



# Angļu valoda, beidzot 9. klasi

## Valsts pārbaudes darba paraugs

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Valsts pārbaudes darba paraugs ir izstrādāts Eiropas Sociālā fonda projektā "Kompetenču pieeja mācību saturā" (turpmāk – Projekts).

Valsts pārbaudes darbu satura, programmu un paraugu izstrādi Projektā vadīja **Pāvels Pestovs**.

Valsts pārbaudes darba parauga izstrādi un sagatavošanu publicēšanai Projektā vadīja **Tatjana Kunda**.

Valsts pārbaudes darba paraugu izstrādāja **Vita Kalnbērziņa, Dita Lapiņa, Elīna Vestmane** un **Katrīna Vēvere**.

Valsts pārbaudes darba parauga izstrādē piedalījās Eiropas Komisijas svešvalodu pārbaudes darbu eksperts, Eiropas Moderno valodu centra *RELANG* projekta lektors, Ungārijas Pēčas universitātes asociētais profesors **Gabors Szabo (Gábor Szabó), Ph. D. habil.**

Valsts pārbaudes darba paraugu izvērtēja ārējie eksperti **Anita Auziņa** un **Liāna Viduce**.

**Projekts izsaka pateicību visām Latvijas izglītības iestādēm, kas piedalījās valsts pārbaudes darbu aprobācijā.**

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## Ievads

Valsts pārbaudes darba (turpmāk – VPD) mērķis ir novērtēt skolēnu sniegumu svešvalodā atbilstoši Ministru kabineta 2018. gada 27. novembra noteikumu Nr. 747 “Noteikumi par valsts pamatizglītības standartu un pamatizglītības programmu paraugiem” (turpmāk – standarts) 2. pielikumam “Sasniedzamie rezultāti valodu mācību jomā, beidzot 3., 6. un 9. klasi”, beidzot 9. klasi, kā arī iegūt datus skolēnu snieguma un apgūtā mācību satura izvērtēšanai, metodisko ieteikumu izstrādei, pedagogu profesionālās pilnveides plānošanai u. tml.

VPD svešvalodā, 9. klasi beidzot, novērtē skolēnu sniegumu angļu valodā receptīvajās un produktīvajās darbībās, kā arī to savstarpējā mijiedarbībā. VPD pārbauda skolēnu spēju saprast un lietot literāro valodu, runājot un rakstot par sev zināmām tēmām, ar kurām saskaras personiskajā, mācību un sabiedriskajā jomā.

## 1. Valsts pārbaudes darba parauga uzdevumi

*Iepazīsties ar norādījumiem!*

VPD veicamo uzdevumu skaits, iegūstamo punktu skaits un paredzētais izpildes laiks.

VPD daļa	Valoddarbības prasme	Maksimālais iegūstamo 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	$25 \times 0,8 = 20$	1	25	20
	Kopā	80	8	100	125

- Darbu veic ar tumši zilu vai melnu pildspalvu! Ar zīmuli rakstītais netiek vērtēts.
- Raksti salasāmi! Atbildes raksti tieši tām paredzētajās vietās!
- VPD laikā skolotājs skaidrojumus par uzdevumiem nesniedz.
- VPD paraugā izmantotie teksti adaptēti atbilstoši tā mērķim.
- VPD laikā pie skolēniem no brīža, kad viņiem ir pieejams VPD materiāls, līdz darba norises beigām nedrīkst atrasties ierīces (planšetdators, piezīmjdators, viedtālrunis, viedpulkstenis u. c. saziņas un informācijas apmaiņas līdzekļi), kuras nav paredzētas izmantošanai VPD norises laikā.

## READING

The Reading part consists of three tasks. Task 1 tests your ability to read and understand shorter texts in order to identify their main message and purpose. Task 2 focuses on your comprehension of a longer text and reading in order to understand the gist, details and the writer's opinion and purpose. Task 3 assesses your ability to see how the text is structured as well as understand the development of ideas, which can be linked through grammatical and lexical relations. You have 40 minutes to complete the tasks.

### 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>	<b>D</b>
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.

**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.*

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.

### 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.

## LISTENING

The Listening part consists of three tasks. Task 1 tests your ability to identify the purpose of several shorter recordings (e.g., announcements, adverts). Task 2 tests detailed understanding of meaning and comprehension of speakers' attitudes and opinions. Task 3 focuses on your ability to follow a talk, listen for and transform specific information.

### 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](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](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.

### 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](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.

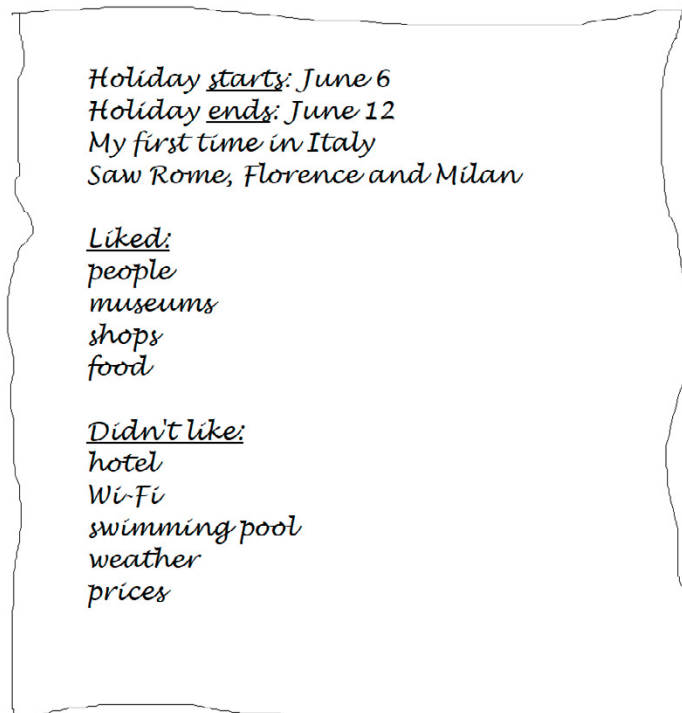
(Based on: Which Game First. 2021. 146: I'm Right You're Wrong / Dice Hospital / Numeralogic. [online]  
Available at: <https://whichgamefirst.com/146-im-right-youre-wrong-dice-hospital-numeralogic>  
[Accessed 10 November 2021])

## WRITING

The Writing task assesses your ability to write a clear and connected text in which you communicate your ideas and experiences for a specific audience.

### Task (20 points)

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, too. In your 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.

Notes



## SPEAKING

The Speaking part consists of two parts and is carried out in pairs. During the first part you will need to present and support your position on an issue and listen to your partner's position. During the second part you will prepare questions for your partner based on their position, discuss each other's ideas, using the questions you have prepared and reach agreement on a point. Afterwards, you will answer two questions from the teacher on some other aspects related to the topic.

### 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: *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.

**Your position:** 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).

#### Student B

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.

**Your position:** The school should spend the money on buying new sports equipment.

#### 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 / health / new sports / 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).

## Paper 2

### Student A

You and your friend are thinking about your future studies after graduating from Form 9. You have got different plans: *continuing studies in a secondary school and going to a vocational school (where you can also learn a profession)*.

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

**Your position:** You would like to continue your studies in a secondary school.

#### 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:

*benefits of studying in a secondary school / having the same friends and classmates / future plans and motivation / distance from your home*

- 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 can give you some advice**;
- then answer the teacher's questions (give extended answers).

### Student B

You and your friend are thinking about your future studies after graduating from Form 9. You have got different plans: *continuing studies in a secondary school and going to a vocational school (where you can also learn a profession)*.

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

**Your position:** You would like to continue your studies in a vocational school.

#### 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:

*benefits of having a profession before university / new friends and classmates / future career plans and motivation / possibility to earn money faster*

- 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 can give you some advice**;
- then answer the teacher's questions (give extended answers).

Paper 3

Student A

You and your classmate have just had a lot of homework. You are talking about this issue and find out that your opinions on having homework are different. You will present your position, listen to your partner's position, and then discuss the topic/situation together.

**Your position:** Students should have homework.

**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:

*understanding the subject better / developing new skills / better memory / 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 on this issue**;
- then answer the teacher's questions (give extended answers).

Student B

You and your classmate have just had a lot of homework. You are talking about this issue and find out that your opinions on having homework are different. You will present your position, listen to your partner's position, and then discuss the topic/situation together.

**Your position:** Students should not have homework.

**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:

*tiredness / free time / other after school activities / 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 on this issue**;
- then answer the teacher's questions (give extended answers).

## Paper 4

### Student A

Your class is planning to go on a school trip. You and your partner are discussing two possible destinations for the excursion: *going on an excursion abroad* or *travelling in your home country*.

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

**Your position:** The excursion should be abroad.

#### 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:

*exploring different cultures / seeing new places / spending more time with classmates / speaking a foreign language*

- 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 activities should be organised during the trip**;
- then answer the teacher's questions (give extended answers).

### Student B

Your class is planning to go on a school trip. You and your partner are discussing two possible destinations for the excursion: *going on an excursion abroad* or *travelling in your home country*.

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

**Your position:** The excursion should be in your home country.

#### 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:

*exploring your own country / saving time and money / safer / easy access to transport*

- 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 activities should be organised during the trip**;
- then answer the teacher's questions (give extended answers).

Pēc diskusijas skolotājs/intervētājs secīgi uzdod autobusu skolēniem. Katrs skolēns atbild uz diviem jautājumiem.

#### **Teacher's questions**

#### **PAPER 1**

1. Would you support the position you have just presented in a real-life situation? Why? Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Should students devote more time to after-school activities? Why? Why not? (Student B)
3. Should students actively participate in discussing and solving social issues? Why? Why not? (Student A)

#### **PAPER 2**

1. Would you support the position you have just presented in a real-life situation? Why? Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Should students listen to grown-ups when choosing what to do after form 9? Why? Why not? (Student B)
3. Is it possible for students to choose a future career after form 9? Why? Why not? (Student A)

#### **PAPER 3**

1. Would you support the position you have just presented in a real-life situation? Why? Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. Do you study better alone or in a group? Why? Why not? (Student B)
3. Do you think you are good at planning your time? Why? Why not? (Student A)

#### **PAPER 4**

1. Would you support the position you have just presented in a real-life situation? Why? Why not? (1<sup>st</sup> to answer – Student A, 2<sup>nd</sup> – Student B)
2. What is more important to you – the destination or the travel experience? Why? Why not? (Student B)
3. What is more important for you – bringing souvenirs home from a trip or memories? (Student A)

## 2. Vērtēšanas kritēriji

Receptīvo darbību pārbaudes uzdevumos (lasīšanas un klausīšanās valoddarbības prasmes) vērtē rakstīta teksta nozīmi, nevis formu (piemēram, pareizrakstības kļūdas, kas nerada pārpatumus, netiek ņemtas vērā).

Produktīvajos pārbaudes darbos (rakstīšana un runāšana) skolēna sniegumu vērtē atbilstoši izstrādātajiem vērtēšanas kritērijiem (1.–2. tabula).

1. tabula. Rakstīšanas valoddarbības prasmes vērtēšanas kritēriji (20 punkti).

Vērtēšanas kritēriji	Snieguma apraksts, punkti					
<b>Saturs un uzdevuma izpilde</b>	Teksts neatbilst uzdevuma nosacījumiem./ Teksta apjoms nesasniedz 50 vārdus.	Mēģinājums rakstīt par tematu, pār-rakstīts iedevuma teksts.	Daļēji uzdevuma nosacījumiem atbilstošs teksta saturs, pārstāstot informāciju no iedevuma.	Pārsvārā uzdevuma nosacījumiem atbilstošs teksta saturs, iespējama atkārtošā vai novirze no uzdevuma nosacījumiem.	Uzdevuma nosacījumiem atbilstošs teksta saturs, pamatojot savu viedokli ar atsevišķiem piemēriem.	Uzdevuma nosacījumiem un saziņas situācijai pilnībā atbilstošs teksta saturs, pamatojot savu viedokli ar atbilstošiem piemēriem.
<b>Organizācija un tekstveide</b>		Tekstā daži savstarpēji saistīti teikumi un daži noformējuma elementi. Domas virzība dažviet ir uztverama.	Uzdevumam daļēji atbilstošs teksta noformējums. Saistītātvārdi un rindkopas tikai daļēji atbilst teksta uzbūves principiem un satura izklāstam.	Uzdevumam pārsvārā atbilstošs teksta noformējums. Pārsvārā saistīts teksts; saistītātvārdi un rindkopas daļēji atbilst teksta uzbūves principiem un satura izklāstam.	Uzdevumam atbilstošs teksta noformējums. Saistīts teksts; saistītātvārdi un rindkopas pārsvārā atbilst teksta uzbūves principiem un satura izklāstam.	Uzdevumam atbilstošs teksta noformējums. Skaidrs un saistīts teksts; saistītātvārdi un rindkopas pilnībā atbilst teksta uzbūves principiem un satura izklāstam.
<b>Valodas līdzekļu (vārdu krājuma un gramatisko struktūru) daudzveidība</b>		Ļoti ierobežoti valodas līdzekļi, izmanto vienkāršas iegaumētas frāzes.	Ierobežots savu vārdu krājums, izmanto iegaumētas frāzes un vienkāršas gramatikas struktūras, kas bieži atkārtojas.	Pietiekams vārdu krājums, lai izteiktos vienkāršā veidā, lietojot gramatiskās pamatstruktūras.	Uzdevuma izpildei un komunikācijai piemērots, pietiekami bagāts vārdu krājums un gramatiskās struktūras, kas pārsvārā izmantotas atbilstoši kontekstam.	Efektīvai uzdevuma izpildei un skaidrai komunikācijai atbilstošs vārdu krājums un gramatiskās struktūras.
<b>Valodas lietojuma pareizība un precizitāte (leksika, gramatika un pareizrakstība)</b>		Valodas lietojums pārsvārā ir kļūdainis un tikai daļēji saprotams.	Valodas lietojums bieži ir kļūdainis un dažreiz traucē uztvert domu.	Valodas lietojums pamatā ir saprotams, lai gan ir teikumi vai vārdi, kas ir kļūdaini.	Valodas lietojums ir pamatā precīzs, nedaudzās nesistemātiskās kļūdas netraucē saprast rakstīto.	Valodas lietojums ir pārsvārā precīzs, nedaudzās kļūdas sarežģītākās struktūrās netraucē saprast rakstīto.
	0 punkti	1 punkts	2 punkti	3 punkti	4 punkti	5 punkti

2. tabula. Runāšanas valoddarbības prasmes vērtēšanas kritēriji (25 punkti).

Vērtēšanas kritēriji		Snieguma apraksts, punkti					
Uzdevuma izpilde (10 punkti)	Monologruna (saistījums, pamatojums)	Nolasa atslēgvārdus vai savus pierakstus.	Ietver dažus uzdevuma nosacījumus. Sniedz galvenokārt atsevišķus, savstarpēji nesaistītus apgalvojumus.	Daļēji izpilda uzdevuma nosacījumus. Izteiktais viedoklis ir daļēji saprotams, saistīts ar uzdevumā piedāvāto informāciju.	Pārsvārā izpilda uzdevuma nosacījumus. Izteiktais viedoklis ir saprotams un daļēji pamatots.	Izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir pamatots.	Pilnībā izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir skaidrs un pamatots ar saziņas situācijai atbilstošiem piemēriem. Runa ir saistīta.
	Mijiedarbība informācijas nodošanā (jautājumu uzdošana, izpratne, sarunas uzturēšana, atbildes uz jautājumiem)	Nesniedz atbildes uz jautājumiem, neiesaistās sarunā.	Ietver dažus uzdevuma nosacījumus. Spēj uzturēt sarunu tikai ar intervētāja palīdzību. Atbild uz dažiem jautājumiem, izmantojot atsevišķus vārdus un vienkāršas frāzes.	Daļēji izpilda uzdevuma nosacījumus. Daļēji spēj uzturēt sarunu. Sniedz dažas īsas un vienkāršas atbildes, izmantojot iegaumētas frāzes.	Pārsvārā izpilda uzdevuma nosacījumus. Uzdod dažus jautājumus. Spēj uzturēt sarunu vienkāršā veidā. Atbild uz jautājumiem, sniedzot īsas un vienkāršas atbildes.	Izpilda visus uzdevuma nosacījumus. Uzdod jautājumus. Iesaistās sarunā un uztur to. Atbild uz visiem jautājumiem, sniedzot atbilstošas atbildes.	Pilnībā izpilda visus uzdevuma nosacījumus. Uzdod atbilstošus jautājumus. Aktīvi iesaistās sarunā un uztur to. Pārliedzinoši atbild uz visiem jautājumiem, sniedzot izvērstas atbildes.

Vērtēšanas kritēriji		Snieguma apraksts, punkti					
Vārdu krājums, gramatika, valodas plūdums un izruna (15 punkti)	Valodas bagātība (valodas apjoms, diapazons)	Valodas lietojums nepietiekams, lai novērtētu.	Lieto tikai elementārus vārdus un vienkāršas frāzes.	Bieži atkārto vienas un tās pašas frāzes, lai mēģinātu noformulēt domu.	Lieto ierobežotu vārdu krājumu, vienkāršus un vienkāršus izteikumus par tematu, lai izteiktos un uzturētu sarunu.	Lieto pietiekamu vārdu krājumu un dažādas teikumu struktūras, lai spētu izteikties par tematu un uzturētu sarunu.	Izmanto piedāvātajai saziņas situācijai atbilstošus valodas līdzekļus. Prasmīgi lieto pietiekami bagātu vārdu krājumu, lai spētu izteikties par tematu un uzturētu sarunu.
	Valodas līdzekļu lietojuma pareizība (gramatiski pareizs un leksiski precīzs valodas lietojums)		Valodas līdzekļu lietojums ir tikai daļēji saprotams.	Izmanto biežāk lietotos valodas līdzekļus ar kļūdām, kuras dažreiz traucē uztvert teikto.	Diezgan pareizi izmanto biežāk lietotos valodas līdzekļus, kļūdas pārsvarā netraucē saziņai.	Pārsvarā pareizi lieto dažādus valodas līdzekļus, nedaudzās kļūdas un pārtēkšanās netraucē saziņai.	Pareizi lieto dažādus valodas līdzekļus. Var pieļaut kļūdas, izsakot sarežģītākas domas un lietojot kompleksākas struktūras. Kļūdas netraucē saziņai.
	Valodas plūdums (izruna, uzsvāri, ritms un intonācija)		Runā izmanto ļoti īsus, izolētus izteikumus.	Runā ar pauzēm, izmantojot atsevišķus izteikumus. Izrunas kļūdas var traucēt uztvert domu.	Runā saprotami, dažreiz ar vilcināšanos, meklējot vārdus. Izrunas kļūdas pārsvarā nekavē izpratni.	Runā diezgan tekoši un saprotami. Izvēloties piemērotus izteikumus, iespējamās pauzes nevietā. Izrunā iespējamās kļūdas, kas nekavē izpratni.	Runā pietiekami tekoši un saprotami. Izvēloties piemērotus izteikumus, iespējamās pauzes. Izrunā iespējamās nelielas kļūdas.
		0 punkti	1 punkts	2 punkti	3 punkti	4 punkti	5 punkti

### 3. Valsts pārbaudes darba paraugā iekļauto uzdevumu raksturojums

Lai nodrošinātu VPD atbilstību izvirzītajam mērķim – pārbaudīt standartā noteikto SR apguvi un iegūt iespējami reprezentatīvus datus par skolēnu sniegumu valsts pārbaudes darbā, katrs VPD uzdevums tiek raksturots vairākās kategorijās (3.–6.tabula).

3. tabula. Lasīšana.

Sasniedzamais rezultāts	Standarta SR kods	SR grupa	Izziņas darbības līmenis (SOLO)
<p>Apzināti izmanto daudzveidīgas domāšanas stratēģijas (piemēram, nosakot cēloņu un sekas sakarības) valodu apguvē un izziņai citās mācību jomās, meklējot un salīdzinot nepieciešamo informāciju dažādās valodās un avotos.</p> <p>Saskata un salīdzina sakarības, notikumu secību tekstā, tabulās. Uztver un formulē galveno domu, paskaidro teksta nolūku (piemēram, paziņojumos un sludinājumos).</p> <p>Analizē citu attieksmi.</p> <p>Lasa tekstus (piemēram, diskusijas, ziņas, vēstules, bukletus) par dažādām tēmām, salīdzina tekstu veidus un izmanto iegūto informāciju mācību vajadzībām.</p> <p>Izmanto vienkāršus grafikus un ilustrācijas, virsrakstus, lai iegūtu un sakārtotu sev nepieciešamo informāciju, izvēloties drošus informācijas avotus.</p> <p>Nosaka un izprot dažādu tekstu uzbūves principus un mērķus (piemēram, daīlliteratūra, publicistika, zinātniskā literatūra), to stilistisko nokrāsu (piemēram, lietišķs, humoristisks) un formalitātes līmeni.</p> <p>Atpazīst vārdus pēc to uzbūves, vārdšķiras un teikumu veidus un klasificē tos pēc pazīmēm.</p> <p>Spēj saprast svarīgāko skaidros izteikumos literārā valodā par zināmiem tematiem tekstos, kas saistīti ar darbu, skolu, brīvo laiku.</p>	<p>VS.9.1.1.1.</p> <p>VS.9.1.1.3.</p> <p>VS.9.1.1.8.</p> <p>VS.9.2.1.2.</p> <p>VS.9.2.1.3.</p> <p>VS.9.2.1.5.</p> <p>VS.9.3.1.5.</p> <p>VS.9.4.1.</p>	<p>Demonstrē izpratni par:</p> <ul style="list-style-type: none"> <li>valodas līdzekļu lietojuma atbilstību saziņas situācijai;</li> <li>daudzveidīgām valodas lietojuma stratēģijām;</li> <li>uzvedības un saskarsmes normām;</li> <li>dažādiem teksta veidiem, tekstu uzbūves principiem, mērķiem un stilistisko nokrāsu;</li> <li>teksta organizācijas, vienotības un saskaņotības principiem.</li> </ul> <p>Uztver un izvērtē rakstītā teksta saturu un struktūru.</p>	<p>I–II</p> <p>III</p>

4. tabula. Klausīšanās.

Sasniedzamais rezultāts	Standarta SR kods	SR grupa	Izziņas darbības līmenis (SOLO)
<p>Apzināti izmanto daudzveidīgas domāšanas stratēģijas (piemēram, nosakot cēloņu un sekas sakarības) valodu apgūvē un izziņai citās mācību jomās, meklējot un salīdzinot nepieciešamo informāciju dažādos avotos.</p> <p>Saskata un salīdzina sakarības, notikumu secību tekstā, tabulās. Uztver un formulē galveno domu, paskaidro teksta nolūku (piemēram, paziņojumos un sludinājumos).</p> <p>Analizē citu attieksmi.</p> <p>Klausās tekstus (piemēram, diskusijas, ziņas) par dažādām tēmām, salīdzina tekstu veidus un izmanto iegūto informāciju mācību vajadzībām.</p> <p>Nosaka un izprot dažādu tekstu uzbūves principus un mērķus, to stilistisko nokrāsu (piemēram, lietišķs, humoristisks) un formalitātes līmeni.</p> <p>Atpazīst vārdus pēc to uzbūves, vārdšķiras un teikumu veidus un klasificē tos pēc pazīmēm.</p> <p>Spēj saprast svarīgāko skaidros izteikumus literārā valodā par zināmiem tematiem tekstos, kas saistīti ar darbu, skolu, brīvo laiku.</p>	VS.9.1.1.1.	<p>Demonstrē izpratni par:</p> <ul style="list-style-type: none"> <li>valodas līdzekļu lietojuma atbilstību saziņas situācijai;</li> <li>daudzveidīgām valodas lietojuma stratēģijām;</li> <li>uzvedības un saskarsmes normām;</li> <li>dažādiem teksta veidiem, tekstu uzbūves principiem, mērķiem un stilistisko nokrāsu;</li> <li>teksta organizācijas, vienotības un saskaņotības principiem.</li> </ul>	I-II
	VS.9.1.1.3.		III
	VS.9.1.1.8.		
	VS.9.2.1.2.		
	VS.9.2.1.5.	<p>Uztver un izvērtē runātā teksta saturu un struktūru.</p> <p>legūst, izvērtē, pārveido un ētiski izmanto informāciju.</p>	
	VS.9.3.1.5.		
	VS.9.4.1.		

5. tabula. Rakstīšana.

Sasniedzamais rezultāts	Standarta SR kods	SR grupa	Izziņas darbības līmenis (SOLO)
<p>Pauž savu attieksmi un paskaidro to.</p> <p>Analizē citu attieksmi, pauž savas domas un emocijas jaunā kontekstā.</p> <p>Veido tekstu, izmantojot apgūtos teksta organizēšanas paņēmienus. Apraksta pieredzētos notikumus, to dalībniekus un viņu lomas, atklājot savu attieksmi un emocijas.</p> <p>Apkopo vairākus tekstus un tos radoši izmanto sava teksta veidošanā.</p> <p>No vārdiem un vārdu daļām (morfēmām) veido salikteņus un tos radoši lieto savā tekstā.</p> <p>Savieno vārdus, vārdu grupas un teikumus, prasmīgi izmantojot dažādus saistītātvārdus, piemēram, "jo", "kad", "kas", "kur", lai veidotu loģiski saistītu tekstu. Izvēlas atbilstošu interpunkciju savu domu izteikšanai rakstos.</p> <p>Veido dažādu veidu teikumus, radoši izmantojot apgūtos teikumu struktūras paraugus, atbilstošu vārdu kārtību vienkāršos un saliktos teikumos.</p> <p>Spēj izveidot vienkāršu, saistītu tekstu par tuviem vai personīgi interesējošiem tematiem. Spēj aprakstīt pieredzēto, notikumus, sapņus, cerības un centienus, īsi pamatot un paskaidrot savus uzskatus, plānus.</p>	VS.9.1.1.5.	<p>Demonstrē izpratni par:</p> <ul style="list-style-type: none"> <li>valodas līdzekļu lietojuma atbilstību saziņas situācijai;</li> <li>daudzveidīgām valodas lietojuma stratēģijām;</li> <li>uzvedības un saskarsmes normām;</li> <li>dažādiem teksta veidiem, tekstu uzbūves principiem, mērķiem un stilistisko nokrāsu;</li> <li>teksta organizācijas, vienotības un saskaņotības principiem;</li> <li>valodas gramatiskās un leksiski semantiskās struktūras normām.</li> </ul>	I–II
	VS.9.1.1.8.		III
	VS.9.2.1.6.		
	VS.9.2.1.7.		
	VS.9.3.1.4.		
	VS.9.3.1.7.		
	VS.9.3.1.8.	<p>legūst, izvērtē, pārveido un ētiski izmanto informāciju.</p> <p>Producē un publisko loģiski saistītu rakstītu tekstu.</p> <p>Lieto atbilstošas saziņas un sadarbības stratēģijas.</p> <p>Problēmrisināšana: mērķtiecīgi izmanto iegūto informāciju, idejas, pārdomas savos rakstveida tekstos.</p>	IV
	VS.9.4.1.		IV

6. tabula. Runāšana.

Sasniedzamais rezultāts	Standarta SR kods	SR grupa	Izziņas darbības līmenis (SOLO)
<p>Stāsta par apkārtējo pasauli, savām interesēm, nākotnes nodomiem, ceļojumiem, kultūras pasākumiem. Formulē secinājumus un loģiskus spriedumus par kopīgo un atšķirīgo dažādās valodās un kultūrās, izmantojot savu pieredzi.</p> <p>Atbilstoši uzvedības un saskarsmes normām pavēsta, ka saprot dzirdēto/lasīto (piemēram, formulējot sarunas biedra teikto saviem vārdiem), bet, ja nesaprot teikto, lūdz sarunu partneri to paskaidrot vai precizēt.</p> <p>Pauž savu attieksmi un paskaidro to.</p> <p>Iesaistās sarunās par sev interesējošiem vai zināmiem tematiem. Noskaidro citu attieksmi un uzklausa citu viedokļus, salīdzina tos ar saviem uzskatiem un sniedz atgriezenisko saiti, arī virtuālajā vidē.</p> <p>Analizē citu attieksmi, pauž savas domas un emocijas jaunā kontekstā, izmantojot verbālus un neverbālus saziņas līdzekļus.</p> <p>Atpazīst un lieto pieklājības frāzes dažādās saziņas situācijās (piemēram, uzrunājot pieaugušos).</p> <p>Sadarbojas ar citiem kopēja mērķa sasniegšanai.</p> <p>Apspriež un analizē sabiedrībā aktuālas tēmas, veido diskusijas, intervijas, iestudējumus, veido audio/video ierakstus.</p> <p>Savieno vārdus, vārdu grupas un teikumus, prasmīgi izmantojot dažādus saistītālvārdus, piemēram, "jo", "kad", "kas", "kur", lai veidotu loģiski saistītu tekstu. Runā apzināti lieto dažāda garuma pauzes.</p> <p>Spēj aprakstīt pieredzēto, notikumus, sapņus, cerības un centienus, īsi pamatot un paskaidrot savus uzskatus, plānus.</p>	<p>VS.9.1.1.2.</p> <p>VS.9.1.1.4.</p> <p>VS.9.1.1.5.</p> <p>VS.9.1.1.7.</p> <p>VS.9.1.1.8.</p> <p>VS.9.1.1.9.</p> <p>VS.9.1.1.11.</p> <p>VS.9.2.1.1.</p> <p>VS.9.3.1.7.</p> <p>VS.9.4.1.</p>	<p>Demonstrē izpratni par:</p> <ul style="list-style-type: none"> <li>• valodas līdzekļu lietojuma atbilstību saziņas situācijai;</li> <li>• daudzveidīgām valodas lietojuma stratēģijām;</li> <li>• uzvedības un saskarsmes normām;</li> <li>• dažādiem teksta veidiem, tekstu uzbūves principiem, mērķiem un stilistisko nokrāsu;</li> <li>• teksta organizācijas, vienotības un saskaņotības principiem;</li> <li>• valodas gramatiskās un leksiski semantiskās struktūras normām.</li> </ul> <p>Uztver un izvērtē runātā un rakstītā teksta saturu un struktūru.</p> <p>legūst, izvērtē, pārveido un ētiski izmanto informāciju.</p> <p>Producē un publisko loģiski saistītu runātu tekstu.</p> <p>Lieto atbilstošas saziņas un sadarbības stratēģijas.</p> <p>Problēmrisināšana: mērķtiecīgi izmanto iegūto informāciju, idejas, pārdomas savos mutvārdu tekstos.</p>	<p>I–II</p> <p>III</p> <p>IV</p>

## PIELIKUMI

### 1. pielikums.

**Lasīšanas uzdevumu atbildes angļu valodas, 9. klasi beidzot, valsts pārbaudes darba paraugā.**

### READING

#### Task 1

Key

	Which text...	
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

#### Task 2

##### A Good Study Routine

Key

- 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.
- 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.
- 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.

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.

### Task 3

#### The Girl Astronaut

Key

1.	<b>B</b>
2.	<b>D</b>
3.	<b>H</b>
4.	<b>C</b>
5.	<b>G</b>
6.	<b>J</b>
7.	<b>A</b>
8.	<b>E</b>

## 2. pielikums.

### Klausīšanās uzdevumu atbildes un teksti angļu valodas, 9. klasi beidzot, valsts pārbaudes darba paraugā.

#### LISTENING

##### Task 1

Key

Recording	Situation
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.

## Task 2

## Homeschooling

Key

	Person	Opinion
0.	Presenter	E/ May be a good option for children.
1.	Miriam	D/ Kids being at school gives parents a break.
2.	Lisa	A/ Kids adore it, and it's easy to understand what each kid needs.
3.	Diane	G/ Kids need to communicate with other children.
4.	Kimberly	F/ It could be a good option for my kids.
5.	Kim	C/ A good option for kids who don't fit in.

## 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.

## Task 3

## Board Game

## Key

	Key	Accepted
1.	14/fourteen	
2.	(a) bird	
3.	(the) rules	game rules
4.	an argument	arguments
5.	bad decisions	bad options
6.	colours/colour/color	
7.	forget	forgot / have forgotten/fail
8.	a party	parties
9.	frustrated	frustration

## 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.

### 3. pielikums.

## Rakstīšanas uzdevuma vērtēšanas piemēri angļu valodas, 9. klasi beidzot, valsts pārbaudes darba paraugā.

Task (20 points)

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, too. In your 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.

## Student 1 (339 words)

Since I was 5 years old, I've dreamed of visiting Italy. On the 6th of June, my dreams came true. My trip lasted 6 days. On the first day, after my flight, I went to my hotel. It was a horrible experience, there were stains on the bedsheets and the wi-fi signal was awful.

As it was quite a long flight, I felt tired, so I retired to bed early. On the next day, I went to explore the city I was staying in – Florence, the architecture was absolutely stunning, I was really excited to visit the museums and they did not leave me disappointed. The art surpassed my expectations, it was so beautiful that it left me speechless.

All the walking made me hungry, so I went to a small eccentric café. The food was maybe the best part of my day, it left me wanting more and more, even though the prices were ridiculous.

During the rest of my holiday, I spent time in Rome and Milan, which were my favorite. I mainly used bikes to get to know the cities and whenever I got lost, the locals were very polite and eager to help me. On the last day, I finally used the swimming pool, and I hated it, it was dirty and shallow.

All in all, I really loved this experience, the people, the shops, but the main attraction point was definitely the museums. It was really special to me, because my grandparents were from there and it was thrilling to get to discover my roots, the culture. I definitely recommend to visit it, you won't regret it, the landscapes are beautiful and the fashion is immaculate, but it's sweltering hot there, so I advise you to check the weather beforehand.

I actually plan to visit Genieve, France next, because I adore the scenery and atmosphere there, but also because I would like to see the Van Gogh's home and his gardens. I will also be a great way for me to learn French better.

Vērtēšanas kritēriji	Snieguma apraksts	Punkti
Saturs un uzdevuma izpilde	Uzdevuma nosacījumiem un saziņas situācijai pilnībā atbilstošs teksta saturs, pamatojot savu viedokli ar atbilstošiem piemēriem. Vārdu skaits ir pārsniegts, bet tas neietekmē teksta saturu.	5
Organizācija un tekstveide	Uzdevumam atbilstošs teksta noformējums. Saistīts teksts; saistītāji vārdi un rindkopas pārsvarā atbilst teksta uzbūves principiem un satura izklāstam. Ievads saplūst ar iztirzājuma daļu.	4
Valodas līdzekļu (vārdu krājuma un gramatisko struktūru) daudzveidība	Efektīvai uzdevuma izpildei un skaidrai komunikācijai atbilstošs vārdu krājums un gramatiskās struktūras.	5
Valodas lietojuma pareizība un precizitāte (leksika, gramatika un pareizrakstība)	Valodas lietojums ir pārsvarā precīzs, atsevišķas kļūdas sarežģītākās struktūrās netraucē saprast rakstīto.	5
Kopā		19

## Student 2 (283 words)

*I like traveling at all, but my 1st trip to Italy I was completely shocked. I went on holiday with my family, but why do I think that it wasn't the best traveling and why?*

*We went on holiday on 6th of June, it ended on 12 of June, during all those days I was upset with something. It started when we arrived and the weather wasn't good for learning new cities, it was raining outside and very cold. First citie that I saw was Rome. There we visited 2 museums, it was amazing, I was feeling like I'm not in 21st century and learned a lot about Rome's history. We decided not to stay there at night and all night we were on a road to Florence. There we stayed in a hotel and there were no Wi-Fi, what I needed to check my social medias.*

*For lunch we had pizza and pasta in the best restaurant in the city but food there was too expensive. Then we went to Milan, we had shopping plans with my mom and sister there. I really liked assistants in shops, now I know why Italy is famous with people.*

*So, what can I say about our trip? I recomend you to visit expecially museums and taste some food in Italy, because those were my best memories about country. You should know 1 rule before visiting Italy – plan your trip, because in each city there are advantages and disadvantages, you must know them.*

*For the next time I want to visit Paris, because I've never been in France before, and I wanna see the Eifel Tower with my eyes. I wish, I'll like that trip.*

Vērtēšanas kritēriji	Snieguma apraksts	Punkti
<b>Saturs un uzdevuma izpilde</b>	Pārsvārā uzdevuma nosacījumiem atbilstošs teksta saturs, iespējama atkārtotāšanās vai novirze no uzdevuma nosacījumiem. Visi satura elementi ir pieminēti, dažviet viedoklis pamatots ar piemēriem, bet nav visai skaidra teksta autora pozīcija. Ievadā autors informē lasītājus, ka ceļojums nav atstājis pozitīvu iespaidu ( <i>my 1st trip to Italy I was completely shocked, why do I think that it wasn't the best traveling and why</i> ). Iztirzājuma daļā teksta autors neievēro satura vienotību un nedod pamatotu skaidrojumu savam viedoklim.	3
<b>Organizācija un tekstveide</b>	Uzdevumam pārsvārā atbilstošs teksta noformējums. Teksta uzbūve vairumā gadījumu ļauj lasītājam sekot līdzi ceļojuma gaitai. Teksts ir lielākoties saistīts, saistītājpārdo un rindkopas daļēji atbilst teksta uzbūves nosacījumiem un satura izklāstam. Piemēram, teksta otrajā rindkopā ir sniegts notikumu uzskaitījums, kuram trūkst loģiskā saistījumsa.	3
<b>Valodas līdzekļu</b> (vārdu krājuma un gramatisko struktūru) <b>daudzveidība</b>	Pietiekams vārdu krājums, lai izteiktos vienkāršā veidā, lietojot gramatiskās pamatstruktūras.	3
<b>Valodas lietojuma pareizība un precizitāte</b> (leksika, gramatika un pareizrakstība)	Valodas lietojums pamatā ir saprotams, lai gan ir teikumi vai vārdi, kuros ir kļūdas. Tekstā ir leksikas ( <i>learning new cities</i> ), gramatikas ( <i>here were no Wi-Fi, what I needed to check my social medias; I wish, I'll like that trip</i> ) un pareizrakstības ( <i>recomend, expecially</i> ) kļūdas, bet tās tomēr netraucē uztvert domu.	3
<b>Kopā</b>		<b>12</b>

## Student 4 (217 words)

Hi my friends, today I want to say you about my holiday in Italy. And in my blog maybe you will new something new.

It was my the best week in my live. I viseted Florence, Milan and also Rome. Every day I had visited beach and many shops. I had bought many new clouthers for example T-shirts, trousers and new cosmetic to my mum. All people was pleasure and all time smile. Also I was in museum "OceanFish", but proces was very expensive, and in this museum I saw new ocean citizen. And that liked me, it what after museum I coud eat new seafood for example crabs, omars, shark, midias, and fishes. And it was my best food in my live After my day thouse was encloading many memouris, I went to my hotel, because weather in Italy not to me. And in hotel prices expencive to. And water in swimming pool in hotel to cold. And the enoingest in this hotel, where wasn't Wi-Fi and I wasn't called to my grandma and grandpa all week.

For sure it was my best week in my live and i think all people must visited Itali. And my mark 9/10.

P.S. Name of my hotel "hot bay" and it was worse hotel and you musnt fly there.

Vērtēšanas kritēriji	Snieguma apraksts	Punkti
Saturs un uzdevuma izpilde	Daļēji uzdevuma nosacījumiem atbilstošs teksta saturs, pārstāstot informāciju no iedevuma.	2
Organizācija un tekstveide	Uzdevumam daļēji atbilstošs teksta noformējums. Saistītātvārdi un rindkopas daļēji atbilst teksta uzbūves nosacījumiem un satura izklāstam.	2
Valodas līdzekļu (vārdu krājuma un gramatisko struktūru) daudzveidība	Ierobežots savu vārdu krājums, izmanto iegaumētas frāzes un vienkāršas gramatikas struktūras, kas bieži atkārtojas.	2
Valodas lietojuma pareizība un precizitāte (leksika, gramatika un pareizrakstība)	Valodas lietojums pārsvarā ir kļūdainš un tikai daļēji saprotams.	1
Kopā		7

Lai pārliecinātos, kā skolēni izpilda uzdevumus ar atšķirīgiem iedevuma variantiem, aprobācijas gaitā tika izmēģinātas vairākas uzdevuma versijas, kā iedevumu izmantojot dažādus tekstu veidus.

1.

Your friend Tom is planning a vacation with his family, but they are struggling to decide where to go. Tom has sent you an email asking for advice. Read your friend's email and write your response.

*Hello!*

*How are you? I have got some great news.*

*My family and I are planning to go on a trip soon. I am so excited! But we can't decide where to go. My mom and I want to go somewhere warm, but my dad and my sister want to go skiing. I am still undecided on which activity I prefer. What would you choose?*

*Tom*

In your email:

- write about a time when you had to make a choice;
- answer Tom's question, giving two reasons to explain your choice;
- suggest other activities that the whole family could do together.

Write about 200 words.

2.

You and your friends went on holiday to Spain and stayed at a hotel. When you arrived home, you decided to write about your holiday on your blog and asked for your friends' opinions. Your friends sent you these messages:

**Lisa**

*Everything was good, but the hotel. The swimming pool was closed and Wi-Fi connection was unstable. When we went to ask for help, the staff didn't speak English.*

**Vanessa**

*The hotel was far from the city centre and we had to do quite a lot of walking uphill to get there. The city was noisy, but I enjoyed my time there because we could go shopping and visit tourist attractions.*

**Sam**

*I actually caught a cold in Spain because the weather was quite cold and windy, or maybe it was because I ate a lot of ice cream in the water park. I don't know. Maybe let's go to Spain when it's warm next time!*

Write a blog entry about your holiday in Spain. Use the information your friends have given and add your own ideas. In your 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 about 200 words.

## 4. pielikums.

### Runāšanas uzdevumu vērtēšanas piemērs angļu valodas, 9. klasi beidzot, valsts pārbaudes darba paraugā.

#### Paper 1



Audio file: [https://bit.ly/Paper1\\_Sample](https://bit.ly/Paper1_Sample)

**Teacher:** Student A starts.

**Student A:** So I think that our school have to invest in computers because nowadays more people are interested in computers and it is essential for life nowadays. Computers are easier for to self to do than sports because sport is harder. You have to go somewhere, do something and in computer you have to just sit and do the stuff. Also it helps with students' education because after school they can make this classes when they learn about programming and all that Office programs, like, Word, Excel, etcetera. And it can help with the future work when they are adults. Because many of the companies in the world use these programs and it will be better if you know it earlier. So... also it is easier for students to prepare project on the computer because you can edit them while you're writing and you do mistake, for example, you can type text faster and you can make copies and swap project between computers. Also you can do all that stuff, for example, programming without the computer while you can do sport without any equipment. So that's my point.

**Teacher:** Thank you. Now student B, please.

**Student B:** Yes, my position is that the school should spend the money on buying new sport equipment. And of course I have some arguments for that. Well, first argument is that it's more healthier than getting computers because today is technique era so students are getting lazy faster than every time before. And with a new school equipment we could... we could interest other students because people like new things I think.

The second argument is new sports. It's connected with the first argument because as I told of new things, people like new things and we can buy for, for example, tennis courts which aren't in every school and could interest more students because in my life I have a lot of friends who love tennis. The ... that was a...as an example.

And the third argument is after-school activities. In my opinion sports can help students to not think about the school or learning but think about how to spend times ... time with your friends. You can ... with the new sport equipment you can interact with your friends or with the other students, you can get ... we can get new friends. And the new sports equipment would help in that.

And the last argument is safety because today in a regular school ... school there are a lot of old sport equipment which... which isn't safe. It's old and it's worked a lot of time and maybe it's not good to work with this equipment.

Those were my arguments for buy a new sports equipment.

**Teacher:** Okay, thank you very much. Now you have 2 minutes to prepare questions. ...[after two minutes] Okay are you ready? Student A, you can start the discussion.

**Student A:** So my first questions. Nowadays computers are pretty popular and you can find and talk with friends on the internet. Why do you need sports in that case?

**Student B:** In that case... in my opinion, it's better to find friends in real life when you can see them instead of computer when you know that he or she lives somewhere in .. I don't know ...in USA and you will never meet them but when you meet friends in your school, for example, in the ... where she's doing sports you can ... you can find friends with the same interests with you and you can speak with the he, him or she in real life. I think it's much better than in a computer.

**Student A:** OK, I understood.

**Student B:** Okay, now my question, yes?

**Student A:** Yeah.

**Student B:** You told that interacting with computer is much easier in life because you need just sit in your computer and do things but what about student health if they only sit and do nothing?

**Student A:** So that's a good question and... yeah, if the students only sit in one place, he will get many problems with health but. The students can do the sports without any equipment ... and you don't need to spend money on that in

school. And ... I think many people will not go to the school to do the sports because it is school and they don't like it. So they will go to another place if they want to do sports. I think.

**Student B:** Yes I... I can add ... why do you think that students will stay in school to work in computer lab? Because today mostly we have computers in our home.

**Student A:** Yeah but some students don't have it. And... so not that many people have computers in their home because some of them are used by the whole family and they don't have enough time to learn something. And also while the computer is in the school they have all the licences that you can use, for example, Windows. Then don't have to buy it in addition to the computer. And also in their school can buy the programs, the programming stuff to help you learn the programming languages. And it can go with that budget that they gave to...to the computer room.

**Student B:** Yes, I agree with you but, don't you think that's the same with the sport equipment because mostly people live in small apartments where they can't do sports and the gym is too expensive for them?

**Student A:** As I said before you don't have any equipment to start sports or when you... think that you can do sports, you can go to the... you can go to the school but before that you have to do something ... something... If you just go to the school and do stuff you will quit in just one week so you have to prepare yourself and it is a lot longer than with the computers.

**Student B:** Yes, I agree with you.

**Student A:** Okay... And you said you can do many new thing with sport, but can you do less by computer?

**Student B:** Amm... less by computer... amm ... hmm

**Student A:** Did you understand the question?

**Student B:** Could you rephrase your question? I don't think I understood.

**Student A:** Okay, so you said that you can do many thing with sports but you can do even more things with the computer. Why do you need sports in that case? Because you can do a lot of things by computer and not just on the sports.

**Student B:** I think sports and the computer isn't on the same level because computer, for example, we ... we need to use computer to make projects but we need sport to be healthier, for example, so they are 2 different cases ... I don't think that we ... we can ask about those things in the same level.

**Student A:** So... I don't have questions left. So maybe we can do some kind of referendum where they can vote which one they like the most.

**Student B:** Yes, it's good idea because first we ... we need to ask students what they need to have. In my opinion, it's better to spend money on new computer lab because your arguments and your answers on my questions sounded enough to argument your position.

**Student A:** Okay. So we will do the vote stuff, yes?

**Student B:** Yes ... yes.

**Student A:** Okay.

## Student A

Vērtēšanas kritēriji	Snieguma apraksts	Punkti
<b>Monologruna</b> (saistījums, pamatojums)	Izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir pamatots. Bet runa vietām ir pārāk vispārīga un vietām nav saistīta.	4
<b>Mijiedarbība informācijas nodošanā</b> (jautājumu uzdošana, izpratne, sarunas uzturēšana, atbildes uz jautājumiem)	Pārsvarā izpilda visus uzdevuma nosacījumus. Iesaistās sarunā un cenšas to uzturēt, bet ir jūtams, ka sarunas biedrs dominē. Uzdod 2 jautājumus, kas ir saistīti ar sarunas biedra teikto monologā. Bet 2. jautājums, lai to varētu saprast, bija jāpārfrāzē. Nonāk pie galvenā jautājuma diskusijas daļā – ka vajadzētu noskaidrot klasesbiedru viedokli, bet to neizvērs. Lai gan atbildes uz jautājumiem ir garas un nav vienkāršas, tomēr atbildēm uz 1. un 3. jautājumu trūkst precizitātes.	3
<b>Valodas bagātība</b> (valodas apjoms, diapazons)	Lai spētu izteikties par tematu un uzturētu sarunu, lieto pietiekamu vārdu un struktūru krājumu. Lai gan skolēns ietur pauzes, lai meklētu vārdus, tomēr spēj saprotami izteikt arī garāku domu. Novērojama neliela dažādība teikumu struktūrās.	4
<b>Valodas lietojuma pareizība un precizitāte</b> (leksika, gramatika un pareizrakstība)	Novērojamas diezgan pamanāmas kļūdas arī pamatstruktūrās, kas atsevišķos gadījumos kavē saprotami izteikt domu.	3
<b>Valodas plūdums</b> (izrūna, uzsvāri, ritms un intonācija)	Runā saprotami, dažreiz ar vilcināšanos, meklējot vārdus. Izrunas kļūdas pārsvarā nekavē izpratni, jo vārdus var saprast arī kontekstā.	3
<b>Kopā</b>		<b>17</b>

## Student B

Vērtēšanas kritēriji	Snieguma apraksts	Punkti
<b>Monologruna</b> (saistījums, pamatojums)	Pilnībā izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir skaidrs un pamatots ar saziņas situācijai atbilstošiem piemēriem. Runa ir saistīta un strukturēta.	5
<b>Mijiedarbība informācijas nodošanā</b> (jautājumu uzdošana, izpratne, sarunas uzturēšana, atbildes uz jautājumiem)	Pilnībā izpilda visus uzdevuma nosacījumus. Uzdod 3 atbilstošus jautājumus, kas izriet gan no sarunas biedra monologa, gan no sarunas gaitā sniegtajām atbildēm. Aktīvi iesaistās sarunā un uztur to. Novērojama sarunas biedra atbalstīšana, tādējādi veicinot dialogu. Pārlicienoši atbild uz visiem jautājumiem, sniedzot izvērstas atbildes, kas atbilst B1 līmenim.	5
<b>Valodas bagātība</b> (valodas apjoms, diapazons)	Izmanto piedāvātajai saziņas situācijai atbilstošus valodas līdzekļus.  Ir pietiekams vārdu krājums, lai spētu izteikties par tematu B1 līmenī un uzturētu sarunu.	5
<b>Valodas lietojuma pareizība un precizitāte</b> (leksika, gramatika un pareizrakstība)	Pārsvarā pareizi lieto dažādus valodas līdzekļus, nedaudzās kļūdas un pārtēkšanās netraucē saziņai. Kļūdas novērojamas atsevišķās pamatstruktūrās, bet tās nav sistemātiskas.	4
<b>Valodas plūdums</b> (izrūna, uzsvāri, ritms un intonācija)	Runā pietiekami tekoši un saprotami. Izvēloties piemērotus izteikumus, iespējamas pauzes. Izrunā iespējamas nelielas kļūdas.	5
<b>Kopā</b>		<b>24</b>

**DOMĀT.  
DARĪT.  
ZINĀT.**

**Valsts izglītības satura centra īstenotā projekta "Kompetenču pieeja mācību saturā" mērķis ir izstrādāt, aprobēt un pēctecīgi ieviest Latvijā tādu vispārējās izglītības saturu un pieeju mācīšanai, lai skolēni gūtu dzīvei 21. gadsimtā nepieciešamās zināšanas, prasmes un attieksmes.**

Projekts Nr. 8.3.1.1/16/I/002 Kompetenču pieeja mācību saturā



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PLĀNS 2020



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