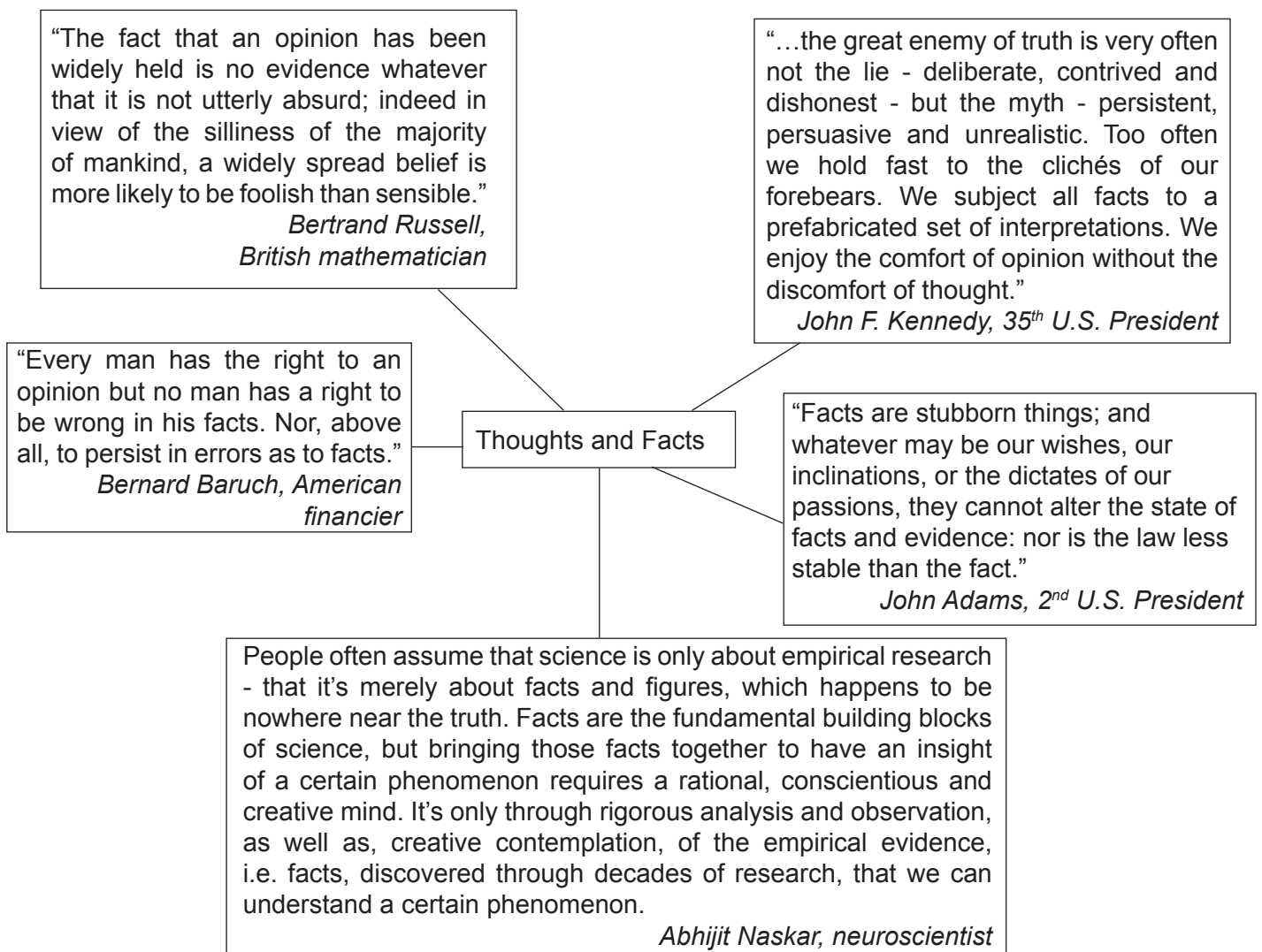
Prepare a 5-minute talk on the topic “Thoughts and Facts”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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



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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Kennedy's quote raise?
3. Why is it important to be able to distinguish between facts and opinions in various aspects of life?

Paper 2

Prepare a 5-minute talk on the topic “The Road to Discovery”.

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

In your talk:

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

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

“The important thing is not to stop questioning. Curiosity has its own reason for existence. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery each day.”
Albert Einstein, physicist

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“While researchers strive to expand the frontiers of human faculties, the products of their endeavors tend to dull the creative urge of mankind at large.”
BS Murthy, Indian novelist

The Road to
Discovery

“Our real discoveries come from chaos, from going to the place that looks wrong and stupid and foolish.”
Chuck Palahniuk, American novelist

“The process of scientific discovery has historically been intensive and time-consuming; however, advances in computational power and algorithms have provided an efficient route to make new discoveries. Complex tools using artificial intelligence (AI) can efficiently analyze data as well as generate new hypotheses and theories. Along with AI becoming increasingly prevalent in our daily lives and the services we access, its application to different scientific domains is becoming more widespread.”

*Bartlett, L. K., Pirrone, A., Javed, N., & Gobet, F. (2023).
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Perspectives on Psychological Science, 18(1), 178–189.*

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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What can you infer from Murthy’s quote?
3. How might artificial intelligence affect the process of scientific discovery?

Paper 3

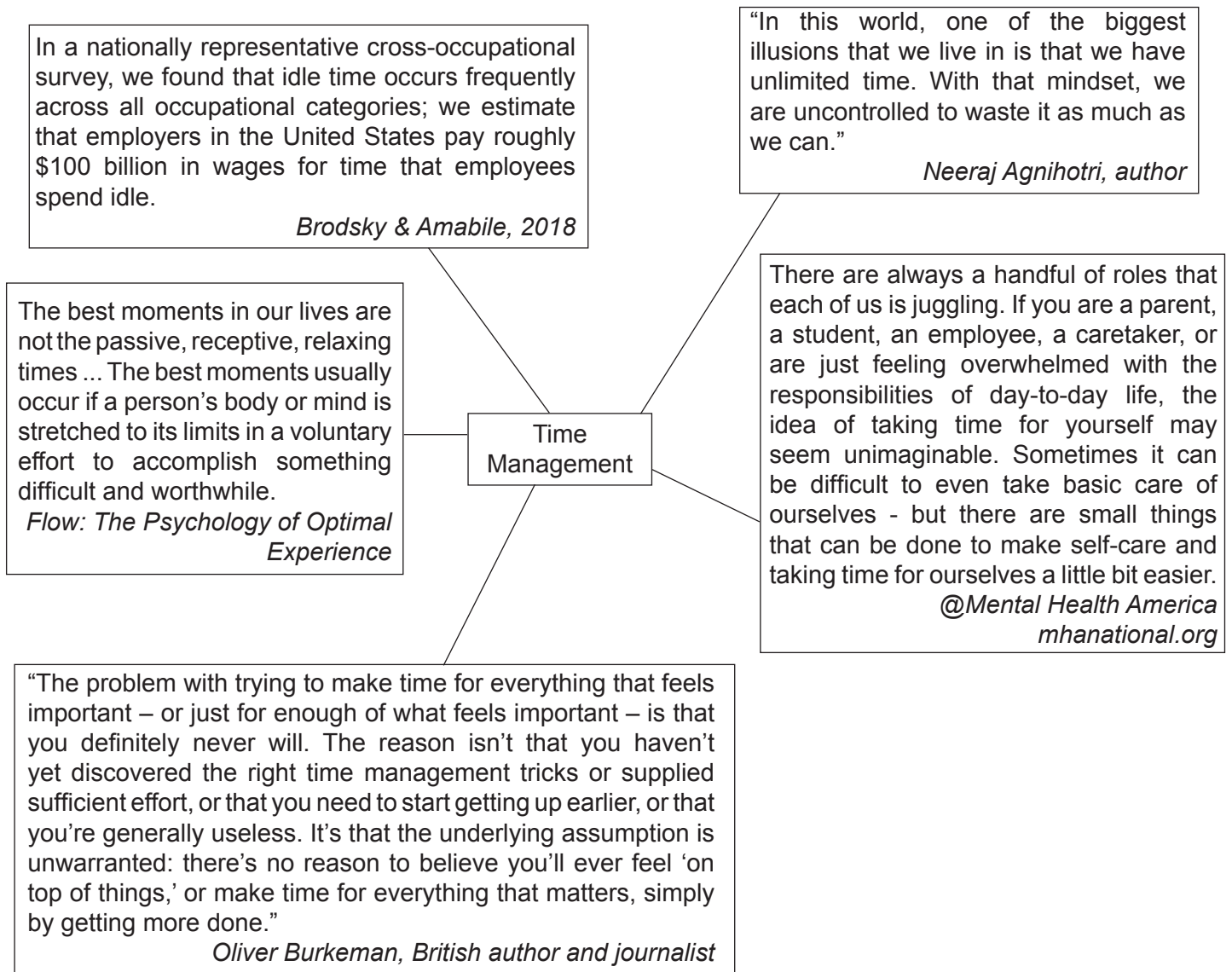
Prepare a 5-minute talk on the topic “Time Management”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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



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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. How do you interpret Burkeman’s quote?
3. How can individuals balance short-term tasks and achieve long-term goals?

Paper 4

Prepare a 5-minute talk on the topic “Language and Communication”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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

Language has played a pivotal role in human evolution, and it has contributed to the development of sophisticated societies and cultures. It is widely believed that human language emerged around 50,000 to 100,000 years ago. Prior to this, our ancestors communicated using grunts, gestures, and other basic sounds.

The Evolution of Language: Unraveling the Origins and Complexity of Communication at medium.com

“You don’t realize how language actually interferes with communication until you don’t have it, how it gets in the way like an overdominant sense. You have to pay much more attention to everything else when you can’t understand the words. Once comprehension comes, so much else falls away. You then rely on their words, and words aren’t always the most reliable thing.”

Lily King, American novelist

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Language and Communication

“The great enemy of communication is the illusion of it. Human beings have the habit of talking and writing too much without conveying any meaning.”

from Motivation in Advertising by Pierre Martineau, 1957

“In face-to-face communication, most of what we convey goes through body language or tone of voice (implicit). When you’re talking on the phone, you lack the implicit visual cues. When you’re communicating through writing – which is the medium of 99% of the internet, you also lack the implicit voice cues. It therefore becomes much easier to misunderstand the implicit meaning of a message.”

youthtimemag.com

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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Martineau’s quote raise?
3. How could communication breakdowns be avoided?

Paper 5

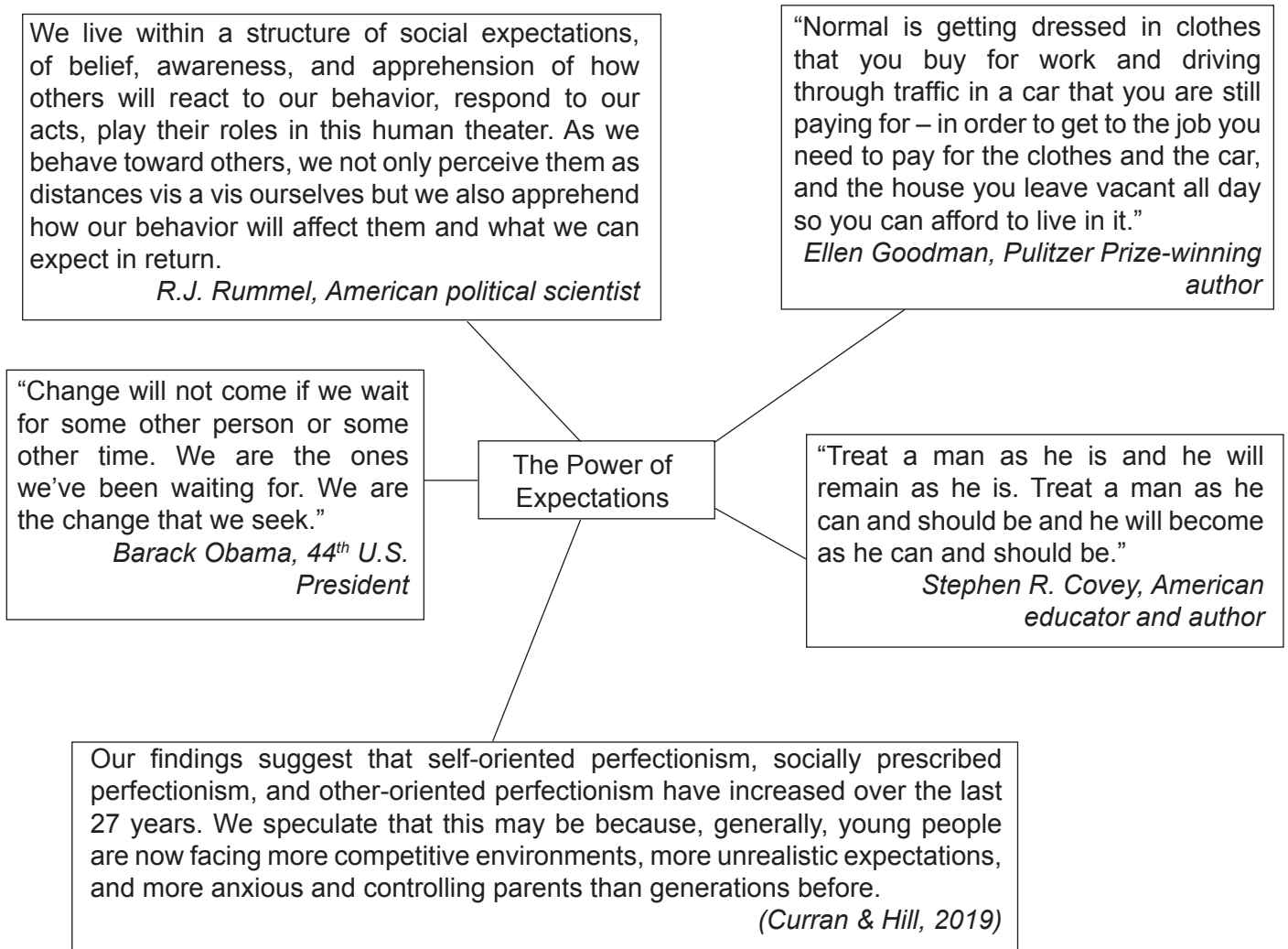
Prepare a 5-minute talk on the topic “The Power of Expectations”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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



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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Ellen Goodman’s quote raise?
3. What could help young people cope with social pressure?

Paper 6

Prepare a 5-minute talk on the topic “Global Citizenship”.

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

In your talk:

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

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

The most common global citizenship definition is the idea that all people have civic responsibilities to the world as a whole, rather than just their local communities or countries. [...] Global citizenship has numerous benefits that extend beyond personal growth and development such as increased cultural understanding, improved communication skills, enhanced problem-solving skills and greater career opportunities.

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The Global Citizen Prize is a yearly award that recognizes and celebrates the unsung activists who are fighting the good fight, going above and beyond to tick things off the world’s most important to-do list: the United Nations’ Global Goals. [...] The world is facing multiple compounding crises and it can be easy to feel like the future is bleak. But look around, and the world is also full of remarkable individuals, dedicating themselves to the fight to uplift the most vulnerable and achieve equality and justice for all.

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Global
Citizenship

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globescan.com

A world without borders, with significant distance reduction, due to technological advancement is emerging. Global citizenship involves caring about the people with whom we share the habitat (earth), respecting their opinions and human rights. [...] The world needs global citizenship education more than ever before, as humanity is plagued by poverty and adverse climate change impacts. The global citizenship, created by education, is such that a student feels obliged to ensure their location is healthier and more prosperous. Global citizenship education is critical to breaking barriers in development, as people will view themselves as citizens of the earth, hence the need to promote its development.

mgiep.unesco.org

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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Kassem’s quote raise?
3. How can global awareness and engagement contribute to the well-being and progress of the local community?

Paper 1

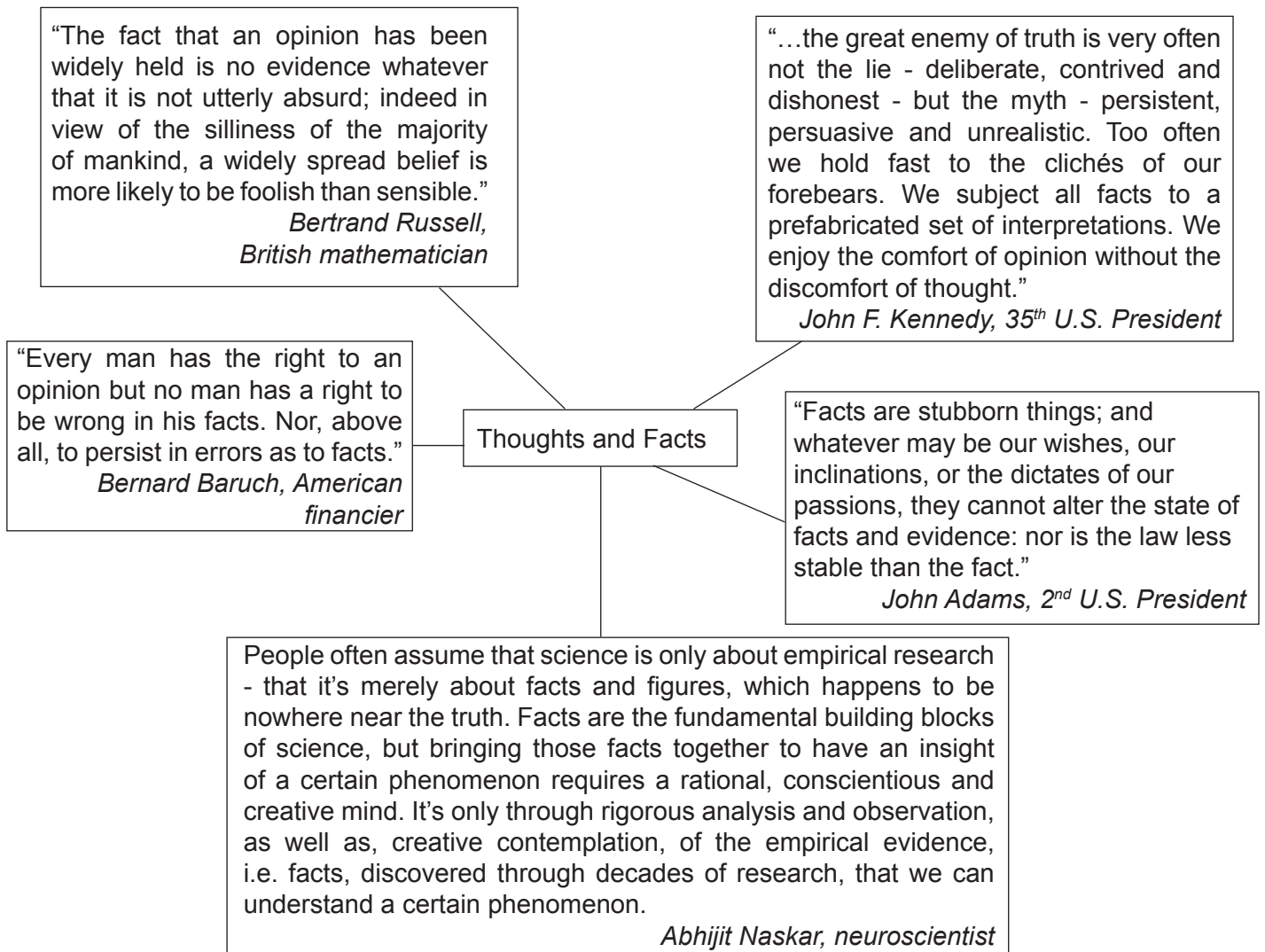
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In your talk:

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

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



Paper 2

Prepare a 5-minute talk on the topic “The Road to Discovery”.

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

In your talk:

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

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

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Paper 3

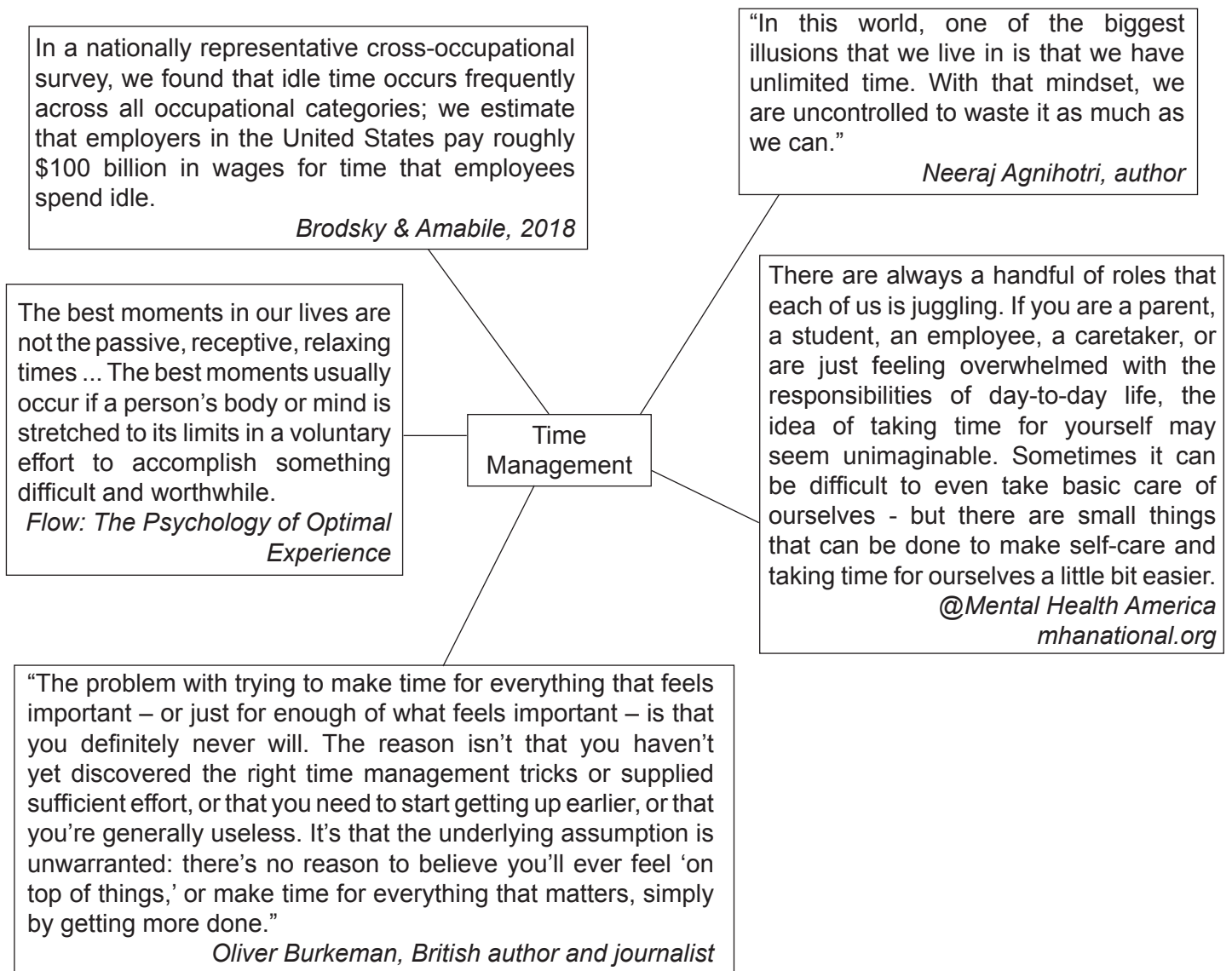
Prepare a 5-minute talk on the topic “Time Management”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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



Paper 4

Prepare a 5-minute talk on the topic “Language and Communication”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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- present your arguments, supporting them with information from the material provided;
- draw conclusions on the topic.

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

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youthtimemag.com

Paper 5

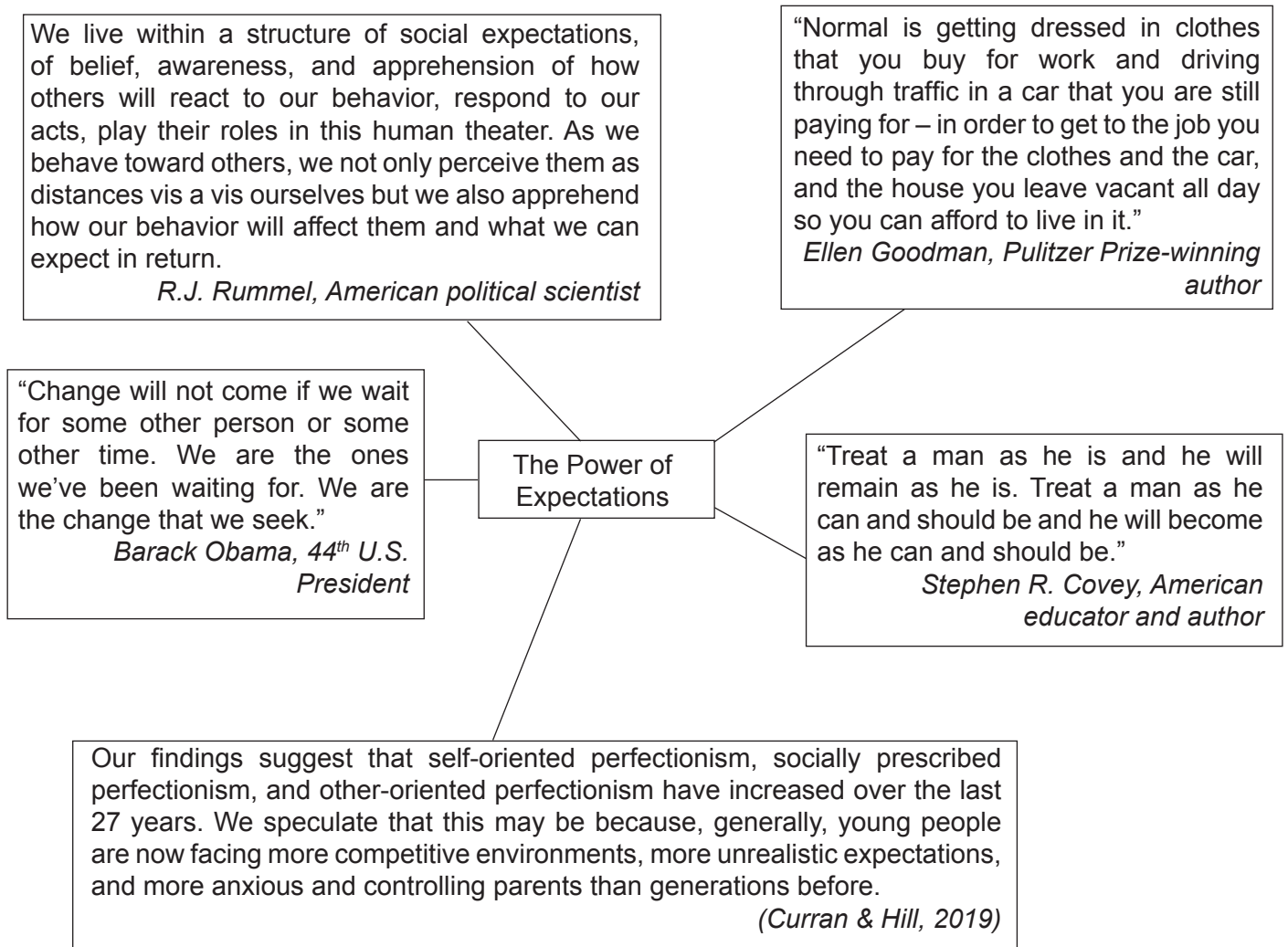
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In your talk:

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

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



Paper 6

Prepare a 5-minute talk on the topic “Global Citizenship”.

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

In your talk:

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

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

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globescan.com

A world without borders, with significant distance reduction, due to technological advancement is emerging. Global citizenship involves caring about the people with whom we share the habitat (earth), respecting their opinions and human rights. [...] The world needs global citizenship education more than ever before, as humanity is plagued by poverty and adverse climate change impacts. The global citizenship, created by education, is such that a student feels obliged to ensure their location is healthier and more prosperous. Global citizenship education is critical to breaking barriers in development, as people will view themselves as citizens of the earth, hence the need to promote its development.

mgiep.unesco.org

EKSĀMENS ANĢĻU VALODĀ
(augstākais mācību satura
apgaves līmenis)
2024
SKOLOTĀJA MATERIĀLS
Mutvārdu daļa, 2. diena

EKSĀMENS ANĢĻU VALODĀ
(augstākais mācību satura apgaves 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.

2024

Paper 1

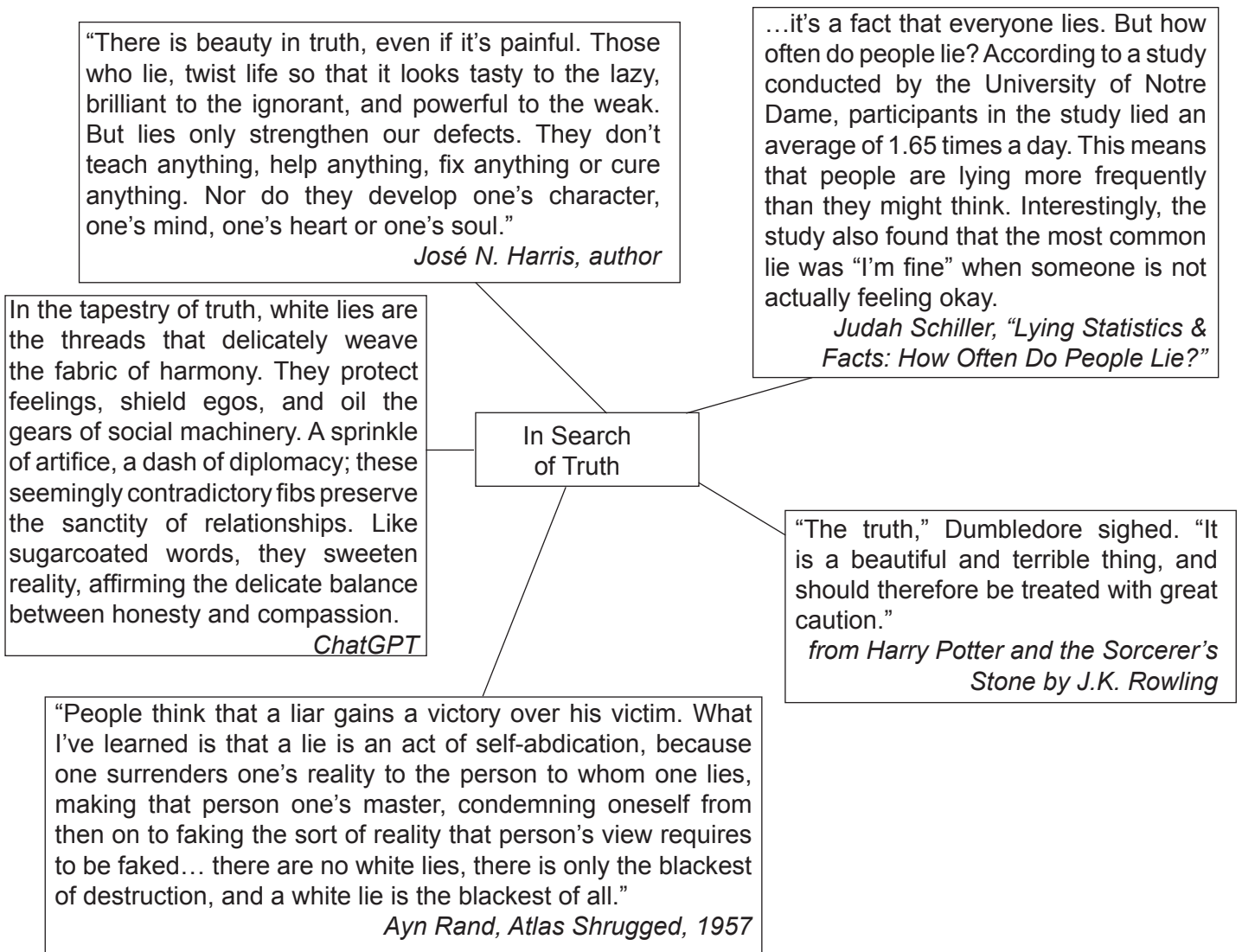
Prepare a 5-minute talk on the topic “In Search of Truth”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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



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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. How do you understand Ayn Rand’s quote?
3. Why is truth sometimes seen as subjective?

Paper 2

Prepare a 5-minute talk on the topic “Who are we and where are we going?”

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

In your talk:

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

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

“Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you?”
Carol S. Dweck, American psychologist, Mindset: The New Psychology of Success

“We are just an advanced breed of monkeys on a minor planet of a very average star. But we can understand the Universe. That makes us something very special.”
Stephen Hawking, English theoretical physicist and cosmologist

“The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom.”
Isaac Asimov, American writer and professor

Who are we and where are we going?

“We know very little, and yet it is astonishing that we know so much, and still more astonishing that so little knowledge can give us so much power.”
Bertrand Russell, British mathematician and philosopher

Innovation is easier said than done. It often requires you to collaborate with others, overcome resistance from stakeholders, and invest valuable time and resources into generating solutions. It can also be highly discouraging because many ideas generated during ideation may not go anywhere. But the end result can make the difference between your organization’s success or failure
Boyles M. (2022). Innovation in Business: What It Is & Why

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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. How do you understand Asimov’s quote?
3. What moral dilemmas are connected with progress and accumulation of knowledge?

Paper 3

Prepare a 5-minute talk on the topic “Young People’s Social Participation”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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

Numerous studies show that today’s young people are highly motivated to generate positive social change (Lewis, 2016; Punadi and Rizal, 2017). Social entrepreneurship may have great potential to mobilize youth to engage in efforts to achieve major social objectives, including employment creation, poverty reduction, inclusion and integration.

*Holt and Littlewood, 2014 at
www.socialenterprisebsr.net*

Youth participation contributes to positive youth development. Research shows that young people who are supported to participate in decision-making are more likely to have increased confidence and self-belief, exercise positive career choices and have greater involvement and responsibility in the future.

www.myd.govt.nz

“We cannot always build the future for our youth, but we can build our youth for the future.”

*Franklin D. Roosevelt, 32nd U.S.
President*

Young People’s
Social Participation

The new Eurobarometer survey shows growing youth engagement: today, a majority (58%) of young people are active in the societies they live in. Young people’s most common expectation is for decision-makers to listen more to their demands and act on them, and to support their personal, social and professional development (72%).

erasmus-plus.ec.europa.eu

The young changemakers share ‘the youth changemaker mindset’. This includes a growth mindset, personal agency and self-efficacy, optimism and hope, empathy, a ‘we’ focus, and intrinsic motivation and passion for making the world a better place. Youth changemakers do not emerge or thrive in isolation. They are embedded in a network of the people who impact, shape, nurture, and sometimes inhibit the youth changemaker. This network includes parents, teachers and other adult allies, peers, and organizations such as their schools and their community.

perspectivesblog.sagepub.com

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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Roosevelt’s quote raise?
3. What could communities do to encourage and support youth social participation?

Paper 4

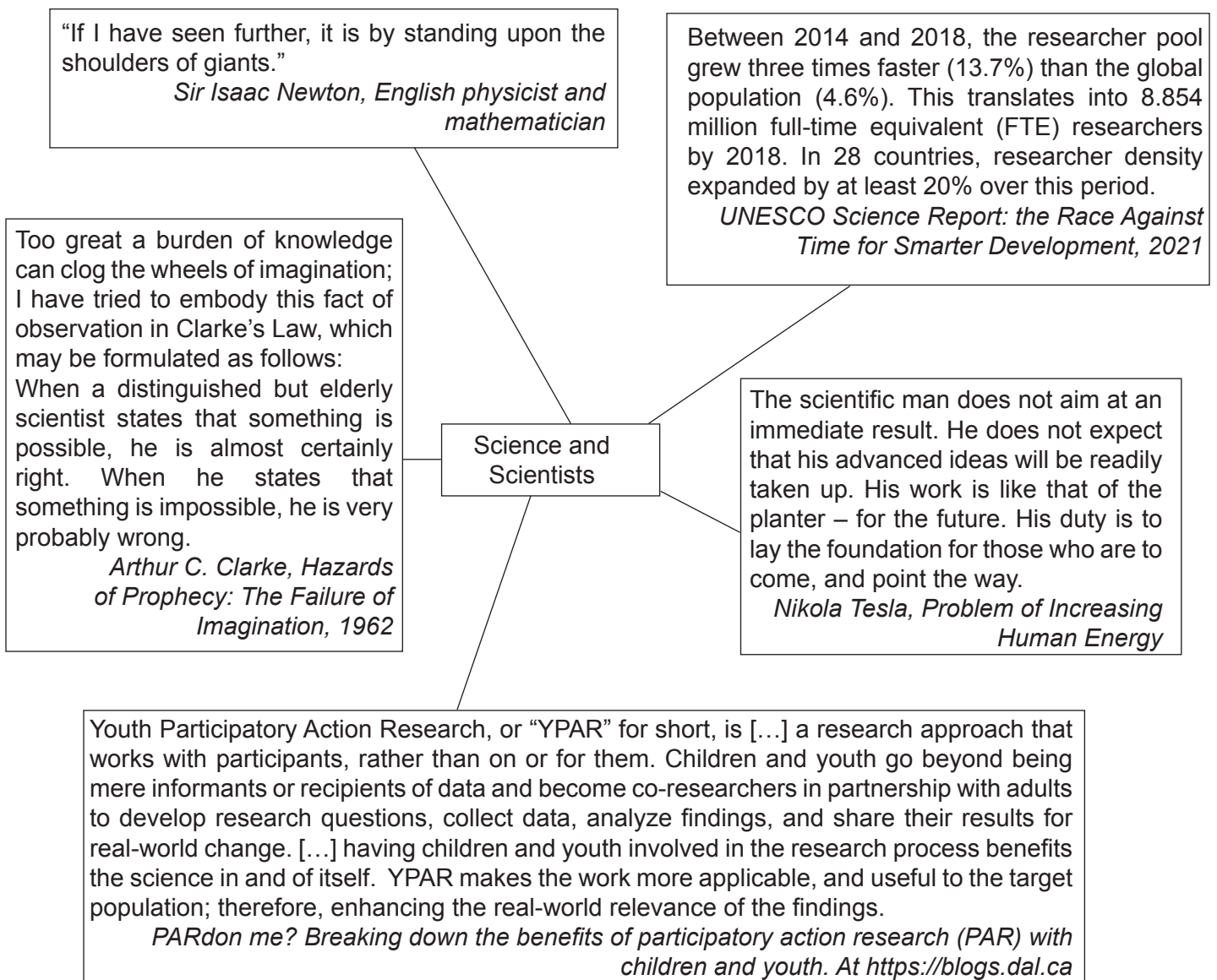
Prepare a 5-minute talk on the topic “Science and Scientists”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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



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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What can you infer from Tesla’s quote?
3. What ethical considerations should be taken into account in scientific research? Why?

Paper 5

Prepare a 5-minute talk on the topic “Mathematical Thinking”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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

Children need math. Children are as chaotic as a volcanic eruption, but as they grow, they need to learn patience and discipline. Patience is precisely what math teaches us. It also teaches us curiosity; for example, why is this rule used here? Why would that number be negative? Why is that equation set up like that? These are questions children will learn to ask if they are taught math.

medium.com

“I was never good at maths – the maths they teach in school anyway. Some people excel at trigonometry, calculus, or algebra and I wholeheartedly applaud those who do, and put their knowledge to good use in ways that make our lives easier. But we shouldn’t be excluding the vast majority of kids from learning practical life skills they need to succeed in life.”

Richard Branson - a British business magnate

“Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding.”

William Paul Thurston, American mathematician

Mathematical Thinking

Society doesn’t expect all students to be equally talented at art, music or athletics. Should we expect all students to become proficient in math and statistics? The ability to think clearly and critically about quantitative issues is imperative in contemporary society. While it may not be literally true that quantitative reasoning is required in virtually all academic fields and most every profession, the fact is that in an increasingly data-driven society the ability to analyze data, statistics and charts and graphs is a key component of critical thinking.

www.insidehighered.com

Not only do we hear “I’m bad at math” from our peers, but we’re bombarded with messages that it’s OK. For instance, there are shirts made for young girls that check off shopping, music, and dancing as their best subjects, but deliberately leave the box next to math unchecked. There are also shirts that say “Allergic to Algebra” and “4 out of 3 people are bad at math.” Psychologist Jonathan Wai said in a Psychology Today article that until we stop thinking being bad at math is funny, it will continue to be socially acceptable.

Kelly Dickerson Nov 19, 2013 - www.businessinsider.com

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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. How do you understand Thurston’s quote?
3. How can the process of solving maths problems enhance our ability to think critically?

Paper 6

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

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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

The study was conducted to find out if celebrities have any influence on young people’s aspiration for higher learning and desire for fame. 82.5% of the respondents affirmed that they were exposed to celebrity shows and celebrity lifestyle programmes. Despite respondents’ willingness to pursue higher education, the results showed that they would take any opportunity that would make them famous over higher education.

Aderonke & Adinlewa, 2020

Surveys in cities have found that about 30% of adults report regularly daydreaming about being famous, and more than 40% expect to enjoy some passing dose of fame at some point in life. For teenagers, the rates are higher. Yet for all the dreamers, only one or two in 100 rate fame as their most coveted goal, trumping all others.

Carey, Benedict “The Fame Motive.” The New York Times, August 22, 2006. <https://www.nytimes.com>

“I’m not a rock star. Sure I am, to a certain extent because of the situation, but when kids ask me how it feels to be a rock star, I say leave me alone, I’m not a rock star. I’m not in it for the fame, I’m in it because I like to play.”

Eddie Van Halen, American musician

Fame

Social media fame is more fragile and less likely to endure compared to the celebrity of actors and musicians. Influencers’ success relies less on their content and more on their ability to maintain an emotional connection with their fans, which can change quickly. Fans are more reactive than ever to influencers behaving badly or violating social norms.

Rutledge, Pamela B. “The Fragility of Social Media Fame.” Psychology Today, March 30, 2021. <https://www.psychologytoday.com>

Developmentally, the celebrity often goes through a process of first loving, then hating fame; addiction; acceptance; and then adaptation (both positive and negative) to the fame experience. Becoming a celebrity alters the person’s being-in-the-world. Once fame hits, with its growing sense of isolation, mistrust, and lack of personal privacy, the person develops a kind of character-splitting between the “celebrity self” and the “authentic self”.

Rockwell, Donna at www.saybrook.edu, February 18, 2012

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

1. What criteria did you use to select the most relevant information for your talk? Why?
2. What issue does Eddie Van Halen’s quote raise?
3. How does society’s preoccupation with fame shape our values and aspirations?

Paper 1

Prepare a 5-minute talk on the topic “In Search of Truth”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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

“There is beauty in truth, even if it’s painful. Those who lie, twist life so that it looks tasty to the lazy, brilliant to the ignorant, and powerful to the weak. But lies only strengthen our defects. They don’t teach anything, help anything, fix anything or cure anything. Nor do they develop one’s character, one’s mind, one’s heart or one’s soul.”

José N. Harris, author

...it’s a fact that everyone lies. But how often do people lie? According to a study conducted by the University of Notre Dame, participants in the study lied an average of 1.65 times a day. This means that people are lying more frequently than they might think. Interestingly, the study also found that the most common lie was “I’m fine” when someone is not actually feeling okay.

Judah Schiller, “Lying Statistics & Facts: How Often Do People Lie?”

In the tapestry of truth, white lies are the threads that delicately weave the fabric of harmony. They protect feelings, shield egos, and oil the gears of social machinery. A sprinkle of artifice, a dash of diplomacy; these seemingly contradictory fibs preserve the sanctity of relationships. Like sugarcoated words, they sweeten reality, affirming the delicate balance between honesty and compassion.

ChatGPT

In Search
of Truth

“The truth,” Dumbledore sighed. “It is a beautiful and terrible thing, and should therefore be treated with great caution.”

from Harry Potter and the Sorcerer’s Stone by J.K. Rowling

“People think that a liar gains a victory over his victim. What I’ve learned is that a lie is an act of self-abdication, because one surrenders one’s reality to the person to whom one lies, making that person one’s master, condemning oneself from then on to faking the sort of reality that person’s view requires to be faked... there are no white lies, there is only the blackest of destruction, and a white lie is the blackest of all.”

Ayn Rand, Atlas Shrugged, 1957

Paper 2

Prepare a 5-minute talk on the topic “Who are we and where are we going?”

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

In your talk:

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

“Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you?”
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Stephen Hawking, English theoretical physicist and cosmologist

“The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom.”
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Boyles M. (2022). Innovation in Business: What It Is & Why

Paper 3

Prepare a 5-minute talk on the topic “Young People’s Social Participation”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

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www.myd.govt.nz

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Young People’s
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erasmus-plus.ec.europa.eu

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perspectivesblog.sagepub.com

Paper 4

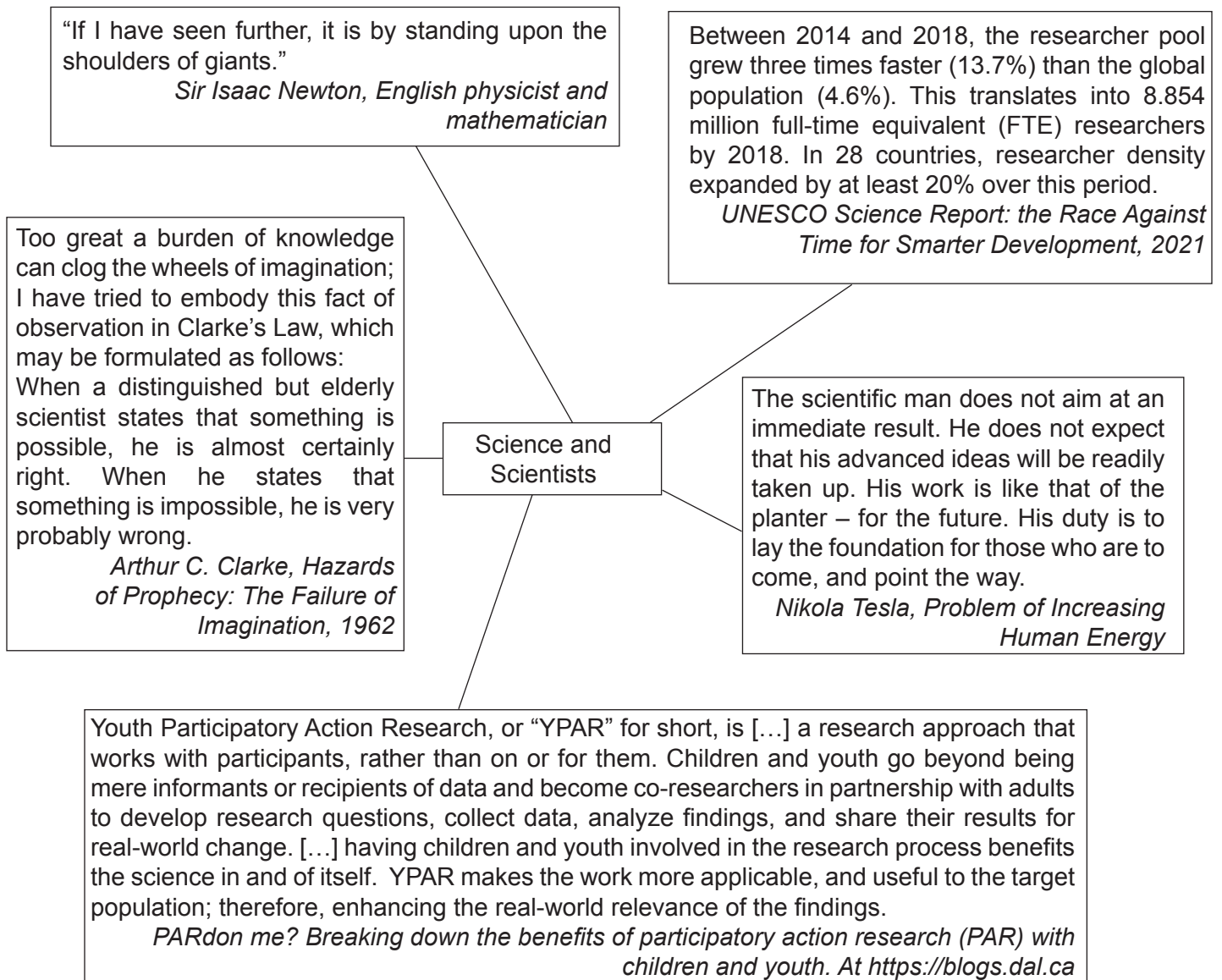
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Between 2014 and 2018, the researcher pool grew three times faster (13.7%) than the global population (4.6%). This translates into 8.854 million full-time equivalent (FTE) researchers by 2018. In 28 countries, researcher density expanded by at least 20% over this period.
UNESCO Science Report: the Race Against Time for Smarter Development, 2021

Too great a burden of knowledge can clog the wheels of imagination; I have tried to embody this fact of observation in Clarke’s Law, which may be formulated as follows:
 When a distinguished but elderly scientist states that something is possible, he is almost certainly right. When he states that something is impossible, he is very probably wrong.
Arthur C. Clarke, Hazards of Prophecy: The Failure of Imagination, 1962

The scientific man does not aim at an immediate result. He does not expect that his advanced ideas will be readily taken up. His work is like that of the planter – for the future. His duty is to lay the foundation for those who are to come, and point the way.
Nikola Tesla, Problem of Increasing Human Energy

Youth Participatory Action Research, or “YPAR” for short, is [...] a research approach that works with participants, rather than on or for them. Children and youth go beyond being mere informants or recipients of data and become co-researchers in partnership with adults to develop research questions, collect data, analyze findings, and share their results for real-world change. [...] having children and youth involved in the research process benefits the science in and of itself. YPAR makes the work more applicable, and useful to the target population; therefore, enhancing the real-world relevance of the findings.
PARdon me? Breaking down the benefits of participatory action research (PAR) with children and youth. At <https://blogs.dal.ca>

Paper 5

Prepare a 5-minute talk on the topic “Mathematical Thinking”.

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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

Children need math. Children are as chaotic as a volcanic eruption, but as they grow, they need to learn patience and discipline. Patience is precisely what math teaches us. It also teaches us curiosity; for example, why is this rule used here? Why would that number be negative? Why is that equation set up like that? These are questions children will learn to ask if they are taught math.

medium.com

“I was never good at maths – the maths they teach in school anyway. Some people excel at trigonometry, calculus, or algebra and I wholeheartedly applaud those who do, and put their knowledge to good use in ways that make our lives easier. But we shouldn’t be excluding the vast majority of kids from learning practical life skills they need to succeed in life.”

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Mathematical Thinking

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www.insidehighered.com

Not only do we hear “I’m bad at math” from our peers, but we’re bombarded with messages that it’s OK. For instance, there are shirts made for young girls that check off shopping, music, and dancing as their best subjects, but deliberately leave the box next to math unchecked. There are also shirts that say “Allergic to Algebra” and “4 out of 3 people are bad at math.” Psychologist Jonathan Wai said in a Psychology Today article that until we stop thinking being bad at math is funny, it will continue to be socially acceptable.

Kelly Dickerson Nov 19, 2013 - www.businessinsider.com

Paper 6

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

Read the materials below and select at least three points and opinions that you will use to support your argument. You can use other ideas as well, but you must discuss the ideas you selected from the material first. After your talk, you will answer three questions and justify your opinion.

In your talk:

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

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

The study was conducted to find out if celebrities have any influence on young people’s aspiration for higher learning and desire for fame. 82.5% of the respondents affirmed that they were exposed to celebrity shows and celebrity lifestyle programmes. Despite respondents’ willingness to pursue higher education, the results showed that they would take any opportunity that would make them famous over higher education.

Aderonke & Adinlewa, 2020

Surveys in cities have found that about 30% of adults report regularly daydreaming about being famous, and more than 40% expect to enjoy some passing dose of fame at some point in life. For teenagers, the rates are higher. Yet for all the dreamers, only one or two in 100 rate fame as their most coveted goal, trumping all others.

Carey, Benedict “The Fame Motive.” The New York Times, August 22, 2006. <https://www.nytimes.com>

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Eddie Van Halen, American musician

Fame

Social media fame is more fragile and less likely to endure compared to the celebrity of actors and musicians. Influencers’ success relies less on their content and more on their ability to maintain an emotional connection with their fans, which can change quickly. Fans are more reactive than ever to influencers behaving badly or violating social norms.

Rutledge, Pamela B. “The Fragility of Social Media Fame.” Psychology Today, March 30, 2021. <https://www.psychologytoday.com>

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Rockwell, Donna at www.saybrook.edu, February 18, 2012

KODS

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Izmanto šo lapu atbildes sagatavošanai!

1. vērtējums

EKSĀMENS ANĢĻU VALODĀ
(augstākais mācību satura apguves līmenis)
 2024
 RUNĀŠANAS PRASMES VĒRTĒJUMS

Skola _____

Intervētāja vārds, uzvārds _____ Datums _____

Vērtētāja vārds, uzvārds _____

Obligāti jāraksta pilns skolēna kods! (12 cipari)**Nepareizi ierakstītu ciparu drīkst labot, izmantojot korektoru!****Ja protokola lapā nav aizpildītas visas 18 ierakstiem atvēlētās ailes, neaizpildītās nedrīkst aizsvītrot vai veikt jebkārus 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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12.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Vērtētāja paraksts _____

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