

**VIDZEMES TEHNOLOĢIJU UN
DIZAINA TEHNIKUMS**

**METODISKAIS MATERIĀLS
“GATAVOŠANĀS EKSĀMENAM”**

ANĢĻU VALODA

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How & what to do: prepare for your English examination

Teacher Tereze Stalmane / VTDT



'Knowing is not enough; We must apply.

Willing is not enough; We must do.' /Bruce Lee/

Gatavojoties angļu valodas eksāmenam, aicinu: **iedziļināties**,
patstāvīgi **vingrināties** uzdevumos un izlasīt šo prezentāciju
pilnībā! Tev izdosies!

Svarīgi!

Šis Tev var noderēt, lai turpinātu studijas vai kursus Latvijā un ārzemēs:

izglītojamiem, kuru sniegums svešvalodas centralizētajā eksāmenā atbilst vispārējās vidējās izglītības standartā noteiktajiem valodas prasmes līmeņu aprakstiem, **papildus norāda valodas prasmes līmeni B1, B2 vai C1.**

Izglītojamajiem, kuri nerasniedz 40% robežu, vērtējums tiek izteikts tikai procentuālajā novērtējumā.

Iepazīsties ar eksāmena norādījumiem:

- ❑ Darba lapās un katrā atbilžu lapā ieraksti kodu, kuru tu saņēmi, ienākot eksāmena telpā!
- ❑ Darbu veic ar **tumši zilu vai melnu pildspalvu!**
- ❑ **Raksti salasāmi!** Šis ir būtiski - **jau tagad vari patrenēties glītam rokrakstam!**
- ❑ Atbilžu lapās atbildes raksti tieši tām paredzētajās vietās! **Ar zīmuli rakstītais netiek vērtēts.**
- ❑ Eksāmena norises laikā eksāmena vadītājs skaidrojumus par uzdevumiem **nesniedz.**
- ❑ Rakstīšanas daļas darba lapas saņemsi pēc starpbrīža.
- ❑ 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.

Svarīgi!

Kādas 4 daļas Tevi sagaida angļu valodas eksāmenā?

1.tabula. Eksāmena darba daļu īpatsvars un izpildei paredzētais laiks

Daļa	Maksimālais punktu skaits	Uzdevumu skaits	Daļas īpatsvars %	Izpildes laiks, min
Lasīšana	30	3	25	50
Klausīšanās	30	3	25	30
Rakstīšana	$40 \times 0,75$	2	25	70
Mutvārdi	$25 \times 1,2$	2	25	10–12
Kopā	120	10	100	162

Šeit atradīsi saites uz noderīgiem resursiem

<https://www.visc.gov.lv/lv/valsts-parbaudes-darbu-uzdevumi> (Iepriekšējo gadu eksāmeni)

https://www.examenglish.com/leveltest/listening_level_test.htm

<https://www.woodwardenglish.com/course/english/> (Noderīgi, ja šobrīd domā, ka "neko nesaprotu")

<https://www.youtube.com/watch?v=juKd26qkNAw> (Praktizējies izrunā un noderīgās frāzēs)

<https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate>

<https://www.bbc.co.uk/learningenglish/english/course/upper-intermediate>

<https://learnenglishteens.britishcouncil.org/study-break> (Atradīsi video)

<https://padlet.com/terezestalmane/year3> (Aplūko dažādus papildus resursus)

<https://www.naturalreaders.com/online/> (Trenējies izrunā dažādiem tekstiem)

Ko darīt? Nr. 1

Iepazīsties ar eksāmena **struktūru**,
ieteikumiem un **čeklisti** (*checklist*)!



- ❑ Pildot eksāmena daļas, **pārbaudi, vai tu vari iekļauties tam paredzētajā laikā!**
- ❑ Ja no sākuma tev tas nav izdevies, izvērtē, vai tev nav jāmaina laika plānošanas stratēģijas: sāc ar tev vieglākiem uzdevumiem, izpildi tos, par kuriem esi pārliecināts. Ja esi aizķēries pie jautājuma, izvēlies atbildi, kura tev šķiet pareiza, atzīmē jautājumu un atgriezies pie tā vēlāk. Tas palīdzēs tev neizlaist kādu uzdevumu, kura atbildi tu zini, bet kuram tev var nepietikt laika.
- ❑ Plāno laiku tā, lai tev būtu iespēja vēlreiz pārskatīt atbildes pirms atbilžu lapas aizpildīšanas vai darba lapas nodošanas. Ja eksāmenā tev jāraksta eseja, **atvēli laiku tās plānošanai**, kas tev palīdzēs atlasīt nepieciešamos faktus un argumentus un sakārtot materiālus. Tas ļaus ātrāk un pārliecinošāk izpildīt uzdevumu.

Pildot uzdevumus:

- ❑ Rūpīgi lasi katru jautājumu un **pārliecinies, ka esi sapratis uzdevumu nosacījumus.** **Pievērs uzmanību nepieciešamajām darbībām:** Vai tev jāieraksta vai jāapvelk pareizā atbilde? Vai tev jāuzskaita fakti, jāargumentē savs viedoklis, kaut kas jāpaskaidro vai jāsecina? **Atrodi uzdevuma atslēgvārdus!** Tas tev palīdzēs labāk saprast, kas tev jāiekļauj atbildē.
- ❑ Vai tev jāsniedz **īsa vai izvērsta** atbilde?
- ❑ Kad tu esi izpildījis uzdevumu, atgriezies pie nosacījumiem un **pārbaudi, vai tu esi visu ievērojis.** Viena no stratēģijām, kura tev palīdzēs novērtēt prasmes un zināšanas, ir sadalīt eksāmena jautājumus trīs grupās:
jautājums, par kura pareizo atbildi es esmu pārliecināts;
jautājums, uz kuru es varu atbildēt, bet neesmu pārliecināts;
jautājums, uz kuru es nevaru atbildēt.

Ko darīt? Nr. 2

Viens no veidiem, kā sagatavoties eksāmenam, ir **apskatīt un izpildīt iepriekšējo gadu uzdevumus.**

Tāda veidā tu varēsi aktīvāk atkārtot mācību vielu, labāk sapratīsi eksāmena formātu, uzdevumu formulējumus un vērtēšanas kritērijus.



Reading



Lasīšanas uzdevumos rūpīgi izlasi nosacījumus!

Bieži vien tiek norādīts, piemēram, ***"There are more questions than answers"***, ***"Write the appropriate letter in the gap."***, ***"Note that there are more parts than gaps."*** **u.tml.** kas norāda, ka atbilžu būs vairāk kā jautājumu, jāievada piemērotais burts vai arī ir vairāk sadaļu, kā tukšo vietu u.tml.

Lasīšanas uzdevumus meklē un pildi šeit:
<https://www.uzdevumi.lv/p/valsts-eksamens-anglu-valoda/12-klase/reading-7005>

Reading



Papildus lasīšanas uzdevumi **B2 līmenī**

<https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading>

https://www.examenglish.com/B2/B2_reading.htm

https://www.examenglish.com/FCE/fce_reading_and_use_of_english_part7_2.htm

Papildus lasīšanas uzdevumi **B1 līmenī**

<https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading>

Listening



Klausīšanās uzdevumos rūpīgi izlasi nosacījumus!

Bieži vien tiek norādīts, piemēram, ***“Choose the appropriate answer”, “Fill in the gaps with a number!”, “Write the missing numbers (with digits) in the sentences below!***, ***“Write the missing information in the gaps.” u.tml.***

Klausīšanās uzdevumus meklē un pildi šeit:

<https://www.uzdevumi.lv/p/valsts-eksamens-anglu-valoda/12-klase/listening-7006>

un

https://www.examenglish.com/B2/B2_listening.htm

<https://learnenglishteens.britishcouncil.org/skills/listening>

Listening

Izpēti un klausies kādu **Youtube kanālu vai BBC learn English** piedāvāto kursu, piemēram:

<https://www.bbc.co.uk/learningenglish/english/course/intermediate>

<https://www.bbc.co.uk/learningenglish/english/course/upper-intermediate>

(pamata frāzes)

<https://www.bbc.co.uk/learningenglish/english/course/emw>



Listening

Izpēti un klausies kādu **Youtube kanālu vai BBC learn English** piedāvāto kursu, piemēram:

<https://www.youtube.com/user/bbclearningenglish/videos>

<https://www.youtube.com/user/EnglishAnyone/videos>

<https://youtu.be/5w-zLrITcY4> (6 minute English)



Writing

Rakstīšanas daļā Tevi sagaida 2 uzdevumi:
neformāls un **formāls** rakstu darbs!

Rakstīšanas uzdevumus meklē un pildi šeit:

<https://www.uzdevumi.lv/p/valsts-eksamens-anglu-valoda/12-kla-se/writing-7007>



Writing

Rakstīšanas daļā Tevi sagaida 2 uzdevumi:
neformāls un **formāls** rakstu darbs!

Iepazīsties ar resursiem un *špikeri*:

<https://padlet.com/terezestalmame/year3> -> resursi pašmācībai ->
rakstīšanas daļas špiekris

**Atceries, ka daļu frāžu jau tagad vari
iegaumēt, lai eksāmenā tos atsauktu atmiņā!**



Iepazīsties ar resursiem un špikeri:

<https://padlet.com/terezestalmane/year3> -> resursi pašmācībai -> rakstīšanas daļas špiekris

INFORMAL LETTERS

OPENING PHRASES
Dear Peter, Hi Sue,

INTRODUCTION
Thanks for your letter. / It was good to hear from you.
Sorry I haven't written for so long.
I hope you're OK.

CONCLUSION
I must be going now.
Write soon.
Looking forward to your news/
to hearing from you again.

CLOSING PHRASES
All the best, Love from...
Love, Best,
Cheers,
Bye for now

USEFUL EXPRESSIONS

OPENING PHRASE

- Dear Peter/Greg,

INTRODUCTION

- I hope you're fine.
- How are you?/How are you doing?
- It was good to hear from you/Thanks for your letter!

GIVING INFORMATION

- I'm writing to tell you...
- I wonder if you remember/have heard...
- As for my latest news, ...

WRITING ABOUT YOUR PLANS

- First/Secondly, we're going to...
- The plan includes...

MAKING A REQUEST

- I'm writing to ask you for your help/advice...
- I wonder if I could ask you to/for...
- Could you tell me...
- I'd be really grateful if you could...



Izpēti *an informal letter* uzdevuma **piemēru ar atbildi**:

<https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/informal-email>

Izpēti *formal essay* uzdevuma **piemēru ar atbildi**:

<https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/against-essay-about-internet>

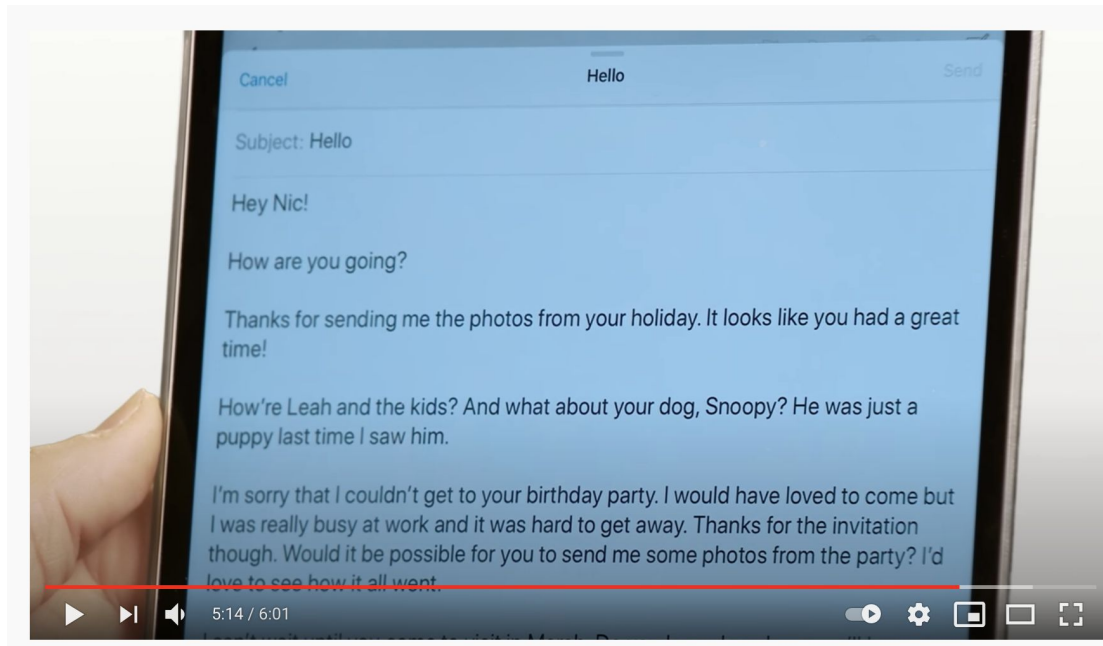
Citus rakstu darbu piemērus skati šeit:

<https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-B2-writing>



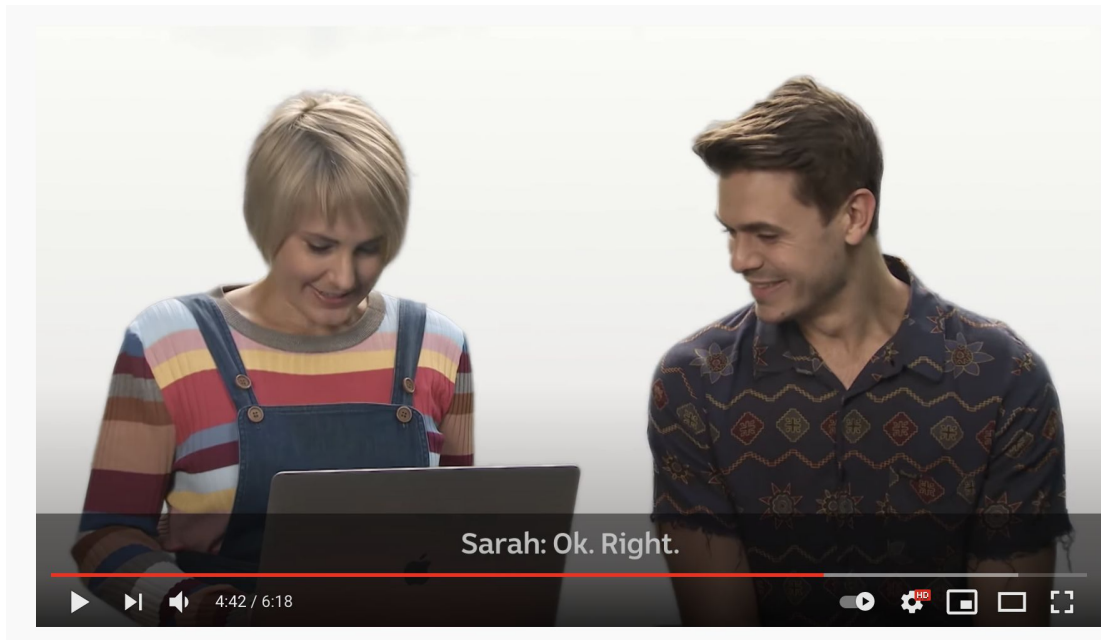
Noskaties **informal letter** rakstīšanas piemēra **video**:

<https://youtu.be/idozukbz2qA>



Noskaties **formal letter** rakstīšanas piemēra **video**:

<https://youtu.be/jN1gnGzw9tM>



Veidojot un pārlasot savu tekstu, uzdod sev jautājumus par teksta organizāciju, saturu un valodas līdzekļiem:

- ☐ Vai mans teksts ir **saprotams un loģisks**?
- ☐ Vai lasītājam būs viegli sekot līdzī manam domu gājienam, vai arī teksts ir jāpārlasa vairākas reizes?
- ☐ Vai es esmu tekstā iestrādājis **visus satura punktus**?
- ☐ Vai es esmu pietiekami **pamatojis** savu viedokli?
- ☐ Vai teksta daļas ir **saskaņotas un saistītas**?
- ☐ Vai es esmu izmantojis **dažādus teikumu veidus**?
- ☐ Cik **plašu vārdu krājumu** es esmu izmantojis?
- ☐ Vai manā tekstā ir vārdi, kas bieži **atkārtojas**?
- ☐ Vai es esmu izmantojis **arī sarežģītākas gramatikas struktūras**?



Turpmākajos piemēros Tev būs iespēja izpētīt citu gadu eksāmena rakstu daļas darbus -



vienu vāju un vienu labu rakstu darbu katrā no uzdevumiem! Rūpīgi lasi piemērus un padomā - kādēļ šiem darbiem piešķirts tieši tāds punktu sadalījums?

Vājš piemērs task 1

Izpēti doto uzdevumu un
tā izpildi!

Kā redzams nākamajā
lappusē, no 15
maksimālajiem punktiem,
šis darbs ieguvis 5
punktus.

Izpēti kritērijus un
piešķirtos punktus!

2018./2019. MĀCĪBU GADA ANĢĻU VALODAS CENTRALIZĒTĀ EKSĀMENA RAKSTĪŠANAS DAĻAS SKOLĒNU DARBI UN TO VĒRTĒJUMI

Task 1 E-mail (15 points)

You should spend about 25 minutes on this task.

Write between 100 – 120 words.

Your English-speaking friend Jill has decided to quit her studies. You do not approve of her decision.

Write an email to Jill. In your e-mail:

- explain why you are writing;
- give at least two possible results of her actions;
- suggest what she should do.

STUDENT 1 (112 words)

Dear Jill.

Hello my dear friend. It's me. Your friend. John A you remember me? How are you? How live your family? Mother? Father? Brother? Sister?

I write you Jill, because you has decided to quit studies? Why? Give me answer for this quation, in the next your e-mail to me, please. What the reasons for this action, Jill? Give me arguments to support your opinion. So, I don't agree for your action to quit studies, because it is stupid action. Alright. Give me anser for my quations and sent me e-mail short time. OK?

I love your lamily, and I scared for your Jill, future.

*From France with Love
Your John.*

Vājš piemērs task 1

Izpēti doto uzdevumu un
tā izpildi!

Kā redzams, no 15
maksimālajiem punktiem,
šis darbs ieguvis 5 punktus.

Izpēti kritērijus un piešķirtos
punktus!

Criterion	Comments	Points
Content	Most of the content is irrelevant; however, the writer manages to cover one task point. The candidate expresses disagreement and comments on the potential consequences of Jill's decision (<i>because it is stupid action</i>).	1
Organisation	The letter presents an attempt at paragraphing, but it does not help with the development of the ideas. Letter writing conventions demonstrated only to some extent.	1
Grammar	Little control over even the basic grammar structures (questions in the present simple <i>How live your family?</i> ; singular and plural nouns, articles); frequent errors (e.g. word order) impede communication. The copied structures are correct.	1
Vocabulary	Only some of the used vocabulary is task specific (e.g. <i>you has decided to quit studies</i>). The candidate overuses vocabulary from the prompts for Task 1 and Task 2 (<i>arguments to support your opinion</i>).	1
Orthography	The copied words are correct. There are spelling errors that may impede communication (e.g. <i>anser; quations; lamily</i>).	1
Total		5

Labs piemērs task 1

Izpēti doto uzdevumu un tā izpildi!

Kā redzams, no 15
maksimālajiem punktiem,
šis darbs ieguvis 15
punktus.

Hi Jill,
I am writing to you to express my worry about your decision to quit your studies. I am certain that your decision can lead to a bad result.
First of all, if you quit your studies you will not be able to get a high-paid job. Thus, if you want to enjoy your life in the future, I strongly recommend you to graduate from a high school and get the university degree.
Secondly, without continuing your studies you will not have a chance to make right connections with the people at university. These connections will be crucial when you will have to enter the labor market.
To conclude, it is clearly evident that you should continue your studies at the university. I am looking forward to hearing from you soon.
Best wishes,
Arthur.



Criterion	Comments	Points
Content	All content points covered successfully. Even though the word count is beyond the required, it does not exceed the accepted range of a 10% margin. The content is relevant to the task.	3
Organisation	The text uses letter writing conventions effectively in order to achieve the set communicative goal. The information is presented coherently.	3
Grammar	The candidate demonstrates a good command of rather varied grammar structures (e.g. the use of first and second conditionals). The few errors (e.g. the missing article in <i>to make the right connections</i> and <i>will</i> after conjunction <i>when</i> in the final sentence) do not impede communication.	3
Vocabulary	Despite minor issues with the wording in the letter (e.g. <i>a high-paid job</i>), the intended meaning is successfully communicated.	3
Orthography	Spelling is accurate.	3
Total		15

Vājš piemērs task 2

Izpēti doto uzdevumu un
tā izpildi!

Kā redzams nākamajā
lappusē, no 15
maksimālajiem punktiem,
šis darbs ieguvis 0 punktus.

Izpēti kritērijus un piešķirtos
punktus!

Task 2 Essay (25 points)

You should spend about 45 minutes on this task.
Write between 200 – 250 words.

Do you agree that you should be critical about the information you read online? Write an essay, giving reasons and arguments to support your opinion.

STUDENT 1 (237 words)

I'm agree with this statement, what online information should be critical.

In online we have all information what we need on our life, it's can be something books, film, information about life, wild animals and something construction what build a man ore women, we can find absolutly anything what we want. But in online we have not only right information we have false information, people take false information in online for what? Why we do this? Many people of comunity belive on this false information and say it we family and friends. Why many people was so angry for life ore people, what whey do them?

In my opinion it's depend on comunity. if comunity critics people then people critic all comuniti and this attention can do something bag for our people. that attention can take ous on war. War it's not good, noubody don't like war, because we can lose all what we have.

In my opinion all people should be happy and have good attention for anybody. Don't need take bad ore fols information in the net.

How you thinck if you see a bad information for something job, because it's can be life work someone what it do meny years and critics give bad attention for this

In my opinion It's not right.

Because don't do bad someone and noubody don't do it you! It's my attention about all this online and life critics.

Vājš piemērs task 2

Izpēti doto uzdevumu un
tā izpildi!

Kā redzams, no 15
maksimālajiem punktiem,
šis darbs ieguvis 0 punktus.

Izpēti kritērijus un piešķirtos
punktus!

Criterion	Comments	Points
Content	The text bears no relevance to the task. While the candidate makes an attempt to discuss false information on the Internet, the communicative effect is still not achieved.	0
Organisation		0
Grammar		0
Vocabulary		0
Orthography		0
Total		0

Labs piemērs task 2

Izpēti doto uzdevumu un
tā izpildi!

Kā redzams, no 25
maksimālajiem punktiem,
šis darbs ieguvis 25
punktus.

Izpēti kritērijus un
piešķirtos punktus!

STUDENT 6 (267 words)



While the Internet is home to far more information than all the world's books combined, we must recognize its inconsistency as well as its value; in the age of social media and fake news, we must be ever more wary of any information we read online, regardless of the source.

It is crucial to remember, especially in online discussion, that many people treat their opinion as fact, carved in stone; the presence of a platform to voice your opinions has given people a sense of importance, and while it is easy to accuse others, many of us fall victim to it as well, and that does not facilitate a healthy and truthful discussion.

Because of anonymity online, many people feel more comfortable lying or stating false facts because of a lack of consequences; people quote false statistics, give their opinions on events they were not even present in. They are unlikely to get punished, since most people who do so, stay on the legal side of things.

Some information, however, is usually trustworthy; scientific studies published online are almost always peer-reviewed, fact-checked and verified thanks to an active and prolific online science community. Science is, after all, a field solely constructed based on empirical evidence, verifiable information and cold, hard truth.

In conclusion, while the internet is a valuable source of information, we must always be careful not to take everything as fact at first sight, and take responsibility to fact-check anything suspicious, and never rely on one source for the content we consume.

Labs piemērs task 2

Izpēti doto uzdevumu un
tā izpildi!

Kā redzams, no 25
maksimālajiem punktiem,
šis darbs ieguvis 25
punktus.

Izpēti kritērijus un
piešķirtos punktus!

Criterion	Comments	Points
Content	The writing task is addressed effectively. All content is relevant and fully satisfies all the requirements of the task. Even if the candidate may lose focus at times, it does not diminish the communicative value of the text.	5
Organisation	Clear, smoothly flowing and well-structured text; appropriate paragraphing. Even though the candidate does not use a variety of connectors, the ideas are linked and easy to follow.	5
Grammar	The candidate demonstrates a high degree of grammatical control of complex language, e.g. impersonal constructions (<i>It is crucial to remember that...</i>) and complex sentences.	5
Vocabulary	The broad lexical repertoire is consistently and appropriately used to complete the task.	5
Orthography	No spelling mistakes and short forms.	5
Total		25

Task 1 (e-pasta) rakstīšanas kritēriji

Task 1 (15 point)

E-mail

	Content	Organisation	Grammar	Vocabulary	Orthography
3	All content points are fully covered. The content is relevant to the task.	Clear and coherent writing, follows standard layout of a letter and paragraphing conventions.	Communicates with reasonable grammatical accuracy. Simple structures with a good degree of control. Errors do not impede communication.	Uses a sufficient range of vocabulary to complete the task effectively and communicate clear ideas.	Almost no inaccuracies in spelling. Errors can be present in more difficult words.
2	Most content points are covered. Minor irrelevancies may be present.	Ideas are linked but the text may lack some letter writing conventions and/or coherence.	Simple structures predominate, occasionally faulty. Errors can cause difficulty for the reader.	Uses an adequate range of vocabulary to complete the task, occasionally repetitive or inaccurate; <u>overuses lexis from the prompt</u> .	Some inaccuracies in spelling, errors do not impede communication./ Copied words are correct.
1	The text has some relevance to the task. At least one content point is covered.	Some attempt to organise a letter and link ideas.	Shows limited control of a few simple grammatical structures.	Lexical resource very limited, inaccurately used.	Faulty spelling often leads to misunderstandings.
0	Not enough to evaluate. The text is unrelated to the task.				

Task 2 (esejas) rakstīšanas kritēriji

Task 2 Essay (25 point)

	Content	Organisation	Grammar	Vocabulary	Orthography
5	The writing task is addressed effectively. All content is relevant and fully satisfies all the requirements of the task. The arguments are fully extended and well-supported.	Clear, smoothly flowing and well-structured text; appropriate paragraphing, a variety of connectors and cohesive devices.	Consistently maintains a high degree of grammatical control of complex language. Errors are rare and are related to less common structures.	A good command of a very broad lexical repertoire, consistently and appropriately used to complete the task and convey precise meanings; no significant vocabulary errors.	Spelling consistently accurate. Errors can occur in less common words.
4	All requirements of the task are covered sufficiently. The content is relevant. The arguments are clearly highlighted and appropriately supported, but may lack focus.	Clear, well-organized and coherent text; appropriate connectors mark the relationships between sentences and paragraphs.	Shows a relatively high degree of grammatical control, minor flaws and non-systematic errors can occur.	A good command of quite a broad lexical repertoire, appropriately used to complete the task and avoid repetition.	Spelling accurate, may contain contractions and a few non-basic errors which are difficult to spot and/or do not impede communication.
3	Most requirements of the task are addressed. The content for the most part is relevant, though there may be some gaps or redundant information. The arguments are presented but could be more fully extended.	Adequately organized text; mostly continuous writing with appropriate connectors and paragraphing; may occasionally lack coherence.	A mix of simple and complex sentence forms is used with occasional inaccuracies which do not impede communication.	Sufficient range of vocabulary, appropriate for the task, incorrect word choice can occur without hindering communication.	Spelling mostly accurate, occasional or non-systematic errors may occur.
2	Some requirements of the task are addressed. The content is under-developed and not always relevant. Presents a position, but it may be unclear and/or not supported.	Organization is flawed or/and lacking in control; sentences are linked into a connected text with simple connectors; ideas may lack coherence and appropriate paragraphing.	Simple and frequently used structures predominate; errors and inaccuracies do not impede communication.	Good control of elementary vocabulary to complete the task, there may be inappropriate word choice, frequent simplifications or repetition. <u>May overuse lexis from the prompt.</u>	Spelling is accurate enough to be followed most of the time. May contain basic spelling errors./Copied words are correct.
1	The answer is barely related to the task. The content is largely irrelevant/repetitive.	Ideas partly organised; sentences are linked together only in the simplest way or not linked at all.	Simple structures with errors predominate, occasionally reducing the communicative effect.	Limited vocabulary with faulty collocations and word choice, which can reduce the communicative effect.	Spelling is inaccurate but the ideas can be followed throughout the text.
0	Not enough to evaluate. The text is unrelated to the task.				

Speaking



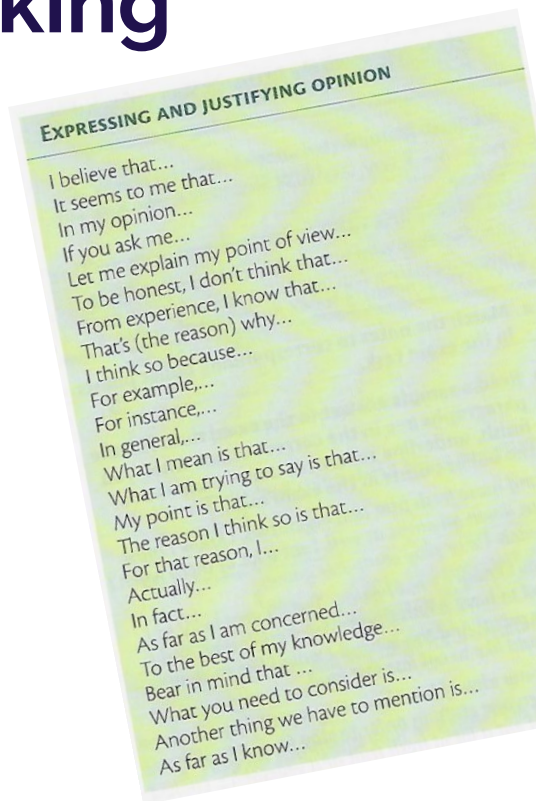
Runāšanas daļā Tevi sagaida 2 uzdevumi:
atbildes uz 5 jautājumiem (intervija) un **monologs!**

Iepazīsties ar resursiem un špikeri:

<https://padlet.com/terezestalmane/year3> -> resursi
pašmācībai -> runāšanas daļas špiekris

**Atceries, ka daļu frāžu jau tagad vari iegaumēt, lai
eksāmenā tos atsauktu atmiņā!**

Speaking



USEFUL PHRASES

DURING THE EXAM

GREETINGS/INTRODUCING YOURSELF

- Good morning/afternoon.
- I'm (Andy).
- Nice to meet you.
- My name is...

ASKING FOR A QUESTION TO BE REPEATED

- Excuse me/Sorry, could you repeat the question, please?
- I'm sorry, I didn't hear/catch that.
- Pardon?
- Could you say that again, please?

ASKING THE EXAMINER TO EXPLAIN AN UNKNOWN WORD OR PHRASE

- Could you explain this word to me?
- Sorry, what does 'embezzlement' mean?/What's 'embezzlement'?
- I'm not sure – does it mean...?

ASKING THE EXAMINER TO EXPLAIN A QUESTION

- I'm not sure I understand.
- What exactly do you mean?
- Excuse me, could you explain that?
- I'm sorry, I don't quite see what you mean.

HESITATING AND PLAYING FOR TIME

- That's a good question/an interesting question.
- Let me think.
- It's hard to say, really.
- I'm not quite sure but I believe/think...



Speaking

Svarīgi! Mutvārdu daļas norise:

Pēc iepriekš sastādīta saraksta, ierodies klasē!



- ❑ Kad skolēns ienācis telpā un apsēdies, intervētājs ieraksta programmatūrā ievada nepieciešamo informāciju, ieraksta sākumā nosauc skolēna koda pēdējos trīs ciparus un aicina skolēnu izvēlēties vienu no 1.uzdevuma (intervija) biļetēm.
- ❑ Intervētājs nosauc skolēna izvēlēto tēmu un secīgi uzdod 5 jautājumus, kuri ir iekļauti intervētāja darba materiālā (atbilde ilgst 3–5 minūtes uz visiem jautājumiem).
- ❑ Ja skolēns klusē ilgāk par 15 sekundēm vai apstiprina, ka nevēlas izteikties, intervētājs var uzdot nākamo jautājumu vai turpināt eksāmenu ar otro uzdevumu.

Speaking



1. Uzdevums:

Task 1 Interview

**Task instructions: You have to answer 5 questions about the topic.
You have 3 – 5 minutes for the 5 questions.
Say as much as you can.**

Atbilde uz 5 jautājumiem par tēmu. Saki pēc iespējas vairāk. Laiks atbildēm 3-5 minūtes.

Speaking

Runāšanas daļas jautājumu piemēri:

<https://www.visc.gov.lv/lv/media/13235/download> (no 15.lpp.)



ART

1. Are you interested in art? Why/Why not?
2. Can art change the way you feel? Please explain.
3. Do you think anyone can be an artist? Why/Why not?
4. Should art belong only in museums and galleries? Why/Why not?
5. Some say that art always sends a message to the viewer. What is your opinion?

FOOD

1. What food should always be in your fridge? Why?
2. Do you think young people in Latvia have healthy eating habits? Why/Why not?
3. Are you always ready to try new or unusual dishes? If yes, in what way? If not, why not?
4. Do you think cooking is an important life skill? Why/Why not?
5. Why do people share pictures of their food via social media?

WORKING HABITS

1. What kind of work would you like to do in the future? Why?
2. Which jobs would be boring for you? Please explain.
3. Are you the kind of person who can multitask? Please explain.
4. What factors motivate people to work hard? Please explain.
5. Is it best for people to make decisions on their own or ask others for advice? Why/Why not?

Speaking



2. Uzdevums:

- ❑ Kad skolēns veicis 1.uzdevumu, intervētājs aicina izvēlēties vienu no 2.uzdevuma (monologs) biļetēm.
- ❑ Intervētājs nosauc izvēlēta teksta numuru, nolasa uzdevuma nosacījumus un informē, ka **sagatavošanās laiks ir 2 minūtes.**
- ❑ Intervētājs nesniedz skaidrojumus par 2.uzdevuma teksta saturu. Gatavošanās laikā skolēns rakstiskas piezīmes neveic.
- ❑ Pēc 2 minūtēm intervētājs aicina skolēnu atbildēt. **Intervētājs skolēna atbildi nepārtrauc un nekomentē.** Intervētājs seko skolēna atbildes laikam. Ja atbildes laiks netiek izmantots pilnībā, intervētājs pārjautā, vai skolēns vēl nevēlas papildināt atbildi. Ja laiks tiek pārsniegts, intervētājs norāda, ka atbilde jābeidz. Ja skolēns klusē ilgāk par 15 sekundēm vai apstiprina, ka nevēlas izteikties, intervētājs informē, ka šī eksāmena mutvārdu daļa ir beigusies.
- ❑ Intervētājs pateicas par atbildēm un atvadās.

Speaking

2. Uzdevums:

Task 2 Monologue

Task instructions: Read the text. Then in your own words:

- 1) define briefly what the main issue/problem is;
- 2) say what you think about the issue raised in the text;
- 3) provide arguments and examples to support your opinion;
- 4) come to a conclusion;
- 5) answer one additional question which the examiner will ask you at the end of your monologue. You have 2 minutes to prepare. Speaking time: 5 minutes.

Izlasi tekstu, pēc tam saviem vārdiem:

- 1) *definē problēmu/jautājumu, kas aprakstīta tekstā*
- 2) *pasaki, ko tu domā par šo tēmu/problēmu*
- 3) *pieāvā argumentus un piemērus savam viedoklim*
- 4) *nonāc pie secinājuma*
- 5) *atbildi uz vienu papildus jautājumu. Gatavošanās laiks 2 minūtes, tā laikā pierakstus neveic. Runāšanas laiks 5 minūtes.*



Speaking

Runāšanas daļas jautājumu piemēri:

<https://www.visc.gov.lv/lv/media/13235/download> (no 15.lpp.)



Task 2

Monologue

Task instructions:

Read the text. Then in your own words:

- 1) *define briefly what the main issue/problem is;*
- 2) *say what you think about the issue raised in the text;*
- 3) *provide arguments and examples to support your opinion;*
- 4) *come to a conclusion;*
- 5) *answer one additional question which the examiner will ask you at the end of your monologue.*

You have 2 minutes to prepare.

Speaking time: 5 minutes.

TEXT 1 READING

Former US President Barack Obama has said that reading taught him who he is and what he believes in. Reading books has also been shown to reduce stress, boost brain functioning and even improve empathy. That's not to mention the obvious benefits of all the information you get from books. Consider this: according to a 2017 survey of 1,875 people in the UK, the average British adult spends almost three hours on their phone each day. To find at least an hour a day to spend with books, most people would just have to reduce their screen time by a third.

<http://www.bbc.com>

- *What can be done to encourage young people to read more?*
- *Do you believe that reading a book can change a person? Why/Why not?*

Atceries!



- ❑ Runāšanas daļā Tavs galvenais uzdevums ir **runāt**
- ❑ Droši stāsti lietas, kuras spēj pateikt pārliecinoši **pat tad, ja tā nav 100% patiesība** par Tevi
- ❑ Atceries, ka intervētājs (skolotājs) **nevarēs teikt priekšā** vai izskaidrot vārdiņus
- ❑ Rūpīgi izlasi nosacījumus un izpildi **VISUS prasītos** uzdevumus
- ❑ Dažas frāzes un vārdus **vari iemācīties jau TAGAD**
- ❑ Jo vairāk iepriekšējo gadu piemērus un jautājumus izpētīsi, **jo pārliecinātāk jutīsies eksāmenā**

Mutvārdu daļas piemēra **video**
(pievērsiet uzmanību TIKAI uzdevumiem **nr 1. un 3.**)



<https://www.youtube.com/watch?v=6SRgS2szt60>

<https://www.youtube.com/watch?v=TEuo5RNeZZw>

<https://www.youtube.com/watch?v=XK1K7qLgVoU>



Mutvārdu daļas kritēriji

Total Points: 25

Task Completion (max. 10 points)		
	Task 1	Task 2
5	Responds to all questions freely, giving extended and appropriate answers.	Covers all task points in a fully satisfactory manner. The opinion expressed is well developed and thoroughly supported.
4	Responds to all questions, giving extended and appropriate answers.	Covers all task points quite satisfactorily. Gives a relevant and appropriately supported opinion on the issue raised.
3	Responds to all questions, but not all answers are extended and/or appropriate.	Covers all task points in a simple way. The opinion expressed may be insufficiently developed and/or supported.
2	Responds to most questions, giving short and simple answers / uses memorised phrases.	Covers most task points. The conveyed meaning is not always relevant to the issue raised.
1	Provides mostly irrelevant answers, using single words and simple phrases.	Covers some task points. Gives mostly isolated, unrelated statements.
0	Not enough to evaluate.	Reading the original text aloud is not evaluated.

Vocabulary, grammar, fluency and pronunciation to be evaluated for the whole performance (max. 15 points)			
	Vocabulary	Grammar	Fluency and Pronunciation
5	Uses a wide range of vocabulary accurately and appropriately in the given context.	Grammatical accuracy is consistently high. Uses a range of complex grammatical structures. Minor errors occur rarely and are often self-corrected.	Expresses themselves fluently and with ease. Pauses are logically placed. Pronunciation is consistently accurate.
4	Uses a sufficient range of vocabulary to express themselves in the given context without frequent searching for words.	Grammatical accuracy is high. Errors in complex structures may occur which do not impede understanding. Sometimes self-corrects.	Expresses themselves quite fluently. Pauses may occur when searching for ideas. Pronunciation is accurate, minor errors possible.
3	Vocabulary range is sufficient to express themselves in a simple manner. Lexical limitations may lead to repetitions and some hesitation.	Uses a range of basic grammatical structures with reasonable accuracy. Errors in basic and complex structures can occur: some of which may interfere with understanding.	Expresses themselves with some hesitation, pausing for grammatical and lexical planning. Pronunciation errors are rare and do not impede understanding.
2	Uses a limited range of vocabulary to express themselves in the given context. Inappropriate word choice and use may occur.	Uses some simple structures correctly, but still systematically makes basic errors.	Expresses themselves with evident pauses. Speech is often disconnected. Pronunciation errors may impede understanding.
1	Vocabulary is insufficient to deal with the tasks. Has difficulty in making word choices.	Shows only limited control of a few simple grammatical structures and sentence patterns. Makes errors in basic grammatical structures which impede understanding.	Expresses themselves with much pausing. Produces very short, isolated utterances, impeding understanding. Pronunciation errors partly impede understanding.
0	Not enough to evaluate.		

Ko darīt? Nr. 3

Tu pats vari **modelēt eksāmena situāciju!**



- ❑ Atrodi **vietu, kurā tev neviens netraucēs**
- ❑ Sagatavo tikai tos palīglīdzekļus, kurus atļauts izmantot eksāmena laikā
- ❑ Sagatavo pulksteni, lai varētu **sekot līdzi izpildes laikam**
- ❑ **Izpildi eksāmenu uzdevumi.lv**, rūpīgi lasot un ievērojot uzdevumu nosacījumus, katra eksāmena daļas izpildē arī plāno laiku, lai tu varētu pārlasīt savas atbildes
- ❑ Novērtē savu darbu, izmantojot atbildes un vērtēšanas kritērijus, analizē jautājumus un daļas, kuru rezultāts tevi neapmierina
- ❑ **Pārdomā, ko tu varētu darīt**, lai pilnveidotu savas zināšanas un prasmes

Ko darīt? Nr. 4

Tu šobrīd vari atkārtot gramatiku un notestēt sevi:

Šeit **basic** līmeņa powerpoint no AzarGrammar.com:

http://209.166.84.64/materials/beg/BEG04_PowerPoint.html

Šeit **intermediate** līmeņa powerpoint no AzarGrammar.com:

http://209.166.84.64/materials/feg/FEG04_PowerPoint.html

Šeit **advanced** līmeņa powerpoint no AzarGrammar.com:

http://209.166.84.64/materials/uueg/UUEGo5_PowerPoint.html



<https://www.visc.gov.lv/lv/valsts-parbaudes-darbu-uzdevumi> (Iepriekšējo gadu eksāmeni)

https://www.examenglish.com/leveltest/listening_level_test.htm

<https://www.woodwardenglish.com/course/english/> (Īpaši noderīgi, ja šobrīd domā, ka "neko nesaprotu")

<https://www.youtube.com/watch?v=juKd26qkNAw> (Praktizējies izrunā un noderīgās frāzēs)

<https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate>

<https://www.bbc.co.uk/learningenglish/english/course/upper-intermediate>

<https://learnenglishteens.britishcouncil.org/study-break> (Atradīsi video)

<https://padlet.com/terezestalmane/year3> (Aplūko dažādus papildus resursus)

<https://www.naturalreaders.com/online/> (Trenējies izrunā dažādiem tekstiem)

To sum up...

Ko Tu vari darīt šobrīd, lai vislabāk sagatavotos eksāmenam?

Nr. 1. Iepazīsties ar eksāmena **struktūru**, ieteikumiem un **čeklisti** (*checklist*)!

Nr. 2. Tu vari **apskatīt un izpildīt iepriekšējo gadu uzdevumus!**

Nr. 3 Tu pats vari **modelēt eksāmena situāciju!**

Nr. 4 Tu šobrīd vari **atkārtot gramatiku un notestēt sevi!**



**Have a wonderful day and keep
up to good work!**

Prezentācijā izmantotie resursi

- ❑ Pearson. Longman Exam Activator. B1. – England: Pearson Education Limited, 2011
- ❑ Ieteicamās interneta vietņu adreses patstāvīgai angļu valodas prasmju nostiprināšanai un pārbaudei, gatavojoties CE (S.Ganiņa)
- ❑ <https://www.visc.gov.lv/lv/media/1513/download>
- ❑ <https://www.visc.gov.lv/lv/media/13235/download>
- ❑ <https://www.visc.gov.lv/lv/jaunums/paligs-skoleniem-un-skolotajiem-gatavojoties-eksameniem>
- ❑ <https://www.visc.gov.lv/lv/valsts-parbaudes-darbu-uzdevumi>