



Valsts izglītības
satura centrs

**Metodiskie ieteikumi,
gatavojoties 2022. / 2023.
mācību gada eksāmenam
angļu valodā 9.klasei**

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Ieteikumi, gatavojoties 2022./2023.m.g. centralizētā eksāmenam valsts pārbaudes darbam angļu valodā 9.klasei

CEĻVEDIS SKOLĒNIEM

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Kas ir jāzina par eksāmenu kopumā

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Kā gatavoties eksāmena lasīšanas daļai

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Kā gatavoties eksāmena klausīšanās daļai

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Kā gatavoties eksāmena runāšanas daļai

1 Kas ir jāzina par eksāmenu kopumā

MĒRĶIS

Centralizētajā eksāmenā angļu valodā 9.klasei tev iespēja parādīt:

- ✓ kā tu proti veikt receptīvas* un produktīvas* darbības angļu valodā;
- ✓ kā tu proti izmantot angļu valodu savstarpējā sadarbībā un komunikācijā;
- ✓ kā tu proti saprast un lietot literāro angļu valodu, runājot un rakstot par sev zināmām tēmām personiskā dzīvē, mācībās un sabiedrībā.

*** Receptīvās**
valodas darbības ir
lasīšana un
klausīšanās

*** Produktīvās**
valodas darbības ir
rakstīšana un
runāšana

EKSĀMENA NORISE

Rūpīgi izpēti eksāmena norises tabulu! Mēģini atrast atbildes uz dotajiem jautājumiem, pēc tam salīdzini savas atbildes ar skaidrojumiem nākošajā lapā:

- Cik daļas kopā ir eksāmenā un kādas prasmes ir iekļautas?
- Cik minūtes ilgst katras valodas prasmes pārbaudes un viss eksāmens kopā?
- Cik % no kopējiem punktiem dod katra eksāmena valodas prasmju daļa?

VPD daļa	Valoddarbības prasme	Maksimālais legūstamo punktu skaits	Uzdevumu skaits	VPD daļas īpatsvars (%)	Izpildes laiks (min)
Rakstveida daļa	Lasīšana	20	3	25	40
	Klausīšanās	20	3	25	25
	Rakstīšana	20	1	25	40
Mutvārdu daļa	Runāšana	25 x 0,8 = 20	1	25	20
	Kopā	80	8	100	125

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

Eksāmena norises skaidrojums

☐ Cik daļas kopā ir eksāmenā?

Angļu valodas eksāmenu veido rakstveida un mutvārdu daļas. Rakstveida daļā ir iekļautas lasīšanas, klausīšanās un rakstīšanas daļas. Mutvārdu daļā ir iekļauts viens runāšanas uzdevums ar divām daļām: monologs par piedāvāto tēmu un diskusija, kurā vari demonstrēt savas prasmes piedalīties sarunā jeb dialogā ar citu skolēnu.

☐ Cik minūtes ilgst katras valodas prasmes pārbaude un viss eksāmens kopā?

Eksāmens kopā ilgst **125 minūtes**, bet katrai no valodas prasmes pārbaudes daļām ir paredzēts konkrēts laiks, kurš tev jāievēro. Eksāmens sākas ar lasīšanas daļu (40 minūtes), tad seko klausīšanās daļa (25 minūtes), rakstīšanas daļa (40 minūtes) un runāšana daļa (15 - 20 minūtes). Runāšana daļas laika uzskaitē sākas no brīža, kad skolēni saņem uzdevumu un sāk gatavoties atbildēšanai (par katras daļas norisi detalizēt var izlasīt materiāla atbilstošajā sadaļā).

☐ Cik % no kopējiem punktiem dod katra eksāmena valodas prasmju daļa?

Katrā valodas prasmju pārbaudes daļā iegūtajiem punktiem ir vienāds īpatsvars eksāmena kopējo punktu aprēķināšanā. Tas nozīmē, ka neatkarīgi, cik uzdevumi un punkti ir attiecīgajā daļā, eksāmena kopējo punktu aprēķināšanā tiek izmantota formula, kas punktu skaitu procentuāli pielīdzina 25% no kopējiem punktiem. Piemēram, mutvārdu daļā maksimālie iegūstamie punkti ir 25, bet katra punkta svērtā vērtība ir 0,8, tāpēc aprēķinot gala rezultātu maksimālie punkti ir 20, tāpat, kā visās parējās daļās.

SVARĪGI ATCERĒTIES!

Darbu veic ar tumši zilu vai melnu pildspalvu! **Ar zīmuli rakstītais netiek vērtēts.**

Raksti salasāmi! Atbildes raksti tieši tām paredzētajās vietās! Lasīšanas un klausīšanās daļas atbildes tev ir **jāparraksta atbilžu lapās**. Eksāmena vadītājs par to dos norādes pēc katras eksāmena daļas.

Eksāmena laikā skolotājs skaidrojumus par uzdevumiem **nesniedz**. Eksāmena laikā pie tevis **nedrīkst** atrasties **viedierīces**.

2

Kā gatavoties eksāmena lasīšanas daļai

MĒRĶIS

Eksāmena lasīšanas daļā tev ir iespēja parādīt:

- ✓ kā tu proti saprast un izvērtēt lasīta teksta saturu, struktūru, nolūku, uztvert galveno domu un būtību;
- ✓ kā tu proti iegūt informāciju, idejas, viedokļus no teksta;
- ✓ kā tu proti izvērtēt iegūto informāciju, saprast galvenos secinājumus;
- ✓ kā tu proti pārveidot un izmantot iegūto informāciju jaunā kontekstā.

BŪTISKI FAKTI

Lasīšanas daļā ir **trīs uzdevumi**.

Izpildes laiks: **40 minūtes**.

Maksimāli iegūstamie punkti: **20 punkti** (par katru pareizi atbildētu jautājumu viens punkts).

Ieteikumi lasīšanas daļai

- Uzmanīgi izlasi uzdevuma nosacījumus, tas palīdzēs tev saprast, kas jādara!
- Garākos tekstos pievērs uzmanību virsrakstiem, tas palīdzēs noteikt, par ko ir teksts un kāds ir teksta avots!
- Lasi uzmanīgi tekstu un jautājumus un pārlicinies, ka tu atbildi uz jautājumu! Neizvēlies atbildi tikai tāpēc, ka redzi līdzīgu vārdu!
- Ja nezini kāda vārda nozīmi, neuztraucies, mēģini uzminēt nozīmi no konteksta!
- Izvēlies atbildi arī tad, ja neesi par to pārlicināts, vienmēr izvēlies kādu atbildi daudzizvēļu uzdevumos, neatstāj neatbildētus jautājumus!
- Seko līdzī laika, lai beigās nav jāsasteidz pēdējo jautājumu atbildēšana!
- Eksāmens ir veidots tā, lai tev pietiktu laika visiem jautājumiem.

LASĪŠANAS STRATĒGIJAS, KO IZMANTOT EKSĀMENĀ

Eksāmenā tev būs nepieciešams izmantot dažādas lasīšanas stratēģijas. Izlasi, kādas ir trīs biežāk izmantotās lasīšanas stratēģijas, un pieraksti, kādās situācijās tu tās izmanto ikdienā! Atceries, ka vari vingrināt eksāmena prasmes arī ārpus mācību stundas!

Globālā lasīšana

Lasīšanas stratēģija, kurā tu **ātri pārlesi** tekstu, lai uztvertu tekstu **kopumā**, noteiktu teksta adresātu, teksta veidu un mērķi. Globālo lasīšanu izmanto, lai ātri iegūtu informāciju un saprastu, kurā teksta daļā var meklēt nepieciešamo informāciju.

Globālā lasīšana ikdienā

Selektīvā lasīšana ikdienā

Selektīvā lasīšana

Lasīšanas stratēģija, kurā tu **meklē** tekstā **konkrētu informāciju**, piemēram, skaitļus, datumus, vārdus, vietas u.c. Selektīvo lasīšanu izmanto, lai atrastu atbildes uz precīziem jautājumiem, atrastu vienojošu informāciju dažādos tekstos.

Detalizētā jeb dziļā lasīšana ikdienā

Detalizētā jeb dziļā lasīšana

Lasīšanas stratēģija, kurā tu **iedziļinies tekstā**, lai iegūtu **detalizētu** un dziļu **izpratni** par teksta saturu, analizētu tekstā izvirzītās problēmas vai jautājumus. Detalizēto jeb dziļo lasīšanu izmanto, lai atbildētu uz padziļinātiem jautājumiem par tekstu, iegūtu pierādījumus un veidotu secinājumus, lai atbildētu uz uzdevuma jautājumiem.

Lasīšanas 1. uzdevums (pārskats)

Kādas valodas darbības un prasmes ir iespēja parādīt?

Dažāda veida īsu tekstu izpratne, analīze, nepieciešamās informācijas salīdzinājums. Tekstu caurskatīšana un pārlasīšana teksta būtības, funkcijas un vēstījuma izpratnei: teksta detaļas, izteiktās domas, viedokļi, galvenā doma, teksta nolūks un mērķi.

Kāda veida teksti var tikt iekļauti?

4–5 Īsi dažādi daļēji autentiski rakstveida teksti: sludinājums, paziņojums, e-pasts, raksta fragments, intervija utt.

Kādas veida uzdevumus ir jāvingrinās pildīt, lai sagatavotos?

Dažādu veidu uzdevumi: • daudzizvēļu uzdevumi; • vērtējuma izvēles uzdevumi; • teksta papildināšanas uzdevumi; • savietošanas uzdevumi; • informācijas pārneses uzdevumi: piemēram, kopsavilkuma, piezīmju papildināšana, tabulu, infografikas, grafiku aizpildīšana; • atvērtie jautājumi.

Lasīšanas 1. uzdevums (gatavošanās)

Kādas lasīšanas stratēģijas izmantot?	Kur atrast materiālu lasīšanai?	Kā lasīt, lai fokusētos uz teksta mērķi un nolūku?
Īsu tekstu uzdevuma izpildei būtiskas ir globālās lasīšanas un selektīvās lasīšanas stratēģija. Globālā lasīšana tev palīdzēs izprast tekstu kopumā, noteikt tēmu un adresātu. Selektīvā lasīšana palīdzēs atrast informāciju, kas pamato tavu izvēlēto atbildi.	Lai atrastu īsus tekstus lasīšanai, vari izmantot jebkuru īsu tekstu, kas pieejams tiešsaistē vai drukātos tekstos: ziņas, sludinājumi, citāti, infografikas un grafiki par dažādām tēmām.	Par katru izlasīto teksta fragmentu mēģini atbildēt uz trīs jautājumiem: kāds ir teksta veids, kāds ir teksta mērķis un kam tiek nodota ziņa.

Lasīšanas 1. uzdevums (izmēģini uzdevumu)

Seko norādītajiem soļiem un izmēģini izpildīt eksāmena lasīšanas daļas 1. uzdevumu! Veic piezīmes par uzdevuma izpildes laikā novēroto, lai varētu analizēt savu eksāmena gatavošanās procesu!

- 1. solis** Uzņem laiku, kad sāc pildīt un beidz pildīt uzdevumu! Cik laika tev tas aizņēma?
- 2. solis** Atzīmē jautājumus, kas tev sagādā lielāko izaicinājumu! Kas apgrūtināja to izpildi (vārdu krājums, jautājuma formulējums, teksta veids u.c.)?
- 3. solis** Pārbaudi atbildes, kas pievienotas 1.pielikumā, un aprēķini, cik procentus no iespējamiem punktiem esi ieguvis. Izmanto rezultātu, lai salīdzinātu savu sniegumu, pildot līdzīgus uzdevumus!

Lasīšanas 1. uzdevums (piemērs)

Task 1 (5 points)

You are looking for some information on a music webpage. Read the questions (1-5) and the texts (A-F). As you read each text, decide which text each question refers to. An example (0) is given.

Which text...

0.	<i>advises you to act quickly?</i>	D
1.	warns about the effects of music?	
2.	admires a music event?	
3.	suggests combining socializing with a music event?	
4.	announces a series of music events?	
5.	criticises a music event?	

TEXT A

Dear friends, family and music-loving neighbours – please come to a house concert in our home with singer-songwriter Esther Golton on Friday, October 2nd at 8pm, with an optional potluck dinner starting at 7pm. The suggested donation is \$15. If you are coming to the dinner, please bring a dish, dessert or drink to share.

TEXT B

I have been a fan of Ashley's music for quite some time... more so a fan of the lyrics. We went today to her show today and it was terrible! She doesn't sing and doesn't even dance anymore! We threw away our money on one of the worst performances I have ever seen. I was hugely disappointed.

TEXT C

Dream pop duo Beach House will go on tour across North America in 2022 after the release of their next album 'Once Twice Melody'. The 36-date tour starts February 18th in Pittsburgh and will last till July, visiting major U.S. cities.

TEXT D

ABBA Voyage is the long-awaited concert from one of the biggest pop acts of all time. Buy tickets now and see ABBA together with a 10-piece live band, in a specially built arena at Queen Elizabeth Olympic Park, London. Limited time offer for front row seats.

TEXT E

Esther Golton's new music has such a rich vibe about it, the kind of sound that sends chills down my spine, because it is like I've discovered a secret that the rest of the world will soon find out about. I would recommend her music and show to anyone who enjoys listening to a world class singer.

TEXT F

Listening to loud music for more than an hour a day can create health issues, experts said today. They also said that audio devices should be played at no more than 60% volume and that noisy concerts and cafes are a serious threat of hearing loss.

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

Lasīšanas 2. uzdevums (pārskats)

Kādas valodas darbības un prasmes tev ir iespēja parādīt?

Garāka teksta izpratne un analīze, informācijas analīze. Teksta caurskatīšana un pārlasīšana teksta būtības, vēstījuma un detalizētas informācijas izpratnei: galvenā doma, cēloņi un sekas, secinājumi, attieksme un viedokļi, nozīmīgākie satura punkti, konkrētā informācija.

Kāda veida teksti var tikt iekļauti?

Dažādi daļēji autentiski rakstveida teksti: stāstījums, apraksts, skaidrojošs, diskursīvs, informatīvs teksts utt. (piemēram, raksts, buklets, blogs, ziņas, daiļliteratūras fragments, kāds šķirklis enciklopēdijā, instrukcija).

Kāda veida uzdevumus ir jāvingrinās pildīt, lai sagatavotos?

Dažādu veidu uzdevumi: • daudzizvēļu uzdevumi; • vērtējuma izvēles uzdevumi; • teksta papildināšanas uzdevumi; • savietošanas uzdevumi; • informācijas pārnese uzdevumi: piemēram, kopsavilkuma, piezīmju papildināšana, tabulu, infografikas, grafiku aizpildīšana; • atvērtie jautājumi.

Lasīšanas 2. uzdevums (gatavošanās)

Kādas lasīšanas stratēģijas izmantot?	Kur atrast materiālu, lai vingrinātos lasīt?	Kā lasīt, lai fokusētos uz teksta analīzi?
Garāku tekstu uzdevuma izpildei būtiskas visas trīs lasīšanas stratēģijas. Globālā lasīšana tev palīdzēs noteikt galveno domu. Selektīvā – atrast nozīmīgākos satura punktus un konkrētu informāciju. Detalizētā – veidot secinājumus, noteikt atbildes uz jautājumiem par uz cēloņiem un sekām, autora pausto viedokli u.c.	Lai atrastu garākus tekstus lasīšanai, vari izmantot jebkuru garāku tekstu, kas pieejams tiešsaistē vai drukātos tekstos: bloga rakstus, pētījumus, ziņu bukletus, daiļliteratūru par dažādām tēmām.	Par katru izlasīto teksta fragmentu mēģini atbildēt uz trīs jautājumiem: kādēļ ir vērts izlasīt šo tekstu, kādus secinājumus es varu izdarīt, kādas ir trīs būtiskākās atziņas, ko uzzināju

Lasīšanas 2. uzdevums (izmēģini prasmes)

Seko norādītajiem soļiem un izmēģini izpildīt eksāmena lasīšanas daļas 2. uzdevumu! Veic piezīmes par uzdevuma izpildes laikā novēroto, lai varētu analizēt savu eksāmena gatavošanās procesu!

- 1. solis** Uzņem laiku, kad sāc pildīt un beidz pildīt uzdevumu! Cik laika tev tas aizņēma?
- 2. solis** Iekrāso tekstā vietas, kur, pēc tavām domām, ir atrodamā pareizā atbilde uz atbilstošo jautājumu!
- 3. solis** Pārbaudi atbildes, kas pievienotas 1.pielikumā, un aprēķini, cik procentus no iespējamiem punktiem esi ieguvis! Izmanto rezultātu, lai salīdzinātu savu sniegumu, pildot līdzīgus uzdevumus!

Lasīšanas 2. uzdevums (piemērs)

Task 2 (7 points)

Read the text about an important aspect of success in studies. Read the questions (1-7) after the text and choose the correct answer. An example (0) is given.

A GOOD STUDY ROUTINE

The beginning of the school year is the time to set up a good study routine that will be useful throughout the year. It is especially important when moving to secondary school. "It's much easier for students to get off on the right foot at the beginning of the year than to try to correct things later because it sets the tone for the rest of the academic year," says Emily Levitt, vice president of education at Sylvan Learning.

Based on her experience with helping students to develop effective study skills, Levitt offers several tips on how to study more effectively. First of all, she suggests scheduling homework time which can be different on each weekday but the same throughout the year. For example, on Mondays and Wednesdays, homework starts by 5 p.m. On Tuesdays and Thursdays, homework starts at 7 p.m., after soccer practice and dinner. This will help with time management.

What is more, it is a good idea to use one organizational structure throughout the school year for each subject. English homework goes in the red folder; science homework in the green one. Also, having a dedicated study space for daily schoolwork is essential; even if it is just a quieter corner and not a separate room, it should be organized and contain all the necessary school supplies. Thus, there is less chance of forgetting something or getting distracted.

Hilary Parsons Alexander, a licensed professional clinical counsellor has a piece of advice for parents. "Remember that backpack that was dropped at the door after coming in? Schedule the backpack routine as a weekly appointment. Like, at 6 p.m. on Wednesday, let's meet at the dining room table to sort out the backpack and decide what to keep, what to throw away and what needs to be put somewhere else."

Overall, Levitt concludes, "The goal is to set up good habits now so you can eventually do this on your own. And it's okay if you waited until 10th grade to start—better late than never. However, remember that adults won't always be there to look over your shoulder, so this is your chance to make a difference before this time has come."

Example:

0. When is it advisable to plan a study routine?

- A When the school year starts.
- B When the school year ends.
- C It does not matter when.
- D Every day before school.

1. What is the aim of the text?

- A To recommend having a study routine.
- B To warn against the lack of a study routine.
- C To discuss the pros and cons of a study routine.
- D To explain the causes of bad study routines.

2. Which statement would Emily Levitt agree with?

- A Mistakes in planning can be successfully corrected later.
- B Success in studies during the year depends on planning.
- C It will be impossible to change bad habits during the year.
- D It will always be difficult to successfully plan a school day.

3. Which statement best sums up Emily Levitt's advice on doing homework?

- A Homework should be done on particular days of the week.
- B Homework should be done according to your own timetable.
- C Homework should be done before other activities.
- D Homework should be done on Mondays and Wednesdays.

Lasīšanas 2. uzdevums (piemēra turpinājums)

4. Why does Emily Levitt mention colours?
 - A To talk about the stages of doing homework.
 - B To offer different ways of improving memory.
 - C To suggest ways of arranging study materials.
 - D To show how to create a creative study space.

5. Which is true about a study space?
 - A It should be organized in a special room.
 - B The workplace can change depending on the task.
 - C The place needs to be completely isolated and silent.
 - D It should help you keep productive and focused.

6. What does Hilary Parsons Alexander say about a student's backpack?
 - A Its contents should be checked regularly.
 - B Its contents should be organized every evening.
 - C It should not be left on the floor.
 - D It should not be left at school.

7. What does Emily Levitt say in the final paragraph?
 - A She criticizes students who do not have good study habits.
 - B She complains about students who have bad study habits.
 - C She encourages students to develop good study habits.
 - D She advises parents to help their children develop good study habits.

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

Lasīšanas 3. uzdevums (pārskats)

Kādas valodas darbības un prasmes tev ir iespēja parādīt?

Garāka teksta saistījuma un organizēšanas paņēmieni izpratne un analīze. Lasīšana teksta satura, struktūras un tekstā iekļauto elementu saskaņotības izpratnei: dažādu tekstu uzbūves principi, sakarības un notikumu secība tekstā, teksta saistījumu veidi.

Kāda veida teksti var tikt iekļauti?

Dažādi daļēji autentiski rakstveida teksti: stāstījums, apraksts, skaidrojošs, diskursīvs, informatīvs teksts utt. (piemēram, raksts, buklets, blogs, ziņas, daiļliteratūras fragments, kāds šķirklis enciklopēdijā, instrukcija).

Kāda veida uzdevumus ir jāvingrinās pildīt, lai sagatavotos?

Dažādu veidu uzdevumi: • daudzizvēļu uzdevumi; • vērtējuma izvēles uzdevumi; • teksta papildināšanas uzdevumi; • savietošanas uzdevumi; • informācijas pārnese uzdevumi: piemēram, kopsavilkuma, piezīmju papildināšana, tabulu, infografikas, grafiku aizpildīšana; • atvērtie jautājumi.

Lasīšanas 3. uzdevums (gatavošanās)

Kādas lasīšanas stratēģijas izmantot?	Kur atrast materiālu, lai vingrinātos lasīt?	Kā lasīt, lai fokusētos uz teksta analīzi?
Garāku tekstu uzdevuma izpildei būtiskas visas trīs lasīšanas stratēģijas. Globālā lasīšana tev palīdzēs noteikt teksta uzbūvi un organizāciju. Selektīvā – atrast notikumu secību un sakarības. Detalizētā – veidot secinājumus un atbildēt uz jautājumiem par teksta saistījuma veidiem, teksta analīzi, u.c.	Lai atrastu garākus tekstus lasīšanai, vari izmantot jebkuru garāku tekstu, kas pieejams tiešsaistē vai drukātos tekstos: bloga rakstus, pētījumus, ziņu bukletus, daiļliteratūru par dažādām tēmām.	Par katru izlasīto teksta fragmentu mēģini atbildēt uz trīs jautājumiem: kā teksts ir uzbūvēts, kā ir saistītas teksta daļas, kādā secībā ir pausti notikumi.

Lasīšanas 3. uzdevums (izmēģini prasmes)

Seko norādītajiem soļiem un izmēģini izpildīt eksāmena lasīšanas daļas 3. uzdevumu! Veic piezīmes par uzdevuma izpildes laikā novēroto, lai varētu analizēt savu eksāmena gatavošanās procesu!

1. solis Uzņem laiku, kad sāc pildīt un beidz pildīt uzdevumu! Cik laika tev tas aizņēma?

2. solis Iekrāso tekstā vārdu un frāzes, kuras norāda uz notikumu secību vai saista teksta daļas!

3. solis Pārbaudi atbildes, kas pievienotas 1.pielikumā, un aprēķini, cik procentus no iespējamiem punktiem esi ieguvis! Izmanto rezultātu, lai salīdzinātu savu sniegumu pildot līdzīgus uzdevumus!

Lasīšanas 3. uzdevums (piemērs)

Task 3 (8 points)

You are preparing a project about Alyssa Carson, a student who dreams of becoming an astronaut. You would like to find out more about her life and plans. Fill in the gaps (1-8) in the text with the missing information (A-J). Write the letter of the chosen sentence (A-J) in the gap. There is one sentence you do not need to use. An example (0) is given.

THE GIRL ASTRONAUT

My name is Alyssa Carson. (0) I. I currently attend Florida Tech and I am studying astrobiology, eventually hoping to become an astrobiologist. (1) _____. I am building the resume and doing what I can to get to that point.

Actually, no one in my family has a science or space career or background. However, I have always had a fascination with space since I was a little girl. It was just something that I was interested in – being an astronaut and going to Mars. (2) _____. I also had a poster of an episode called *Mission to Mars* hung up in my room for a long time. (3) _____.

Then I remember I just wanted to learn more about space in general. I did not know what it meant or what I would have to do but I started going to space camps just to learn more about space. That is where I really fell in love with it. (4) _____. Even though I was young, I already knew that it is not necessarily easy to become an astronaut and it is quite a competitive field.

First, I had to figure out what kind of astronaut I wanted to be, what I wanted to do, and from there I was really seeking any opportunity, just doing anything that I thought would be relevant for having a chance to go to space. (5) _____. It also connected to what I had a passion for and what could be important skills for my future career.

In terms of preparation for a career in space exploration, the main requirement is education. (6) _____. But beyond that, you can really do just anything that is close to your heart, and that is the best part about planning to become an astronaut. There are different ways of getting there and you really need to figure that out first.

(7) _____. First of all, all the new technology that has been invented for the mission to Mars will in some way be used here on Earth to help solve some of the problems that we have here as well. Then there could also be resources on Mars that could be useful for us. (8) _____. It is especially important as the population continues to grow.

Therefore, space exploration is something I want to do and will just continue being involved in as much as I can.

Sentences with the missing information	
A	I think that space offers a lot of benefits.
B	However, obviously my real passion and the goal would be to apply to be an astronaut.
C	I realized that a space-related job was something I really wanted to do and so I was just curious about doing as much as I could to work towards that.
D	My dad remembers me coming in and asking some questions about whether people had travelled to other planets before.
E	Finally, if Mars can become a second Earth, it would be really amazing to have another place that humans can live on.
F	So I just started writing a book to help people figure out what they wanted to do.
G	So, at first it was going to all sorts of different camps and then moving onto something more realistic, like, learning to fly a plane.
H	So we just kind of think that is where it might have come from.
I	I am 19 years old.
J	Many fields would allow you to work in space, such as engineering, science or medicine.

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

3 Kā gatavoties eksāmena klausīšanās daļai

MĒRĶIS

Eksāmena klausīšanās daļā tev ir iespēja parādīt:

- ✓ kā tu proti saprast un izvērtēt klausīšanās teksta saturu un struktūru;
- ✓ kā tu proti iegūt informāciju no klausīšanās teksta;
- ✓ kā tu proti izvērtēt iegūto informāciju;
- ✓ kā tu proti pārveidot un izmantot iegūto informāciju jaunā kontekstā.

BŪTISKI FAKTI

Klausīšanās daļā ir **trīs uzdevumi**.

Izpildes laiks: **25 minūtes**.

Maksimāli iegūstamie punkti: **20 punkti** (par katru pareizi atbildētu jautājumu viens punkts).

Ieteikumi klausīšanās daļai

- Pārbaudi, vai tu dzirdi klausīšanās uzdevumu pietiekoši labi! Ja tu nevari dzirdēt audio, uzreiz ziņo eksāmena vadītājam!
- Katru klausīšanās uzdevumu tu dzirdēsi divas reizes.
- Izmanto dotās pauzes, lai izlasītu uzdevuma nosacījumus un jautājumus! Uzmanīgi izlasi nosacījumus!
- Mēģini atbildēt uz jautājumiem, klausoties pirmo reizi, tad izmanto otro klausīšanās reizi, lai pārbaudītu atbildes un izpildītu trūkstošos jautājumus!
- Neuztraucies par pareizrakstības kļūdām! Ja kļūdas dēļ vārds nemaina nozīmi, klausīšanās daļā tas tiks ieskaitīts.

Klausīšanās uzdevumi (pārskats)

☐ Kādas valodas darbības un prasmes tev ir iespēja parādīt?

Dažādu izteikumu konteksta, nozīmes un funkcijas izpratne, salīdzinājums un analīze, lai izprastu klausīšanās izteikumu galvenās domu, funkciju un nolūku. **Vienkāršas sarunas/runas klausīšanās, izpratne un analīze, lai izprastu** klausīšanās galveno jautājumu, nolūku, mērķi, faktus, viedokļus, attieksmes un formalitātes līmeni. **Teksta satura izpratne un informācijas pārveidošana**, lai iegūtu un izmantotu klausīšanās svarīgāko faktisko informāciju.

☐ Kāda veida teksti var tikt iekļauti?

Dažādi autentiski un daļēji autentiski ieraksti, piemēram, sludinājums, paziņojums, radio raidījums, ziņas, stāstījums, prezentācija, saruna, diskusija utt. (2,5–3 min).

☐ Kāda veida uzdevumus ir jāvingrinās pildīt, lai sagatavotos?

Dažādu veidu uzdevumi: • daudzizvēļu uzdevumi; • vērtējuma izvēles uzdevumi; • savietošanas uzdevumi; • teksta papildināšanas uzdevumi; • informācijas pārneses uzdevumi: piemēram, kopsavilkuma, piezīmju papildināšana, tabulu, infografikas, grafiku aizpildīšana; • atvērtie jautājumi.

Klausīšanās uzdevumi (gatavošanās)

Kādas klausīšanās stratēģijas izmantot?	Kur atrast materiālu, lai vingrinātos klausīšanos?	Kā vingrināt fokusētu klausīšanos?
Klausīšanās uzdevumu izpildei tev būs nepieciešamas trīs klausīšanās stratēģijas. 1.un 2. uzdevumā – globālā klausīšanās un selektīvā klausīšanās, 3. uzdevumā – arī detalizētā jeb dziļā klausīšanās.	Tu vari izmantot autentiskus audio tekstus, kas pieejami tiešsaistē vai dažādos ārzemju radio kanālos, vai arī adaptētus klausīšanās uzdevumus mācību resursu krātuvēs. Globālo klausīšanos vari vingrināt, klausoties vispārīgi un cenšoties saprast galveno domu, selektīvās klausīšanās laikā ir jāmēģina saklausīt konkrētu informāciju (datumu, vietu, laiku utt.), pirms detalizētās klausīšanās izvirzi sev klausīšanās mērķi un jautājumus, uz kuriem gribi gūt atbildes.	Lai vingrinātu fokusētu klausīšanos, vari izmantot trīs soļu metodi: analizē, paredzi, izseko informācijai. Pildot jebkuru klausīšanās uzdevumu, veic trīs darbības: 1) vispirms veic uzdevuma analīzi, nosaki, kāda informācija tev nepieciešama; 2) paredzi, par ko varētu būt teksts, ko klausīsies; 3) klausoties izseko informācijai, ko paredzēji saklausīt.

Klausīšanās uzdevumi (izmēģini prasmes)

Seko norādītajiem soļiem un izmēģini izpildīt eksāmena klausīšanās daļas trīs uzdevumus! Veic piezīmes par uzdevuma izpildes laikā novēroto, lai varētu analizēt savu eksāmena gatavošanās procesu!

1. solis Pirms klausies katru uzdevumu, izlasi uzdevuma nosacījumus! Tas palīdzēs saprast teksta mērķi un veidu, lai sagatavotos klausīties. Atzīmē atslēgvārdus, kas palīdzēs tev fokusēties, lai dzirdētu nepieciešamo informāciju!

2. solis Pirmo reizi klausies globāli un atzīmē atbildes! Otro reizi klausies selektīvi tās atbildes, kuras nesaklausīji pirmajā reizē.

3. solis Pirms pārbaudi savas atbildes, izlasi 2. pielikumā pievienoto teksta transkripciju un mēģini atrast pareizās atbildes! Tas palīdzēs tev noskaidrot nepieciešamo vārdu krājumu.

Klausīšanās uzdevumi (piemērs)

Task 1 (6 points)

You will hear audio recordings of different situations. Match each recording to the correct situation. Choose your answers from the box and write the correct letter (A-G) next to the recording (1-6). There is one extra situation. You will hear the recording twice.



Audio file: https://bit.ly/ANG9_Task1

Recording	Situation
1.	
2.	
3.	
4.	
5.	
6.	

	Situations
A	Shopping in a mall.
B	Finding information about the biggest cities in the world.
C	Trying to send a letter.
D	Watching advertisements on TV.
E	Searching for information about transport.
F	Leaving a message.
G	Waiting in the airport.

Task 2 (5 points)

Your friend is making a presentation about different types of education. She has asked you to help her find information about homeschooling. You will hear different opinions about homeschooling. Match each person to the opinion they are expressing. An example (0) is given. There is one extra opinion. You will hear the recording twice.

HOMESCHOOLING



Audio file: https://Bit.ly/ANG9_Task2

	Person	Opinion
0.	Presenter	E
1.	Miriam	
2.	Lisa	
3.	Diane	
4.	Kimberly	
5.	Kim	

	Opinions
A	Kids adore it, and it's easy to understand what each kid needs.
B	It is too difficult to do.
C	A good option for kids who don't fit in.
D	Kids being at school gives parents a break.
E	May be good for children.
F	It could be a good option for my kids.
G	Kids need to communicate with other children.

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

Klausīšanās uzdevumi (piemērs)

Task 3 (9 points)

You have heard about a new game and want to tell your friends about it. Listen to the podcast about the game and complete the notes with the missing information. Use up to two words or a number per gap. An example (0) is given. You will hear the recording twice.

BOARD GAME



Audio file: https://bit.ly/ANG9_Task3

(0) There should be no less than two people to play this game.

1. This game is suitable for you if you are at least _____ years old.
2. On the cover of the box you can see _____ with food in its hand.
3. The woman asked Evan to inform others about _____.
4. In this game, players are supposed to have _____ with each other.
5. The man mentions that more than half of the cards contain _____.
6. The woman informs the players about the meaning of the cards' _____.
7. Players can continue the game even when they _____ to pick up a card.
8. The woman thinks this game is definitely suitable for _____.
9. The man believes that people can feel _____ while playing the game.

(Based on: Which Game First. 2021. 146: *I'm Right You're Wrong / Dice Hospital / Numeralogic*. [online]
Available at: <https://whichgamefirst.com/146-im-right-youre-wrong-dice-hospital-numeralogic>
[Accessed 10 November 2021])

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

4

Kā gatavoties eksāmena rakstīšanas daļai

MĒRĶIS

Eksāmena rakstīšanas daļā tev ir iespēja parādīt:

- ✓ kā tu proti iegūt informāciju no uzdevuma nosacījumiem;
- ✓ kā tu proti izvērtēt iegūto informāciju;
- ✓ kā tu proti plānot rakstīta teksta saturu un struktūru;
- ✓ kā tu proti izveidot loģiski saistītu rakstītu tekstu atbilstoši dotajai situācijai.

BŪTISKI FAKTI

Rakstīšanas daļā ir **viens uzdevumi**.

Izpildes laiks: **40 minūtes**.

Maksimāli iegūstamie punkti: **20 punkti** (katrā rakstīšanas darba kritērijā tu vari iegūt 5 punktus).

Ieteikumi rakstīšanas daļai

- Uzmanīgi izlasi uzdevuma nosacījumus! Tas tev palīdzēs saprast, kāds ir rakstīšanas uzdevuma konteksts, kas ir rakstītā teksta adresāts.
- Iepilnīgi plāno laiku, lai tu vari uzrakstīt, pārbaudīt un, ja nepieciešams, uzlabot savu tekstu! Ja tu labo vai papildini tekstu, pārliecinies, lai tekstu var izlasīt un saprast labotās vietas!
- Pievērs uzmanību vārdu skaitam! Teksta apjoms ir 200 vārdu. Tas nozīmē, ka tev vajadzētu iekļaut visu nepieciešamo informāciju un izpildīt uzdevuma nosacījumus, izvairoties no liekvārdības.
- Uzmanīgi pārbaudi pareizrakstības un gramatikas kļūdas!
- Raksti skaidrā un saprotamā rokrakstā, lai nezaudētu punktus tikai tāpēc, ka vērtētājs nevar izlasīt tavu darbu!

Rakstīšanas uzdevums (pārskats)

☐ Kādas valodas darbības un prasmes tev ir iespēja parādīt?

legūtās informācijas apkopošana un nodošana atbilstoši saziņas situācijai un mērķauditorijas vajadzībām. Pieredzēto notikumu, attieksmju, emociju, domu, viedokļu, uzskatu, plānu utt. apraksts, skaidrojums un pamatojums rakstveidā.

☐ Kāda veida teksti var tikt iekļauti?

Saziņas situācijas apraksts (mērķis, konteksts, mērķauditorija) un iedevums (piemēram, e-pasts, sludinājums, piezīmes, viedokļi utt.).

☐ Kāda veida uzdevumus ir jāvingrinās pildīt, lai sagatavotos?

Saistīts un secīgs teksts (piemēram, apraksts, stāsts, raksts, personiskā vēstule utt.), ievērojot piedāvātās saziņas situācijas kontekstu (aptuveni 200 vārdu).

Rakstīšanas uzdevums (gatavošanās)

Kāda veida tekstus ir jāvingrinās rakstīt?	Kā vingrināties garu tekstu rakstīšanu?	Kādus valodas aspektus ir svarīgi vingrināt rakstīšanai?
Rakstīšanas uzdevumā tev jāprot strukturēt garāku tekstu: aprakstu, vēstījumu, bloga rakstu, personisku vēstuli pārspridums, recenzija par grāmatu vai filmu u.c. Katram no tekstu veidiem ir savas teksta uzbūves nianšes, tomēr pamatā visiem ir trīs daļas: ievads, pamatdaļa un nobeigums.	1) Izveido sev rakstīšanas atgādnies katram teksta veidam , lai, rakstot dažādus tekstus, tev vienmēr ir kur paskatīties struktūru. 2) Izmanto tiešsaistes un drukātos mācību līdzekļus, lai atrastu uzdevumus dažādu tekstu rakstīšanai (materiālu sarakstu skaties 4. pielikumā). 3) Raksti rokrakstā personīgo dienasgrāmatu, tas palīdzēs tev vingrināties strukturēt.	Rakstīšanas uzdevumā būtiskas ir arī tavas vārdu krājuma, gramatikas un pareizrakstības prasmes. Lai paplašinātu vārdu krājumu , apgūsti sinonīmus tev zināmajiem vārdiem. Gramatikas vingrināšanai, pievērs uzmanību, kādas gramatikas struktūras ir izmantotas dažādos tekstos. Pareizrakstības uzlabošanai izmanto vārdnīcas , lai pārbaudītu uzrakstīto vārdu pareizrakstību.

Rakstīšanas uzdevums (izmēģini prasmes)

Seko norādītajiem soļiem un izmēģini izpildīt eksāmena rakstīšanas daļas uzdevumu! Veic piezīmes par uzdevuma izpildes laikā novēroto, lai varētu analizēt savu eksāmena gatavošanās procesu!

1. solis. Uzmanīgi izlasi situāciju, kāda tev ir dota, pasvītīro atslēgvārdus, kas tev dod informāciju par to, kāda veida teksts tev jāraksta!

2. solis. Izveido sava rakstu darba plānu, domu karti! Kad es uzrakstījis darbu, pārlasi to un pārbaudi pareizrakstību visiem vārdiem, par kuru pareizrakstību neesi pārliecināts!

3. solis. Pēc darba uzrakstīšanas mēģini to novērtēt pats, balstoties uz dotajiem darba vērtēšanas kritērijiem! Cik punktus tu pats sev dotu katrā no vērtēšanas kritērijiem? Mēģini pamatot savu vērtējumu ar piemēriem no teksta!

RAKSTĪŠANAS DAĻAS UZDEVUMA STRUKTŪRA

Rakstīšanas uzdevuma izpildei tev ir svarīgi saprast, kāda ir dotā situācija, lai varētu izvēlēties pareizos valodas līdzekļus, rakstot tekstu (piemēram, vēstule, bloga ieraksts, pārspriedums, recenzija u.c.)

Konteksts

Treknrakstā ir izcelta un aprakstīta situācija, kura tev jāņem vērā, plānojot un rakstot rakstu darbu. Situācijas izpratne tev palīdzēs plānot rakstu darbu, jo zināsi rakstīšanas mērķi, formu un adresātu. Uzmanīgi izlasi, kāda informācija tev ir dota, jo tā tev ir jāizmanto rakstu darbā.

*Balstoties uz aprakstīto situāciju, uzraksti, kāds ir tava rakstu darba **mērķis, kas ir adresāts un kāda informācija** tev ir jāizmanto!*

You went on holiday to Italy. When you arrived home, you decided to write about your holiday on your blog. Use the notes you made during your holiday (see below).



Write a blog entry about your holiday in Italy. Use the information in your notes. You can add your own ideas. Write a **blog entry**:

- give details of your holiday (where you went, what you did);
- write if you liked your holiday (give two reasons);
- decide if you would recommend this holiday to others (give two reasons);
- write about your next holiday plans (give a reason for your choice).

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

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

Uzdevuma apraksts

Uzdevuma aprakstā tev ir dotas arī idejas, kuras tu vari izmantot savā tekstā. Uzmanīgi izlasi piedāvātās idejas, tās tev palīdzēs strukturēt rakstu darbu, tu vari tās izmantot kā plānu savam darbam. Pievērs uzmanību, kāda informācija tev jāiekļauj (cik idejas, kāda veida informācija utt.)!

Atceries, ka tu drīkst pievienot arī savas idejas, tomēr uzmanies, lai tās ir saistītas ar doto uzdevumu un situāciju!

Laiks un apjoms

Tev ir 40 minūtes laika, lai uzrakstītu līdz 200 vārdiem garu tekstu, tas nozīmē, ka tev jāprot izteikties pietiekoši skaidri, lai iekļautu visu nepieciešamo informāciju.

Vingrinies un uzraksti plānu savam rakstu darbam, balstoties uz doto informāciju!

RAKSTĪŠANAS DAĻAS VĒRTĒŠANA

Rakstīšanas atbilde tiek vērtēta, balstoties uz četriem kritērijiem: **saturs un uzdevuma izpilde, organizācija un tekstveide, valodas līdzekļu** (vārdu krājuma un gramatisko struktūru) **daudzveidība, valodas lietojuma pareizība un precizitāte** (leksika, gramatika un pareizrakstība). Izlasi kritērijus un to skaidrojumus un izveido savu atgādni ar piecām lietām, kam pievērsīsi uzmanību rakstīšanas daļā.

Kritērija nosaukums un apraksts	Kritērija skaidrojums, lai iegūtu maksimālos punktus
Saturs un uzdevuma izpilde	Tu esi uzrakstījis uzdevuma nosacījumiem un saziņas situācijai pilnībā atbilstošu tekstu, pamatojot savu viedokli ar atbilstošiem piemēriem.
Organizācija un tekstveide	Tu esi pareizi noformējis tekstu atbilstoši uzdevumā dotajai situācijai. Tavs teksts ir skaidrs un saistīts; saistītātvārdi un rindkopas pilnībā atbilst teksta uzbūves principiem un satura izklāstam.
Valodas līdzekļu (vārdu krājuma un gramatisko struktūru) daudzveidība	Efektīvai uzdevuma izpildei un skaidrai komunikācijai atbilstošs vārdu krājums un gramatiskās struktūras.
Valodas lietojuma pareizība un precizitāte (leksika, gramatika un pareizrakstība)	Tavs valodas lietojums ir pārsvarā precīzs, nedaudzās kļūdas sarežģītākās struktūrās netraucē saprast rakstīto.

MANA RAKSTĪŠANAS ATGĀDNE

Rakstīšanas uzdevumā noteikti ņemšu vērā:

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

5

Kā gatavoties eksāmena mutvārdu daļai

MĒRĶIS

Eksāmena mutvārdu daļā tev ir iespēja parādīt:

- ✓ kā tu proti saprast un izvērtēt runāta teksta saturu un struktūru;
- ✓ kā tu proti iegūt informāciju no uzdevuma nosacījumiem;
- ✓ kā tu proti izvērtēt iegūto informāciju;
- ✓ kā tu proti izveidot loģiski saistītu runātu tekstu atbilstoši runas situācijai;
- ✓ kā tu proti sarunāties un sadarboties, lai vienotos par kopīgu risinājumu.

BŪTISKI FAKTI

Mutvārdu daļā ir **viens uzdevums**, kas sastāv no divām daļām: monologrunas un diskusijas.

Izpildes laiks: 15 - 20 minūtes.

Maksimāli iegūstamie punkti: **20 punkti** (katrs kritērija punkts atbilsts 0,8 punktiem kopējā skalā).

Ieteikumi mutvārdu daļai

- Runāšanas daļā tev būs jāpilda uzdevums pārī ar vēl vienu skolēnu. Telpā atradīsies vēl divi skolotāji. Viens ir skolotājs/intervētājs, kas tev uzdos papildjautājumus pēc tam, kad pabeigsiet dialogu. Otrs ir skolotājs/vērtētājs, kurš tikai klausīsies un novērtēs atbildes atbilstoši vērtēšanas kritērijiem.
- Klausies, ko saka tavš sarunas biedrs un kādas instrukcijas dod skolotājs/intervētājs!
- Tu drīksti lūgt skolotājam/intervētājam atkārtot jautājumu, ja neesi sapratis ar pirmo reizi. Izmanto frāzes: *Can you please repeat the question? Could you please repeat the question?*
- Neuztraucies, ja tev šķiet, ka tavš sarunu biedrs runā labāk par tevi vai nesniedz tik labas atbildes kā tu! Vērtētājs katru runātāju vērtē individuāli.
- Mēģini atbildēt uz visiem jautājumiem pēc iespējas plašāk, neatbildi ar vienu vārdu!
- Neklusē! Mēģini atbildēt pat tad, ja neesi pārliecināts par atbildi, jo vērtētājs nevar tevi novērtēt, ja tu klusē!

Mutvārdu daļas uzdevums (pārskats)

Kādas valodas darbības un prasmes tev ir iespēja parādīt?

Mijiedarbība informācijas nodošanā. Saziņas kontekstā sniegt informāciju, paust attieksmi un noskaidrot viedokli, runā izteikt pārliecinošu pamatojumu.

Kāda veida materiāls ir iekļauts?

Skolēni saņem saziņas situācijas aprakstu: sarunas tēma, mērķis, pozīcijas/nostājas apraksts, atslēgvārdi, sarunas pieturpunkti.

Kāda veida uzdevumus ir jāvingrinās pildīt, lai sagatavotos?

Strukturēta saruna par dažādiem tematiem, lai piedāvātu sarunas biedram savu situācijas risinājumu un panāktu vienošanos. Jautājumu formulēšana, balstoties uz dzirdēto informāciju. Pamatotas un izvērstas atbildes uz sarunas partnera un skolotāja/intervētāja jautājumiem.

Mutvārdu daļas norise Noklausies piemēru: <https://ej.uz/mutvardi>

Mutvārdu daļas uzdevums sastāv no divām daļām: monologrunas un diskusijas, kurā ietilpst dialogs ar sarunas partneri un atbildes uz skolotāja/intervētāja jautājumiem. Uzdevums tev būs jāpilda, sadarbojoties pārī ar citu skolēnu.

Monologruna jeb savas pozīcijas prezentēšana	Diskusija/dialogs ar sarunas partneri	Atbildes uz skolotāja/intervētāja jautājumiem
Katrs skolēns izsaka savu viedokli par savu situācijas risinājumu/ pozīciju. Gatavošanās laiks monologrunai ir 5 minūtes . Runāšanas laiks – 2 minūtes .	Diskusijas laikā skolēns noformulē un uzdod jautājumus, kas saistīti ar sarunas partnera viedokli, panāk vienošanos par kādu jautājumu situācijā. Gatavošanās laiks diskusijai ir 2 minūtes . Sarunas/diskusijas laiks – 3 minūtes .	Pēc sarunas skolēni atbild uz skolotāja/intervētāja jautājumiem. Katram runātājam – 2 jautājumi . Atbildēm uz jautājumiem nav paredzēts gatavošanās laiks un nav noteikts runāšanas laiks, tomēr tiek sagaidītas izvērstas un pamatotas atbildes no katra skolēna.

Mutvārdu daļas uzdevums (izmēģini prasmes)

4. pielikumā atradīsi runāšanas daļas biļešu paraugus. Seko norādītajiem soļiem un izmēģini izpildīt eksāmena mutvārdu daļas uzdevuma pirmo daļu! Veic piezīmes par uzdevuma izpildes laikā novēroto, lai varētu analizēt savu eksāmena gatavošanās procesu!

1. solis Uzņem laiku, kad sāk gatavoties (5 minūtes) un kad sāk runāt monologrunu (2 minūtes)! Izvērtē, kā tu paspēji sagatavoties 5 minūšu laikā! Vai tev izdevās 2 minūtēs pateikt visu, ko biji ielānojis? Kas bija lielākie izaicinājumi? Ieraksti savu runu, lai pēc tam noklausītos!

2. solis Iekrāso dotajā materiālā vārdus, frāzes un norādes, kas tev palīdzēja plānot runu un atbildēt uz jautājumiem!

3. solis Ja tev ir iespēja veidot dialogu ar sarunu biedru, vari izmēģināt divatā visu mutvārdu daļas uzdevumu. Tu vari lūgt, lai sarunu biedrs tev uzdod arī skolotāja/intervētāja jautājumus.

MUTVĀRDU DAĻAS MATERIĀLA STRUKTŪRA

Mutvārdu daļas saziņas situācijas apraksts (uzdevuma lapa) tev būs pieejams visu runāšanas laiku. Rūpīgi izpēti mutvārdu daļas materiāla struktūras skaidrojumu un vingrinies atrast un izmantot nepieciešamo informāciju dotajā materiālā!

Situācija un tava pozīcija

Treknrakstā ir izcelta un aprakstīta situācija, kurā notiek saruna starp tevi un tavu sarunas biedru. Situācijas izpratne tev palīdzēs plānot runu, jo zināsi jūsu sarunas **mērķi**. Uzmanīgi izlasi, kāda ir tava pozīcija, par kuru tev jāveido monologruna.

Vingrinies un uzraksti, kāds ir **paraugā** dotās sarunas **mērķis**, kāda ir **tava pozīcija** un kādus **argumentus** tu izmantotu, lai pamatotu savu pozīciju!

Student A

Your **school has received a donation**. You and your partner are discussing two possible ways of how the money could be spent: **setting up a new computer lab or buying new sports equipment**. You will present your position, listen to your partner's position, and then discuss the topic/situation together.

The school should spend the money on setting up a new computer lab.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

classmates' interests / after-school activities / educational value / prepare projects / motivation

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

Step 2: Discussion

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

You should:

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

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

Monologrunas gatavošana

Mutvārdu daļā tev ir **5 minūtes** laika sagatavot savu runu, kurā tu prezentē savu pozīciju un pamato to ar diviem līdz trim argumentiem. Gatavošanās laikā tu vari izmantot arī materiālā dotās idejas un/vai pierakstīt savas idejas. Atceries, kamēr tu **klausies** sava sarunu biedra monologrunu, **veic pierakstus**, lai noformulētu jautājumus, ko uzdot sarunā!

Vingrinies un uzraksti, par kādu **kopīgo jautājumu** tev jāvienojas ar sarunu biedru un kā tu to realizētu sarunā!

Sarunas uzdevumi

Sarunas daļā tev ir jāveic trīs uzdevumi: jāuzdod jautājumi tavam sarunu biedram un jāatbild uz viņa jautājumiem, jāvienojas ar sarunas biedru par materiālā doto kopīgo jautājumu un jāatbild uz skolotāja/intervētāja uzdotajiem papildjautājumiem. Atceries, ka tev jāsniedz pēc iespējas plašākas un pamatotas atbildes, bet arī jāprot klausīties un dot iespēju runāt sarunu biedram!

MUTVĀRDU DAĻAS VĒRTĒŠANA

Mutvārdu daļā sniegtā atbilde tiek vērtēta, balstoties uz **pieciem** kritērijiem: **monologruna, mijiedarbība informācijas nodošanā (diskusija), valodas bagātība, valodas līdzekļu lietojuma pareizība, valodas plūdums**. Izlasi kritērijus un to skaidrojumus un izveido savu atgādni ar piecām lietām, kam pievērsīsi uzmanību, sniedzot mutvārdu daļas atbildi.

Kritērija nosaukums un apraksts	Kritērija skaidrojums, lai iegūtu maksimālos punktus
Monologruna (saistījums, pamatojums)	Tu esi pilnībā izpildījis visus monologrunas veidošanā prasītos uzdevuma nosacījumus. Tavs izteiktais viedoklis ir skaidrs un pamatots ar saziņas situācijai atbilstošiem piemēriem. Runa ir saistīta, tu esi izmantojis runas uzbūves principus.
Mijiedarbība informācijas nodošanā (jautājumu uzdošana, izpratne, sarunas uzturēšana, atbildes uz jautājumiem)	Tu esi pilnībā izpildījis visus diskusijā prasītos uzdevuma nosacījumus. Diskusijas laikā tu uzdod atbilstošus jautājumus un aktīvi iesaisties sarunā, klausoties un atbildot, uzturi sarunu. Tu pārliecinoši atbildi uz visiem jautājumiem, sniedzot izvērstas un pamatotas atbildes.
Valodas bagātība (valodas apjoms, diapazons)	Tu izmanto piedāvātajai saziņas situācijai atbilstošus valodas līdzekļus. Prasmīgi lieto pietiekami bagātu vārdu krājumu, lai spētu izteikties par tematu un uzturētu sarunu. Tev ir pietiekošs vārdu krājums, lai vārdi neatkārtotos.
Valodas līdzekļu lietojuma pareizība (gramatiski pareizs un leksiski precīzs valodas lietojums)	Tu pareizi lieto dažādus valodas līdzekļus. Tu dažreiz vari pieļaut kļūdas, izsakot sarežģītākas domas un lietojot kompleksākas struktūras, bet kļūdas netraucē saziņai un tavas izteiktās domas uztverei.
Valodas plūdums (izrūna, uzsvāri, ritms un intonācija)	Tu runā pietiekami tekoši un saprotami. Tu, iespējams, izmanto pauzes, lai izvēlētos piemērotus izteikumus, bet tās iekļaujas tavā runas plūduumā. Izrunā ir iespējamās nelielas kļūdas, kas netraucē uztvert tavu domu.

MANA MUTVĀRDU DAĻAS ATGĀDNE

Mutvārdu daļā noteikti ņemšu vērā:

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____



Izmantotā literatūra

Svešvaloda (angļu, franču, vācu), beidzot 9. klasi. Valsts pārbaudes darba programma. Vad. T. Kunda. Rīga: Valsts izglītības satura centrs. ESF projekts Nr. 8.3.1.1/16/I/002
Kompetenču pieeja mācību saturā

Svešvaloda (angļu, franču, vācu), beidzot 9. klasi. Valsts pārbaudes darba paraugs. Vad. T. Kunda. Rīga: Valsts izglītības satura centrs. ESF projekts Nr. 8.3.1.1/16/I/002
Kompetenču pieeja mācību saturā

Pielikumi

1. pielikums.

Lasīšanas uzdevuma atbildes.

1. uzdevums

Which text...

0.	<i>advises you to act quickly?</i>	D
1.	warns about the effects of music?	F
2.	admires a music event?	E
3.	suggests combining socializing with a music event?	A
4.	announces a series of music events?	C
5.	criticises a music event?	B

TEXT A

Dear friends, family and music-loving neighbours – please come to a house concert in our home with singer- songwriter Esther Golton on Friday, October 2nd at 8pm, with an optional potluck dinner starting at 7pm. The suggested donation is \$15. If you are coming to the dinner, please bring a dish, dessert or drink to share.

TEXT B

I have been a fan of Ashley's music for quite some time... more so a fan of the lyrics. We went today to her show today and it was terrible! She doesn't sing and doesn't even dance anymore! We threw away our money on one of the worst performances I have ever seen. I was hugely disappointed.

TEXT C

Dream pop duo Beach House will go on tour across North America in 2022 after the release of their next album 'Once Twice Melody'. The 36-date tour starts February 18th in Pittsburgh and will last till July, visiting major U.S. cities.

TEXT D

ABBA Voyage is the long-awaited concert from one of the biggest pop acts of all time. Buy tickets now and see ABBA together with a 10-piece live band, in a specially built arena at Queen Elizabeth Olympic Park, London. Limited time offer for front row seats.

TEXT E

Esther Golton's new music has such a rich vibe about it, the kind of sound that sends chills down my spine, because it is like I've discovered a secret that the rest of the world will soon find out about. I would recommend her music and show to anyone who enjoys listening to a world class singer.

TEXT F

Listening to loud music for more than an hour a day can create health issues experts said today. They also said that audio devices should be played at no more than 60% volume and that noisy concerts and cafes are a serious threat of hearing loss.

2. uzdevums

Atbilde un skaidrojums

1. What is the aim of the text?

A To recommend having a study routine.

Teksta globālā lasīšana. Tekstā vairākas reizes ir minētas mācību plānošanas priekšrocības. Piemēram, teksta 1. rindkopā: "The beginning of the school year is the time to set up a good study routine that will be useful throughout the year. It is especially important when moving to secondary school."

2. Which statement would Emily Levitt agree with?

B Success in studies during the year depends on planning.

Teksta 1. rindkopa: "It's much easier for students to get off on the right foot at the beginning of the year than to try to correct things later because it sets the tone for the rest of the academic year," says Emily Levitt, vice president of education at Sylvan Learning.

3. Which statement best sums up Emily Levitt's advice on doing homework?

B Homework should be done according to your own timetable.

Teksta 2. rindkopa: "she suggests scheduling homework time which can be different on each weekday but the same throughout the year."
Varianti A un B nav minēti tekstā. Variants D neatbilst tekstā sniegtajai informācijai.

4. Why does Emily Levitt mention colours?

C To suggest ways of arranging study materials.

Teksta 3. rindkopa: "it is a good idea to use one organizational structure throughout the school year for each subject. English homework goes in the red folder; science homework in the green one."

5. Which is true about a study space?

D It should help you keep productive and focused.

Teksta 4. rindkopa: "having a dedicated study space for daily schoolwork is essential", "Thus, there is less chance of forgetting something or getting distracted."

6. What does Hilary Parsons Alexander say about a student's backpack?

A Its contents should be checked regularly.

Teksta 5. rindkopa: "Schedule the backpack routine as a weekly appointment."

7. What does Emily Levitt say in the final paragraph?

C She encourages students to develop good study habits.

Teksta 5. rindkopa: "The goal is to set up good habits now so you can eventually do this on your own", "better late than never."

3. uzdevums

THE GIRL ASTRONAUT

My name is Alyssa Carson. (0) *J/I am 19 years old.* I currently attend Florida Tech and I am studying astrobiology, eventually hoping to become an astrobiologist. (1) *B/However, obviously my real passion and the goal would be to apply to be an astronaut.* I am building the resume and doing what I can to get to that point.

Actually, no one in my family has a science or space career or background. However, I have always had a fascination with space since I was a little girl. It was just something that I was interested in – being an astronaut and going to Mars. (2) *D/My dad remembers me coming in and asking some questions about whether people had travelled to other planets before.* I also had a poster of an episode called *Mission to Mars* hung up in my room for a long time. (3) *H/So we just kind of think that is where it might have come from.*

Then I remember I just wanted to learn more about space in general. I did not know what it meant or what I would have to do but I started going to space camps just to learn more about space. That is where I really fell in love with it. (4) *C/I realized that a space-related job was something I really wanted to do and so I was just curious about doing as much as I could to work towards that.* Even though I was young, I already knew that it is not necessarily easy to become an astronaut and it is quite a competitive field.

First, I had to figure out what kind of astronaut I wanted to be, what I wanted to do, and from there I was really seeking any opportunity, just doing anything that I thought would be relevant for having a chance to go to space. (5) *G/So, at first it was going to all sorts of different camps and then moving onto something more realistic, like, learning to fly a plane.* It also connected to what I had a passion for and what could be important skills for my future career.

In terms of preparation for a career in space exploration, the main requirement is education. (6) *J/Many fields would allow you to work in space, such as engineering, science or medicine.* But beyond that, you can really do just anything that is close to your heart, and that is the best part about planning to become an astronaut. There are different ways of getting there and you really need to figure that out first.

(7) *A/I think that space offers a lot of benefits.* First of all, all the new technology that has been invented for the mission to Mars will in some way be used here on Earth to help solve some of the problems that we have here as well. Then there could also be resources on Mars that could be useful for us. (8) *E/Finally, if Mars can become a second Earth, it would be really amazing to have another place that humans can live on.* It is especially important as the population continues to grow.

Therefore, space exploration is something I want to do and will just continue being involved in as much as I can.

Pielikumi

2. pielikums.

Klausīšanās uzdevuma atbildes.

1. uzdevums

Which speaker ...

1.	D/ Watching advertisements on TV.
2.	F/ Leaving a message.
3.	G/ Waiting in the airport.
4.	C/ Trying to send a letter.
5.	E/ Searching for information about transport.
6.	B/ Finding information about the biggest cities in the world

TRANSCRIPT

Recording 1

We're sure your neighbours are wonderful, but maybe it's time to see more. New places, new faces, new friends, and a travel department. That's just what we promise

Recording 2

It's me again. I've been sending you messages and trying to ring on Skype but no luck so far. I guess you're really busy, but it would be good to hear from you. I just wanna know you're OK. I'm trying to figure out where you are. I guess you're in Poland if you're sticking to the plan, but, maybe you decided to change things.

Recording 3

This is the final call for passenger Jenkins travelling on Swiss Air Flight number 414 to Geneva, departing at 12:30. Will passenger Jenkins please go to gate 13 where the flight is ready to depart.

Recording 4

A: Excuse me.

B: Can I help you?

A: Yes. Where's the post office?

B: The post office. It's over there. Next to the cafe.

A: Ah, yes, I can see it. Thanks.

Recording 5

Booking a flight can be the most exciting yet nerve-racking part of travelling, but flights can be super expensive sometimes, so you wanna make sure you get it right. Using a flight comparison site is a great start such as Momondo, KAYAK, Skyscanner or Google flights. Be flexible with your dates because delaying or forwarding your trip by just two days could save you a fortune.

Recording 6

London is a fast, multi-layered city just waiting to be explored. Home to seven and a half million people, the capital of England has been called the world in one city. And although immigrants continue to flow in, contribute their energy and cultures to the capital's melting pot, London is quintessentially British.

Pielikumi

2. pielikums.

Klausīšanās uzdevuma atbildes.

2. uzdevums

Which speaker ...

0.	Presenter	E/ May be a good option for children. <i>Well, a lot of studies are showing <u>that it may benefit some kids and help them later in life, but a lot of parents don't really know where to start.</u></i>
1.	Miriam	D/ Kids being at school gives parents a break. <i>Like <u>Myriam says</u> props to who does who to whoever does it, but <u>when they're in school, that's my free time to get things done and maybe some rest.</u></i>
2.	Lisa	A/ Kids adore it, and it's easy to understand what each kid needs. <i>Well, <u>Lisa says, "Absolutely. I homeschool, most kids I know that are homeschooled love it, we were able to cater to the education to each individual child. It's been the best decision we've ever made, and our daughter is excelling in all aspects of life."</u></i>
3.	Diane	G/ Kids need to communicate with other children. <i>Well, <u>Diane says, I wouldn't. I think that the kids need socialisation.</u></i>
4.	Kimberly	F/ It could be a good option for my kids. <i>Very different opinion there and <u>Kimberly says "I am honestly thinking of doing it."</u></i>
5.	Kim	C/ A good option for kids who don't fit in. <i>But when we did put him to 1st grade, he was not having a great time of it <u>and after two weeks of crying and feeling really left out, we decided we needed to make a change for his well-being.</u></i>

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

2. uzdevums

Transcript

Presenter:

Let's get right into our first topic of the day. Have you ever thought of homeschooling your child? Well, a lot of studies are showing that it may benefit some kids and help them later in life, but a lot of parents don't really know where to start.

Well, we asked you on our Smart Family 15 Facebook page, if you'd consider homeschooling and we got some interesting responses.

Like Myriam says props to who does who to whoever does it, but when they're in school, that's my free time to get things done and maybe some rest. I like that one. I have to say.

Well, Lisa says, "Absolutely. I homeschool, most kids I know that are homeschooled love it, we were able to cater to the education to each individual child. It's been the best decision we've ever made, and our daughter is excelling in all aspects of life."

Well, Diane says, "I wouldn't. I think that the kids need socialisation. Very different opinion there and Kimberly says "I am honestly thinking of doing it." Well Kimberly I hope that you are watching us right now 'cause you're going to love this.

So Kim now you have five kids, now you just only homeschool Kaiden.

Kim:

Correct.

Presenter:

OK, So what made you decide to homeschool only him? You have four other kids.

Kim:

Well, for the rest of our children, they were assimilating nicely into the school programme. But Kayden, when we put him into first grade, he had gone to kindergarten. But when we did put him to 1st grade, he was not having a great time of it and after two weeks of crying and feeling really left out, we decided we needed to make a change for his well-being.

Presenter:

OK, for his well-being.

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

Pielikumi

2. pielikums.

Klausīšanās uzdevuma atbildes.

3. uzdevums

	KEY	ACCEPTED	EXPLANATION
1.	14/fourteen		Speaker 1: First up this week we're arguing our way around the table and through the deck in I'm right you're wrong. Number of players 2 to 5, <u>ages 14 and up</u> . Playtime 2 to 20 minutes
2.	(a) bird		Speaker 2 (Mikey): The cover of the box has a robot with lit old-school dynamite, a dog with a propeller cap, <u>a bird proudly holding some cheese</u> and some sort of angry creature in a sweater. Inside the box you'll find a stack of 68 cards because that's all you need and that's what's in the box.
3.	(the) rules	game rules	Speaker 1: Well, before we undoubtedly get in an argument about the merits of this <u>game Evan angrily shout the rules at us</u> .
4.	an argument	arguments	Speaker 3 (Evan): <u>It's simple you're in an argument, your cards are your choices</u> . Take turns. Start each turn by arming yourself drawing one card into your hand, then exchange blows.
5.	bad decisions	bad options	Some cards discard cards, some cards restrict comebacks. Here's the twist, <u>there are more bad decisions than there are good ones</u> . Try to play your least worst cards without exhausting all your options.
6	colours/ colour/ color		Speaker 1: It is interesting that <u>there are 3 different colours, right? Yellow's for traps, red is just bad it's, it's no good for anybody most all of you. Yeah green is usually something pretty good</u> .
7	forget	forgot / have forgotten/fail	Speaker 2: There's lots of ways to lose that's for sure. And if you accidentally break the rules you lose but also on your turn you are supposed to draw card and <u>if you forget to draw that card, you don't lose but you get to suffer the rest of the game with one less card than everybody else</u> .
8	a party	parties	Speaker 1: They call this game a light strategy game. Some party game folks thought it was too strategy-oriented and some strategy game players thought it was too party-oriented. <u>I would definitely spring this out at a party, no question</u> .
9	frustrated	frustration	Speaker 3: I'm right you're wrong <u>is the perfect game if you love frustration, not frustration with games but the concept of being frustrated</u> . It's easy to learn, easy to play.

2. pielikums.

Klausīšanās uzdevuma atbildes.

3. uzdevums

Transcript

Speaker 1: First up this week we're arguing our way around the table and through the deck in *I'm right you're wrong*.

Number of players 2 to 5, ages 14 and up. Playtime 2 to 20 minutes

Okay, Mikey tell us, what's in the box.

Speaker 2 (Mikey): The cover of the box has a robot with lit old-school dynamite, a dog with a propeller cap, a bird proudly holding some cheese and some sort of angry creature in a sweater. Inside the box you'll find a stack of 68 cards because that's all you need and that's what's in the box.

Speaker 1: Well, before we undoubtedly get in an argument about the merits of this game Evan angrily shout the rules at us.

Speaker 3 (Evan): It's simple you're in an argument, your cards are your choices. Take turns. Start each turn by arming yourself drawing one card into your hand, then exchange blows. And each turn by playing one card from your hand and deal with the consequences. Some cards discard cards, some cards restrict comebacks. Here's the twist, there are more bad decisions than there are good ones. Try to play your least worst cards without exhausting all your options.

Speaker 1: It is interesting that there are 3 different colours, right? Yellow's for traps, red is just bad it's, it's no good for anybody most all of you. Yeah green is usually something pretty good.

Speaker 2: There's lots of ways to lose that's for sure. And if you accidentally break the rules you lose but also on your turn you are supposed to draw card and if you forget to draw that card, you don't lose but you get to suffer the rest of the game with one less card than everybody else.

Speaker 1: They call this game a light strategy game. Some party game folks thought it was too strategy-oriented and some strategy game players thought it was too party-oriented. I would definitely spring this out at a party, no question.

Speaker 3: *I'm right you're wrong* is the perfect game if you love frustration, not frustration with games but the concept of being frustrated. It's easy to learn, easy to play.

Speaker 1: I like *I'm right you're wrong* especially how fast I can teach it to somebody I'm definitely digging it up.

Avots: Angļu valoda, beidzot 9. klasi. Valsts pārbaudes darba paraugs.

3. pielikums. Mutvārdu daļas atbildes transkripcija.

Teacher:

So if you are ready, you can start your answers. And student A starts,

Student A:

In my opinion, the school should spend the money on setting up a new computer lab. Firstly, we could introduce after school activities. Our school could create a computer club where students could play educational games or just games they find interesting. There's all sorts of things. You could also learn how to do different presentations on different websites and apps. And I think there's just a lot of opportunities there for an afterschool club. Secondly, we could prepare projects and do homework in this computer lab. Um, a lot of students don't have computers at home and we often get assigned projects to do a presentation and they can be done on our phones, but it is much easier when we can do them on a computer. So this would be beneficial, um, for students who don't have computers or have computers that are slow or, you know, not that great. Um, it would, lastly it would add educational value to our school. We could develop an I C T subject where students could learn, um, different things to do with computers. They could learn how to make presentations, how to, um, make uh, websites, how to use Excel, how to use Word and PowerPoint. And in our modern day society, um, technologies are quite advanced and they're very needed in a lot of jobs and just in your daily life too. So this would be a great skill for our students to have. Um, so in conclusion, I think the school should spend the money on setting up a new computer lab.

Teacher:

Thank you. And now student B please.

Student B:

Um, in my opinion, I, we should spend the money, uh, buying new sports equipment because, um, in our classmates interest, uh, I asked a few classmates around, uh, the school and my classmates in my class and they, most of them said they wanted new equipment because, um, for example, um, after school activities, um, like school clubs, um, or school doesn't have the resources to buy like new balls, new things for um, just for sport in general. Um, um, so if by this we can also make club school clubs like basketball clubs, volleyball clubs, anything else really. Um, and also some kids just want to hang out in the PE room and just have fun by playing a game. Um, and killing some time if they don't have anything to do. And, and motivation, uh, to start a new sport and a new hobby maybe. Um, so if we have new equipment, uh, people are more daring to start something and doing something with it and uh, just, just start experimenting and seeing what, what they like. Um, also health kids, uh, find interest more in health, well like healthcare and like being more active. Cuz being active is really good for health. And by getting new equipment we should, we would um, let more kids be more interested in doing something active and, and then starting a club or anything else to, yeah, that is, so in conclusion, um, I definitely think we should buy new sports equipment.

Teacher:

Thank you. Now you have two minutes time to prepare your questions and prepare for the discussion.

Teacher:

Now if you are ready, you have three minutes for your discussion.

Student A:

Okay. So my first question is when it would be available to get on the computer and do your actual presentation? So during school hours, like till the afternoon, students have lessons and the computer lab will also be occupied with students, um, in the I C T class. So I think that could also be a club where like once a week there is a teacher who maybe for like two hours, uh, sit there. Um, and then the students could go and do their homework and the teacher would be there observing that they don't damage the equipment and then the students would have time to do that. Okay. So I have a question for you too. You mentioned that new sports equipment would help us create new clubs, like a volleyball club, a basketball club. Is that to wrap? Um, I also mentioned that computer lab could help us design a computer club. Um, do you think students would show more interest in a computer club or some kind of sports club?

Student B:

So, um, personally I think that it's definitely dependent on a person. If a person's more active then they would definitely enjoy more of the sports, um, equipment and the sports clubs. But if they like more of the internet and computer and everything, uh, related, then they would of course like the computer equipment more and computer lab more and everything related related to that. And that's really the conclusions really depends. But I also think that um, hobbies are more, no, not hobbies, but um, interests in sports are way more, uh, bigger than a computer because in a computer you can do such a little thing, but sports, there's so many sports that you can try.

Student A:

Yeah, I agree. But also disagree to the last part where you said that sports, um, there's more things you can do cuz yes, there are so many different kinds of sports. There's, you know, basketball, volleyball, so many different, but with a computer too, there's not just one thing you can do on it. The computer has the whole internet available to, its so many apps, so many different websites, so many different skills you can develop on it. And I think in that way, those two are quite similar. Um, so yeah, I really think that we should get to know our classmates opinion on this.

Student B:

Yes, definitely. Um, maybe we can do like a survey or something to get their opinion on this because they would do different.

Student A:

Yes, I think that's a good idea. We can create a survey and I think we can also bring it up in a class lesson where we can also have a discussion with them about it and, and see their opinions and talk to them about it. All right. We'll do that then.

Teacher:

Okay. Thank you for your discussion. And I have two additional questions to each of you. Student A, will you support the position you have just presented in a real life situation? Why or why not?

Student A:

In a real life situation, I would not support this opinion. Um, because I am personally way more into sports than I am into computers. I have no desire to play any games or learn really any skill on them. I think I have enough with that already on, um, my, in my ICT classes and I would not personally attend

any outside of school clubs that are computer related. But however, I would go to, let's say a volleyball club. Um, so yeah.

Teacher:

Thank you. And Student B, would you support the position you have just presented in a real life situation?

Student B:

Yes, I would. And I do not really wanna repeat what Student A said because I definitely agree with everything that she said. Um, but basically, yeah, I'm more active, I'm more of an athlete and I have way more interest in sports than I have in computers.

Teacher:

So, Student B I have one more question for you. Should students devote more time to after school activities? Why or why not?

Student A:

Um, again, it's dependent on the person. If they have, uh, stuff to do home, at home for like maybe babysitting their siblings or just hanging out with their friends, then it's really just dependent on the person if they'd want to do that or not. Um, personally I would like to spend more time after school doing something and I'm just sitting at home because I don't really have to do anything at home.

Teacher:

And Student A I also have a question for you. Should students actively participate in discussing and solving social issues? Why or why not?

Student A:

I think that is very important. We need to be educated on different things that are going around on in the world around us. Um, we can't be in this bubble of not knowing what is going on. We should, um, also, I think that is when people develop uneducated opinions, when they don't research it, when they don't want to hear about it, when they don't wanna discuss it. Um, so I think that's where people develop, you know, not harmful opinions to other members of society. So I think it is very important. I personally discuss social issues all the time with my friends and it's very interesting when we have the same opinion and it's also interesting when the opinion is different and I like to hear their point of view and I think that's a very important thing that, uh, students should be doing.

Teacher:

Thank you. That's the end of your speaking part.

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolotāja materiāls

PAPER 1

Student A

Your school has received a donation. You and your partner are discussing two possible ways of how the money could be spent: *renovating the school canteen or renovating the school library*. You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: The school should spend the money on renovating the school canteen.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

school environment / student satisfaction / breaks / use / habits

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

Step 2: Discussion

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

You should:

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

Student B

Your school has received a donation. You and your partner are discussing two possible ways of how the money could be spent: *renovating the school canteen or renovating the school library*. You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: The school should spend the money on renovating the school library.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

school environment / student satisfaction / breaks / use / habits

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

Step 2: Discussion

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

You should:

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

Now answer my questions. Student A starts.

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. Do you think junk food should be banned? Why/Why not? (Student B)
3. Do you think reading will be different in the future? Why/Why not? (Student A)

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 1

Student A

Your school has received a donation. You and your partner are discussing two possible ways of how the money could be spent: *renovating the school canteen* or *renovating the school library*. You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: The school should spend the money on renovating the school canteen.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

school environment / student satisfaction / breaks / use / habits

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 1

Student B

Your school has received a donation. You and your partner are discussing two possible ways of how the money could be spent: *renovating the school canteen or renovating the school library*. You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: The school should spend the money on renovating the school library.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

school environment / student satisfaction / breaks / use / habits

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolotāja materiāls

PAPER 2

Student A

A student group from Scotland are coming to your school. You and your partner are discussing two possible ways of how to plan their visit: *planning more cultural and educational activities* or *planning more leisure and sports activities*.

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

Your position: The students from Scotland should have more cultural and educational activities.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

educational value / experience / interests / communication / fun

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

Step 2: Discussion

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

You should:

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

Student B

A student group from Scotland are coming to your school. You and your partner are discussing two possible ways of how to plan their visit: *planning more cultural and educational activities* or *planning more leisure and sports activities*.

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

Your position: The students from Scotland should have more leisure and sports activities.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

school environment / student satisfaction / breaks / use / habits

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

Step 2: Discussion

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

You should:

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

Now answer my questions. Student A starts.

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. How can students benefit from exchange programmes at school? (Student B)
3. How can students benefit from doing sports? (Student A)

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 2

Student A

A student group from Scotland are coming to your school. You and your partner are discussing two possible ways of how to plan their visit: *planning more cultural and educational activities* or *planning more leisure and sports activities*.

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

Your position: The students from Scotland should have more cultural and educational activities.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

educational value / experience / interests / communication / fun

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 2

Student B

A student group from Scotland are coming to your school. You and your partner are discussing two possible ways of how to plan their visit: *planning more cultural and educational activities* or *planning more leisure and sports activities*.

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

Your position: The students from Scotland should have more leisure and sports activities.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

school environment / student satisfaction / breaks / use / habits

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolotāja materiāls

PAPER 3

Student A

Your school is organizing a charity week. You and your partner are discussing two possible ways of what charity activity you should organize: *helping a pet rescue centre* or *organizing a free concert for your local area*.

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

Your position: Your class should help a pet rescue centre.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

experience / costs / organization / responsibility / make a difference

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

Step 2: Discussion

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

You should:

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

Student B

Your school is organizing a charity week. You and your partner are discussing two possible ways of what charity activity you should organize: *helping a pet rescue centre* or *organizing a free concert for your local area*.

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

Your position: Your class should organize a free concert for your local area.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

experience / costs / organization / responsibility / make a difference

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

Step 2: Discussion

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

You should:

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

Now answer my questions. Student A starts.

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. Why do people decide to get a pet? (Student B)
3. What could students learn when helping others? (Student A)

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 3

Student A

Your school is organizing a charity week. You and your partner are discussing two possible ways of what charity activity you should organize: *helping a pet rescue centre* or *organizing a free concert for your local area*.

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

Your position: Your class should help a pet rescue centre.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

experience / costs / organization / responsibility / make a difference

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 3

Student B

Your school is organizing a charity week. You and your partner are discussing two possible ways of what charity activity you should organize: *helping a pet rescue centre* or *organizing a free concert for your local area*.

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

Your position: Your class should organize a free concert for your local area.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

experience / costs / organization / responsibility / make a difference

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolotāja materiāls

PAPER 4

Student A

You are participating in a discussion club about education. You and your partner are discussing which is better - *distance learning* or *learning at school*.

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

Your position: Distance learning is a better way to learn.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

educational value / experience / timetable / planning / habits

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

Step 2: Discussion

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

You should:

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

Student B

You are participating in a discussion club about education. You and your partner are discussing which is better - *distance learning* or *learning at school*.

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

Your position: Learning at school is a better way to learn.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

educational value / experience / timetable / planning / habits

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

Step 2: Discussion

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

You should:

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

Now answer my questions. Student A starts.

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. Do you use technology to learn? How/Why not? (Student B)
3. How can your classmates help you learn? (Student A)

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 4

Student A

You are participating in a discussion club about education. You and your partner are discussing which is better - *distance learning* or *learning at school*.

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

Your position: Distance learning is a better way to learn.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

educational value / experience / timetable / planning / habits

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 4

Student B

You are participating in a discussion club about education. You and your partner are discussing which is better - *distance learning* or *learning at school*.

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

Your position: Learning at school is a better way to learn.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

educational value / experience / timetable / planning / habits

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

Step 2: Discussion

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

You should:

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

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolotāja materiāls

PAPER 5

Student A

Your school parliament has asked you to organize a games festival at your school. You and your partner are discussing two possible kinds of games festival you could organize: *board games (e.g., chess, checkers, etc.)* or *computer games*.

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

Your position: You should organize a board games festival.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

social interaction / cost / interests / planning / skills

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **who could help you to organize the festival**,
- answer the teacher's questions (give extended answers).

Student B

Your school parliament has asked you to organize a games festival at your school. You and your partner are discussing two possible kinds of games festival you could organize: *board games (e.g., chess, checkers, etc.)* or *computer games*.

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

Your position: You should organize a computer games festival.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

social interaction / cost / interests / planning / skills

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **who could help you to organize the festival**,
- answer the teacher's questions (give extended answers).

Now answer my questions. Student A starts.

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. What could you learn when organizing an event? (Student B)
3. Is playing computer games a sport? Why/Why not? (Student A)

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 5

Student A

Your school parliament has asked you to organize a games festival at your school. You and your partner are discussing two possible kinds of games festival you could organize: *board games (e.g., chess, checkers, etc.)* or *computer games*.

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

Your position: You should organize a board games festival.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

social interaction / cost / interests / planning / skills

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **who could help you to organize the festival**,
- answer the teacher's questions (give extended answers).

Notes:

4. pielikums. Runāšanas daļas biļešu paraugi.

Skolēna materiāls

PAPER 5

Student B

Your school parliament has asked you to organize a games festival at your school. You and your partner are discussing two possible kinds of games festival you could organize: *board games (e.g., chess, checkers, etc.)* or *computer games*.

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

Your position: You should organize a computer games festival.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

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

social interaction / cost / interests / planning / skills

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

Step 2: Discussion

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

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **who could help you to organize the festival**,
- answer the teacher's questions (give extended answers).

Notes: