



Angļu valoda optimālajā mācību satura apguves līmenī

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 **Rīta Kursīte**.

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 Pēčsas Universitātes asociētais profesors **Gabors Szabo**, Ph. D. habil.

Valsts pārbaudes darba paraugu izvērtēja ārējā eksperte **Dagnija Deimante**.

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

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Ievads

Valsts pārbaudes darba (turpmāk – VPD) parauga mērķis ir novērtēt skolēnu sniegumu angļu valodā receptīvajās un produktīvajās darbībās un to savstarpējā mijiedarbībā atbilstoši optimālajam mācību satura apguves līmenim (B2), kas pārbauda skolēnu spēju saprast un lietot literāro valodu, runājot un rakstot par zināmām un nezināmām tēmām, ar kurām saskaras personiskajā, sabiedriskajā, mācību vai profesionālajā jomā. Tādējādi jaunajam VPD paraugam ir strukturālas un saturiskas atšķirības.

Pēc uzbūves VPD paraugs atšķiras ar to, ka tā uzdevumi pārbauda tikai vienu valodas līmeni pretēji līdzšinējam, kurā bija iekļauti B1, B2 un C1 līmeņa uzdevumi, kas ietekmēja eksāmena rezultātu drošību. Jaunais formāts sniegs iespēju labāk izvērtēt skolēnu zināšanu atbilstību B2 līmenim.

Būtiskākā izmaiņa saturā ir valodas prasmju integrācija valodas darbībās. Tā izpaužas nedaudz garākos lasāmā teksta fragmentos rakstīšanas un runāšanas uzdevumos, kas ļauj tuvināt VPD saturu autentiskam un situatīvam valodas lietojumam.

VPD paraugā izmantotie teksti adaptēti atbilstoši eksāmena uzdevumu mērķim.

VPD paraugs izstrādāts atbilstoši svešvalodu VPD programmai.

Receptīvās darbības

Lasīšana un klausīšanās

Angļu valodas VPD paraugā ir iekļauti divi komunikatīvi lasīšanas uzdevumi, kur skolēniem jāizvērtē uzdevuma apgalvojumu atbilstība lasītajam tekstam vai jāsakārto teksta daļas, lai apliecinātu savu teksta izpratni. Klausīšanās sadaļu veido viens interaktīvs un viens argumentatīvs teksta ieraksts. Izpratni par tiem skolēns var apliecināt, aizpildot tukšās vietas vai arī izvēloties piemērotāko atbildi.

Produktīvās darbības

Rakstīšana

Rakstīšana sastāv no diviem uzdevumiem ar dažādām komunikatīvajām funkcijām.

Pirmajā uzdevumā pārbauda skolēnu prasmi uzrakstīt interaktīvu tekstu (šai paraugā – e-pasta vēstuli), ievērojot komunikatīvās situācijas kontekstu (ko atklāj iedevums un norādījumi) un lietojot svešvalodu atbilstoši Eiropas kopīgajās valodu pamatnostādņēs (EKP) noteiktajām B2 līmeņa prasībām.

Otrajā uzdevumā tiek pārbaudīta skolēnu prasme uzrakstīt argumentatīvu tekstu (šai paraugā – argumentētu eseju) atbilstoši EKP B2 līmeņa prasībām. Esejas tekstā skolēns apkopo informāciju un argumentus no dažādiem avotiem, izvērtē dažādas idejas un problēmu risinājumus, lai izveidotu saistītu argumentu virkni, spriestu par cēloņiem, sekām un hipotētiskām situācijām.

Runāšana

Runāšanu veido viens uzdevums, kas sastāv no trīs daļām: teksta satura izpēte un runas sagatavošana, runas prezentācija, diskusija. Pirmajā daļā skolēns saņem divus dažādus iedevumus par vienu tematu, no kuriem vismaz viens ir tekstuāls (līdz 80 vārdiem; piemēram, raksta fragments, citāts) un otrs var būt vizuāls (piemēram, karikatūra, grafiks, fotogrāfija, reklāma). Atbilstoši iedevumiem 5 minūšu laikā skolēns sagatavo 3–5 minūtes garu runu. Pēc otrās daļas – runas prezentācijas – ir trešā daļa ar trīs eksaminētāja jautājumiem (mijiedarbība), kas aicina skolēnu papildināt un tālāk attīstīt savas runas saturu.

1. Valsts pārbaudes darba parauga uzdevumi

Iepazīsties ar norādījumiem!

Valsts pārbaudes darbā (turpmāk – VPD) veicamo uzdevumu skaits, iegūstamo punktu skaits un paredzētais izpildes laiks:

VPD daļa	Valodas prasmes	Maksimālais iegūstamo punktu skaits	Uzdevumu skaits	Izpildes laiks (min.)
Rakstveida daļa	Lasīšana	25	2	40
	Klausīšanās	25	2	25
	Rakstīšana	$32 \times 0,78125 = 25$	2	80
Mutvārdu daļa	Runāšana	25	2	12–15
Kopā		100	8	160

- 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

Reading skills assessment consists of two tasks. The first task focuses on detailed understanding of the text, the second one assesses your ability to gain a top-down view of the text organisation and overall understanding of text comprehension.

Task 1 (13 points)

Your classmate has summarized the text below in 13 statements and has asked you to check them. Read the text about electric cars and your classmate's summary statements (1–13) below to decide if they are true (T), false (F) or not mentioned (NM). Tick (✓) the appropriate box. An example (0) has been given.

ELECTRIC CARS

With a new decade starting shortly, it is time for a principled journalist to go through their self-administered decade performance reviews. I will start – and try to keep it focused. For the past 10 years, I have waged an idealistic counterattack against electric-car boosterism, raining skepticism on the vehicles' potential to cure climate change, much less to be the clean, green wave of the transportation future.

More than a few people (my Tesla-owner friends very much included) have questioned this obsession, and I freely admit it is an odd one. The electric car advocates do make a credible assumption: Because gas-powered cars are responsible for between one-sixth and one-fifth of U.S. carbon emissions, electrifying them could make a big difference.

Mass adoption of electric cars, however, cannot happen unless they can do everything gas-powered vehicles can do – including the ability to go hundreds of miles before refueling, and refueling easily – at a comparable total cost of ownership. Otherwise, electric cars will be a unique product for upper-income people. And government grants for them will be a regressive transfer of social resources in return for little climate benefit.

Nothing happened in the past decade to weaken this basic critique. Government, both federal and state, funded electric-car sales and production to the tune of several billion dollars, yet as of March 2019, there were 1.18 million electric vehicles on the road in the United States – less than one-half of 1 percent of the total. Households earning \$100,000 or more per year own two-thirds of EVs, with many of the owners profiting from a \$7,500 federal tax credit. Globally, electric-car adoption is also modest to optimistic forecasts. Of the 86 million cars sold in the top 54 world markets in 2018, 1.26 million, or 1.5 percent, were EVs. That is nowhere near the – Nissan chief executive Carlos Ghosn's 2010 prognostication that EVs would account for 10 percent of global sales by 2020.

My biggest error was to underestimate the financial staying power of Elon Musk's cash-burning Tesla Motors, which I thought would exhaust investors' patience long before it conquered the difficulties of mass-producing quality vehicles. Tesla's Model 3 is the most popular electric car on the market, with 111,000 sold in the first nine months of 2019. Owners swear by it. Tesla's survival, though, may be the exception that proves the rule. The promoted start-ups such as Coda, TH!NK and Fisker all went bankrupt before 2015 – Fisker after failing on an Energy Department loan at an ultimate cost to taxpayers of \$139 million. Chevrolet stopped making its Volt, a plug-in hybrid, in 2019 after selling only about 150,000 since the car launched in 2011. That same year, the Obama administration had projected that General Motors would sell as many as 500,000 Volts by 2015.

But wait. What about recent reports that Volkswagen is making big new investments in electrics? Or Ford's announcement of a new all-electric Mustang crossover? GM, Chevy's parent company, says it, too, is preparing a new generation of EVs. Established automakers are indeed about to ramp up electric offerings, providing Tesla with its most serious competition yet. They are doing so, however, more as a response to pressure from governments – even after the Trump administration reduced fuel-economy standards – than as a response to demonstrated customer demand, which lately has favoured gas-powered SUVs – cars that combine elements of road-going passenger cars with features from off-road vehicles – and pickups.

The problem is still the same: getting the total cost of owning an EV down to that of a gas equivalent. There is uncertainty about key variables such as how much more battery costs will fall and the global supply of rare-earth elements. Honda CEO Takahiro Hachigo told Automotive News Europe: "I do not believe there will be a dramatic increase in demand for battery vehicles, and I believe this situation is true globally."

A mid-2018 report by JPMorgan Asset Management noted that the median global forecast by industry experts is 125 million EVs on the road worldwide by 2030, which would be less than 10 percent of the total. "I am taking the 'under' rather than the 'over,'" the report's author, Michael Cembalest, added. Me too. Let us meet again in 10 years to see who wins that wager, and to assess the true costs and benefits of the bet that big government and big business have placed on the electric car.

(Based on: Lane, Ch. *Opinion: Why electric cars still don't live up to the hype* [online]. 2019, December 30.

Available: https://www.washingtonpost.com/opinions/why-electric-cars-still-dont-live-up-to-the-hype/2019/12/30/242ce200-2b29-11ea-bcd4-24597950008f_story.html)

No.	Statements	T	F	NM
0.	<i>The journalist's interests are focused on green transportation.</i>		✓	
1.	The author of the article is sceptical about electric cars being the solution to the climate problem.			
2.	People and the author's friends support his obsession.			
3.	Gas powered car contribution to U.S. carbon emission is significant.			
4.	Electric cars nowadays are not as efficient as gas powered cars.			
5.	One of the many drawbacks of electric cars is their fuelling – cost and ease.			
6.	Electric car users are happy about the benefits that are provided by the country.			
7.	The author expected the success of Tesla.			
8.	In the nearest time Tesla will not have any competition in the electric car field.			
9.	For electric cars to become as popular as gas cars they have to be in the same price range as gas cars.			
10.	People buy more electric cars than gas powered SUVs.			
11.	The cost of electric cars will soon go down.			
12.	Experts anticipate that by 2030 there will be 10% more electric cars on the road.			
13.	By the end of the article, the author views the future of electric cars positively.			

Task 2 (12 points)

DUNNING-KRUGER EFFECT

This phenomenon is something you have likely experienced in real life, perhaps around the dinner table at a holiday family gathering. Throughout the course of the meal, a member of your extended family begins talking about a topic at length, boldly proclaiming that he is correct and that everyone else's opinion is just plain wrong. In this case you probably witnessed the Dunning-Kruger Effect.

Prepare this interview for publication: match the interviewer's questions about the Dunning-Kruger Effect with the paragraphs giving answers to each of them. Write down the appropriate letter next to the question. An example (0) has been given. There are more paragraphs than you need.

- | | |
|--|-----------|
| 0. Do people know how good their sense of humor is? | ___ M ___ |
| 1. What is the Dunning-Kruger effect? | _____ |
| 2. What are the historical origins of the Dunning-Kruger effect? | _____ |
| 3. What causes the Dunning-Kruger effect? | _____ |
| 4. Why do people fail to recognize their own incompetence? | _____ |
| 5. Who is impacted by the Dunning-Kruger effect? | _____ |
| 6. Why do people think they know more than they do? | _____ |
| 7. Why is it dangerous to overestimate one's competence? | _____ |
| 8. How can people avoid the Dunning-Kruger effect? | _____ |
| 9. Do I have the Dunning-Kruger effect? | _____ |
| 10. What can you personally do to fix the Dunning-Kruger effect? | _____ |
| 11. Do smart people underestimate themselves? | _____ |
| 12. What is the criticism towards the Dunning-Kruger effect? | _____ |

A. Ask a question, if you have ever heard similar criticisms from different people in your life and ignored or discounted them. Take a look at those areas in your life where you feel 100 percent confident and think if you were always right. Maybe you might need to acquire knowledge or practice more.

B. Confidence is so highly prized that many people would rather pretend to be smart or skilled than risk looking inadequate and losing face. Even smart people can mistakenly believe that their experience and skills in one particular area are transferable to another without acknowledging that overall intelligence is not the same thing as learning and developing a specific skill.

C. Many people cannot accurately judge their own knowledge and ability and would describe themselves as above average in intelligence, humor, and a variety of skills, but they actually are not. In fact, people who are the least skilled are also the most likely to overestimate their abilities, because people lack the ability to analyze one's own thoughts or performance, or the ability to step back and examine oneself objectively.

D. One type of overconfidence is called overprecision, which occurs when someone is exaggeratedly certain that their answers are correct. These individuals may seem highly competent and persuasive due to their apparent confidence. They are often driven by a desire for status and power and the need to appear smarter than the people around them.

E. People who feel more intelligent or better frequently engage in wishful thinking with harmful consequences potentially causing accidents, injuries or unpleasant financial situations. This kind of people may take risks and overextend themselves beyond their limits, like an athlete pushing themselves to the point of injury.

F. Paradoxically, for many people, the more expertise they acquire, the less confidence they have. Experts know what they do not know and are able to see complexities that a person with only a little knowledge in that area would overlook. As a result, they tend to be more aware of any knowledge gaps or weaknesses they may have.

G. Question what you know and pay attention to those who have different viewpoints. Seek feedback from people you can trust who you know are highly skilled in your area of interest. Be open to constructive criticism and resist the impulse to become defensive. Do not pretend to know something you do not. Make it a priority to continue learning and growing.

H. The better-than-average effect of the Dunning-Kruger effect could be questioned. Research showed that regardless of intelligence, the majority (95 percent) judge themselves as better than they actually are.

I. The concept of the Dunning-Kruger effect is based on a 1999 paper by Cornell University psychologists David Dunning and Justin Kruger. The pair tested participants on their logic, grammar, and sense of humor, and found that those who performed in the bottom quartile rated their skills far above average.

J. The Dunning-Kruger effect has been found in areas ranging from logical reasoning to emotional intelligence, financial knowledge, and firearm safety. And the effect is not spotted only among incompetent individuals; most people have weak points where the bias can take hold. It also applies to people with a seemingly solid knowledge base.

K. The Dunning-Kruger effect is a cognitive bias in which people wrongly overestimate their knowledge or ability in a specific area. This tends to occur because a lack of self-awareness prevents them from accurately assessing their own skills.

L. To prevent falling prey to the Dunning-Kruger effect, people can honestly and routinely question their knowledge base and the conclusions they draw, rather than blindly accepting them. Individuals could also escape the trap by seeking others whose expertise can help cover their own blind spots, such as turning to a colleague or friend for advice or constructive criticism.

M. In one experiment, for example, Dunning and Kruger asked their 65 participants to rate how funny different jokes were. Some of the participants were exceptionally poor at determining what other people would find funny – yet these same subjects described themselves as excellent judges of humor.

N. The researchers attributed the trend to a problem of metacognition – the ability to analyze one's own thoughts or performance. "Those with limited knowledge in a domain suffer a dual burden: Not only do they reach mistaken conclusions and make regrettable errors, but their incompetence robs them of the ability to realize it," they wrote.

(Based on: Cherry, K., Brenner, G. H. [online]. 2020, April 12. Available: <https://www.verywellmind.com/an-overview-of-the-dunning-kruger-effect-4160740>, <https://www.psychologytoday.com/intl/basics/dunning-kruger-effect>, <https://www.psychologytoday.com/intl/blog/experimentations/202004/the-dunning-kruger-effect-may-be-statistical-illusion>)

Listening

There are two tasks testing listening comprehension. The first task assesses your ability to perceive detailed information in an academic setting, but the second one focuses on understanding opinions and attitudes.

Task 1 (14 points)

You are going to listen to an interview about a gap year – a year off studies that some students take before starting a college or university. You need to tell your classmate about the interview. Here are some of the interview questions and answers to help you. Complete the gaps with the missing information. An example (0) has been given.

GAP YEAR



Audio file: https://embed.cloudycdn.services/izm/media/z45_B2_Listening_Gap_Year_-_with_instructions/?player=regular&protocol=hls

Example:

0. What did the research, presented in the interview, want to find out?

To find out information about students' mental health (0).

1. What kind of students participated in the research? _____ (1) students.

2. How many schools participated in the research? _____ (2).

3. Why was it difficult for students to function? Because _____ (3).

4. What tendency did the research results show?

More than half of the students were _____ (4).

5. When is the interview taking place?

The interview is taking place _____ (5) the college selection period.

6. What is Lori Edelson's occupation?

She is a _____ (6).

7. How popular is taking a gap year according to the interviewer?

It is _____ (7) popular.

8. According to Lori Edelson, when do some colleges encourage students to take a gap year?

The students are encouraged to take a gap year _____ (8) they enter a college.

9. What did Lori Edelson say about a student – parents relationship?

Students are _____ (9) parents.

10. What is the main reason why some colleges encourage students to take a gap year, according to the interview?

To _____ (10).

11. What should be avoided during a gap year?

Do not take a gap year _____ (11).

12. What two kinds of experience should students get during the gap year?

a) _____ (12).

b) _____ (13).

13. What was Lori Edelson's standpoint about taking a gap year according to the interview?

She _____ (14) it.

(Based on: *Does a gap year help or hurt college students?* 2018, March 26.)

Task 2 (11 points)

Listen to an interview with a climate activist Naomi Seibt. Read the questions and circle the correct option (a, b, c, or d) and answer the questions below by filling in the gaps to prove that you have understood the text. An example is given below.

ANTI-GRETA



Audio file: https://embed.cloudycdn.services/izm/media/6aw_B2_Listening_-_Anti_Greta_-_audio_with_instructions/?player=regular&protocol=hls

Example: 0. What kind of movement does the interviewer mention?

- ☒ a. Earth
- ☐ b. Youth
- ☐ c. New
- ☐ d. Political

1. Which statement is true about the role of Greta Thunberg in the interview?
 - a. The interviewers praised her achievements.
 - b. The interviewers raised concerns about her security.
 - c. The interviewers invited more people to join her.
 - d. The interviewers requested her to express opinion.
2. What issue does Naomi raise about young climate activists?
 - a. They are too radical during their protests.
 - b. They lack scientific evidence regarding climate issues.
 - c. They are supported by organisations with selfish interests.
 - d. They do not do enough to stop climate change.
3. What got Naomi into climate change?
 - a. She was concerned with the claims by IPCC (Intergovernmental Panel on Climate Change).
 - b. She noticed a negative impact of CO₂ pollution.
 - c. She got interested in research regarding climate change.
 - d. She was inspired by the work of other scientists.
4. What is the interviewer's opinion regarding climate change?
 - a. He believes there is not enough evidence.
 - b. He believes climate change needs urgent solutions.
 - c. He believes humans are responsible for climate change.
 - d. He believes that climate change is exaggerated.
5. Why is Naomi sceptical about the climate change issues? (give 3 reasons she mentioned in the interview)
 - _____ (5)
 - _____ (6)
 - _____ (7)
6. Among the interviewer's questions and comments about climate issues there is also one personal opinion. What is it about?

_____ (8)
7. Who caused the clash of views between Naomi and the interviewer? (finish the sentence)

It was caused by _____ (9)
8. When did the clash of views start? (finish the sentence)

It started when _____ (10)
9. Who was actually right in the clash of views? (name the person)

_____ (11)

(Based on: *Good morning, Britain! Is Greta Thunberg Over-Reacting about Climate change?* 2020, April 3.)

Writing

There are two tasks in Writing. The first one assesses your ability to write interactional texts, while the second one assesses your ability to write a transactional text, addressed to a wider public in the academic domain.

Task 1 (12 points)

E-mail

You are studying at a university in Great Britain and are looking for a summer job. You have found this job advertisement online. Study the advertisement and write an e-mail to apply for the position:

- introduce yourself;
- write why they should hire you;
- write what subjects you could teach;
- decide what else you would like to know and ask a question about it.

Students and GradsOnline Tutoring Work from home & earn up to £20 per hour.

Become a tutor and take home up to £20/hr teaching school kids who need your support, at all within reaching distance of the kettle.

What we ask:

- At least finished high school
- You are a current student or recent graduate at one of our 60 listed UK universities
- You have got at least good academic record

(Based on: *Student Job* [online]. Available: <https://www.studentjob.co.uk/vacancies/>)

You should spend about 25 minutes on this task.

Write between 120–150 words.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task 2 (20 points)

Essay

You are participating in an essay competition of an international students' newspaper. Study the given sources. In your essay:

- describe the issue raised in both sources;
- propose and support at least 2 solutions to the problem;
- come to a conclusion.

You should spend about 55 minutes on this task.

Write between 250–300 words.

Do not forget to use inverted commas if you decide to quote from the input text.

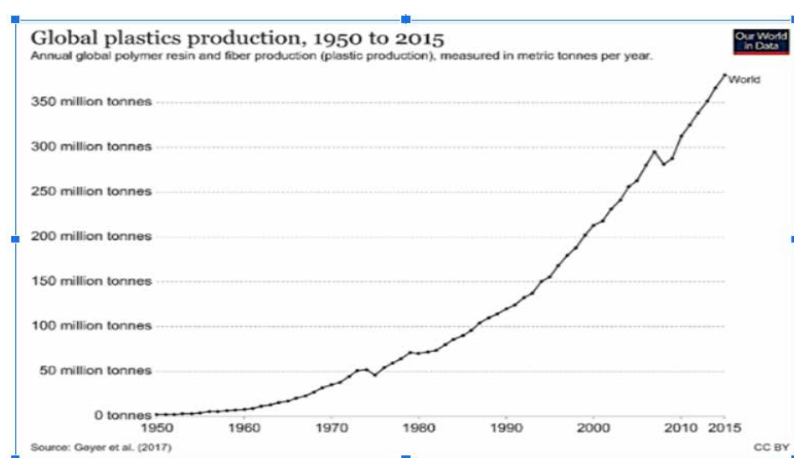
Source 1

Millions of animals are killed by plastics every year, from birds to fish to other marine organisms. On the other hand, plastic products that encounter food are recyclable, but paper products, which absorb food and waste, are not. Once tainted with food or drink, a paper product must be routed to landfill. For example, paper straws are not actually biodegradable and use significantly more energy to produce than plastic straws. Furthermore, paper straws do not degrade all that much faster than their plastic counterparts. So before you congratulate yourself for unwrapping a delightful paper straw at your favourite coffee house, consider the actual environmental effects.

(Based on: Modak, P. *Do No [Significant] Harm* [online]. 2019, October 28.

Available: <https://prasadmodakblog.com/2019/10/28/do-no-harm/>)

Source 2



Notes

This image shows a full page of blank, lined paper. It features approximately 28 horizontal grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings present.

Speaking

The speaking test consists of three parts. During the first one you will need to examine the texts and/or graphs characterizing some specific issue you chose from the papers offered. You will be given 5 minutes to develop a plan for your own presentation. During the second part you will present your opinion on the issue (up to 5 minutes), which will be followed by a few examiner's questions probing some particular nuances of your presentation as well as other aspects not covered in your presentation.

Paper 1

You are taking part in an English debate club discussion on the best ways of traveling. You should give a talk in which you present your opinion on the issue. Study the provided materials (their format, content, arguments) in order to plan your talk.

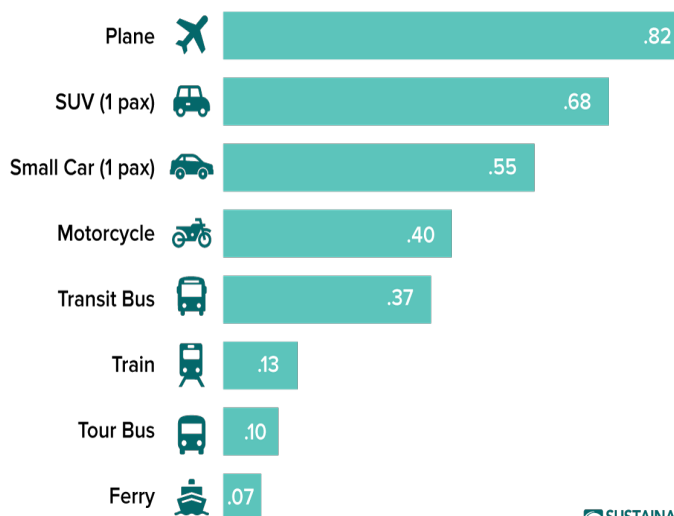
- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3–5 minutes.

Where should we travel next is one of the most frequent questions. It is simply not possible to go everywhere. Closing our eyes and putting a finger on a map is just not the right way how to figure out where to travel. Instead, we must find a destination that fits our interests, where we can do our favorite activities, and where we can learn something new.

Emissions by Mode of Transport

pounds of CO₂e emitted per passenger per mile



SUSTAINABLE
TRAVEL INTERNATIONAL

(Based on: *How to Choose a Travel Destination* [online]. 2020, May 15.
Available: <https://www.laidbacktrip.com/posts/how-to-choose-travel-destination>)

Paper 2

You are taking part in an English debate club discussion on making travelling plans. You should give a talk in which you present your opinion on the issue. Study the provided texts in order to plan your talk.

- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3–5 minutes.

Text A

A travel destination does not play as big of a role in how memorable or enjoyable a vacation is. To quote sociologist Charles Horton Cooley, "To get away from one's working environment is, in a sense, to get away from one's self; and this is often the chief advantage of travel and change."

Text B

Where should we travel next is one of the most frequent questions. It is simply not possible to go everywhere. Closing our eyes and putting a finger on a map is just not the right way how to figure out where to travel. Instead, we must find a destination that fits our interests, where we can do our favorite activities, and where we can learn something new.

(Based on: *Why Everyone Should Travel and How to Choose a Travel Destination* [online]. 2020, May 15. Available: <https://www.ferratumbank.com/why-everyone-should-travel.html>, <https://www.laidbacktrip.com/posts/how-to-choose-travel-destination>)

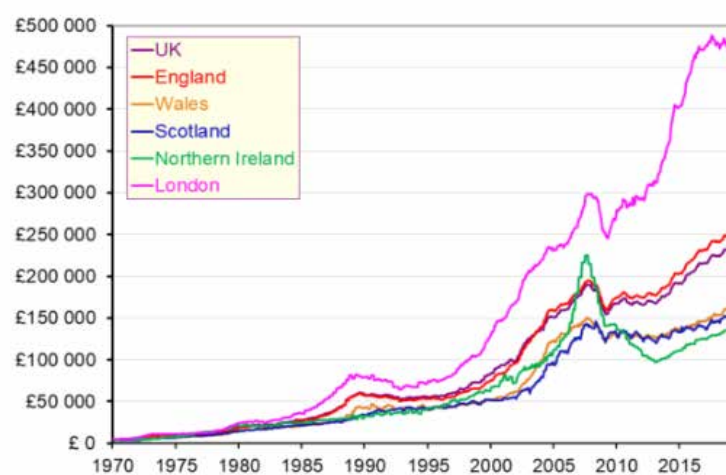
Paper 3

Your youth coach – a person who helps young people develop life skills, has asked you to prepare a talk on the prospects of changing your living arrangements. You should give a talk in which you present your opinion on the issue. Study the provided materials (their format, content, arguments) in order to plan your talk.

- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3–5 minutes.

Whether young adults are beginning to feel stifled at home, or they are constantly fighting with their family, these are all clear signs that it is time to move out of the parents' house. However, buying a house can be challenging. After all, there are so many steps, tasks, and requirements, and even fear of making an expensive mistake. The first step is to determine what the long-term goals are and how home ownership fits in with those life goals and budget.



Source: [UK House Price Index: reports](#) (Office for National Statistics)

1. Average house price in London, the UK and nations

(Based on: [Coldwell Banker – Welker Real Estate](#) [online]. Available: <https://ne-np.facebook.com/WelkerRE/videos/buying-a-home-can-be-challenging-for-a-first-timer-after-all-there-are-so-many-s/2867408406862271/>)

Paper 4

You are taking part in a discussion with your natural science teacher on owning a car. You should give a talk in which you present your opinion on the issue. Study the provided texts in order to plan your talk.

- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3-5 minutes.

Text A

'Currently, the U.S. has the highest concentration of cars per capita worldwide, with just over 800 cars per 1,000 people (the EU figure is 602). It is a common refrain that the transportation sector is now the greatest contributor to greenhouse gas emissions, making up 29 percent of the U.S. in 2017 and 59 percent of it came from passenger cars and light-duty trucks.' (Andrew Small)

Text B

'Cars will still be on our roads, however the energy that powers them and the way in which they are bought, leased or rented and operated will certainly change. I believe, a "mobility revolution" is coming for the automobile industry, which is defined by the three zeros: zero emission, zero accidents and zero ownership.' (Conrad Galambos)

(Based on: *The Future of Transportation: Where will we go?* [online]. 2019, September 30.
Available: <https://www.geotab.com/blog/future-of-transportation/>)

2. Vērtēšanas kritēriji

Receptīvajos pārbaudes darbos (lasīšanas un klausīšanās prasmēs) vērtē rakstītā teksta nozīmi, nevis formu (piemēram, pareizrakstības kļūdas, kas nerada pārpratumus un neveido jaunus vārdus, netiek ņemtas vērā).

Produktīvajos pārbaudes darbos (rakstīšanā un runāšanā) skolēna sniegumu vērtē atbilstoši izstrādātajiem vērtēšanas kritērijiem (1.–3. tabula).

1. tabula. 1. rakstīšanas uzdevuma (interaktīvs teksts) vērtēšanas kritēriji (12 punktu)

Vērtēšanas kritēriji	Snieguma apraksts, punkti			
Saturs un uzdevuma izpilde	Teksts neatbilst uzdevuma nosacījumiem.	Teksts daļēji atbilst uzdevuma nosacījumiem.	Teksts atbilst saziņas situācijai, iespējama atkārtošanās vai novirze no uzdevuma nosacījumiem.	Teksts pilnībā atbilst saziņas situācijai un uzdevuma nosacījumiem.
Organizācija un tekstveide		Tekstā daži savstarpēji saistīti teikumi un daži noformējuma elementi.	Uzdevumam daļēji atbilstošs teksta noformējums, dalījums rindkopās un teksta saistījums.	Uzdevumam atbilstošs teksta noformējums, dalījums rindkopās un teksta saistījums.
Valodas līdzekļu (vārdu krājuma un gramatisko struktūru) daudzveidība		Uzdevuma izpildei ierobežots vārdu krājums un gramatiskās struktūras, un/ vai pārsvarā lietots teksts no uzdevuma nosacījumiem.	Uzdevuma izpildei un komunikācijai pietiekams vārdu krājums un gramatiskās struktūras.	Efektīvai uzdevuma izpildei un skaidrai komunikācijai atbilstošs vārdu krājums un gramatiskās struktūras.
Valodas lietojuma pareizība un precizitāte (leksika, gramatika un pareizrakstība)		Valodas lietojums daļēji saprotams, atsevišķas gramatiskās struktūras, vārdu savienojumi un vārdi ir pareizi uzrakstīti.	Valodas lietojums daļēji precīzs, tomēr kļūdas valodas lietojumā var radīt pārpratumus.	Pietiekama valodas lietojuma precizitāte, nedaudzās kļūdas netraucē/ neietekmē komunikāciju.
	0 punktu.	1 punkts.	2 punkti.	3 punkti.

2. tabula. 2. rakstīšanas uzdevuma (argumentatīvs teksts) vērtēšanas kritēriji (20 punktu)

Vērtēšanas kritēriji	Snieguma apraksts, punkti					
Saturs un uzdevuma izpilde	Teksts neatbilst uzdevuma nosacījumiem./ Teksta apjoms nesasniedz 100 vārdus.	Mēģinājums rakstīt par tematu.	Daļēji uzdevuma nosacījumiem atbilstošs teksta saturs, pārstāstot informāciju no iedevuma un savas personiskās pieredzes.	Pārsvārā uzdevuma nosacījumiem atbilstošs teksta saturs, apkopojot informāciju no iedevuma, pamatojot savu viedokli ar atsevišķiem piemēriem.	Uzdevuma nosacījumiem atbilstošs teksta saturs, apkopojot informāciju no iedevuma, formulējot problēmu/jautājumu, izvēršot un pamatojot savu viedokli ar argumentiem un piemēriem.	Uzdevuma nosacījumiem atbilstošs teksta saturs, apkopojot svarīgāko informāciju no iedevuma, formulējot problēmu/jautājumu, izvēršot un pārliecinoši pamatojot savu viedokli ar argumentiem un piemēriem.
Organizācija un tekstveide		Teksts daļēji saistīts, domas virzība dažviet ir uztverama.	Saistvārdi un rindkopas daļēji atbilst teksta organizācijas nosacījumiem un satura izklāstam.	Pārsvārā strukturēts teksts; saistvārdi un rindkopas daļēji atbilst teksta organizācijas nosacījumiem un satura izklāstam.	Loģiski strukturēts teksts; saistvārdi un rindkopas pārsvārā atbilst teksta organizācijas nosacījumiem un satura izklāstam.	Skaidrs, loģiski strukturēts teksts; saistvārdi un rindkopas pilnībā atbilst teksta organizācijas nosacījumiem un satura izklāstam.
Valodas līdzekļu (vārdu krājuma un gramatisko struktūru) daudzveidība		Ļoti ierobežoti valodas līdzekļi.	Ierobežots savu vārdu krājums un vienkāršas gramatiskās struktūras, kas bieži atkārtojas.	Pietiekams vārdu krājums, lai izteiktos vienkāršā veidā, lietojot gramatiskās pamatstruktūras.	Pietiekami bagāts vārdu krājums un kompleksas gramatiskās struktūras, kas pārsvārā izmantotas atbilstoši kontekstam.	Bagāts vārdu krājums un kompleksas gramatiskās struktūras, kas izmantotas atbilstoši kontekstam.
Valodas lietojuma pareizība un precizitāte (leksika, gramatika un pareizrakstība)		Valodas lietojums pārsvārā ir kļūdainš un tikai daļēji saprotams.	Valodas lietojums bieži ir kļūdainš, bet saprotams.	Valodas lietojums ir saprotams, lai gan teikumi vai vārdi ir kļūdaini.	Valodas lietojums ir pārsvārā precīzs, nedaudzās nesistemātiskās kļūdas netraucē saprast rakstīto.	Valodas lietojuma precizitāte un pareizība pārsvārā ir augsta.
	0 punktu.	1 punkts.	2 punkti.	3 punkti.	4 punkti.	5 punkti.

3. tabula. Runāšanas uzdevumu vērtēšanas kritēriji

Vērtēšanas kritēriji		Snieguma apraksts, punkti					
Uzdevuma izpilde (10 punktu)	Sagatavotā runa (organizācija, argumentācija un iedevumu izmantošana)	Nolasa oriģinālo tekstu vai savus pierakstus.	Atbildē ietver dažus uzdevuma nosacījumus. Sniedz galvenokārt atsevišķus, savstarpēji nesaistītus apgalvojumus.	Dalēji izpilda uzdevuma nosacījumus. Izteiktais viedoklis ir saprotams, saistīts ar uzdevumā un iedevumos piedāvāto informāciju.	Dalēji izpilda uzdevuma nosacījumus. Izteiktais viedoklis ir saprotams un dalēji strukturēts, pamatots ar argumentiem vai piemēriem, pārstāsta uzdevumā un iedevumos piedāvāto informāciju.	Izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir strukturēts, pamatots ar argumentiem un piemēriem no savas pieredzes, salīdzina uzdevumā un iedevumos piedāvāto informāciju.	Pilnībā izpilda visus uzdevuma nosacījumus. Izteiktais viedoklis ir skaidri strukturēts, pamatots ar argumentiem un piemēriem no citām mācību jomām, analizē uzdevumā un iedevumos piedāvāto informāciju.
	Mijiedarbība informācijas nodošanā (jautājumu izpratne un atbildes uz jautājumiem)	Nesniedz atbildi uz jautājumiem.	Atbild uz dažiem jautājumiem, izmantojot atsevišķus vārdus un vienkāršas frāzes.	Atbild uz jautājumiem ar intervētāja palīdzību. Sniedz īsas un vienkāršas atbildes, izmantojot iegaumētas frāzes.	Pārsvārā uzdevuma nosacījumiem atbilstošs teksta saturs, apkopojot informāciju no iedevuma, pamatojot savu viedokli ar atsevišķiem piemēriem.	Droši un argumentēti atbild uz visiem jautājumiem, sniedzot atbilstošas izvērstas atbildes, un atsaucas uz iepriekš teikto.	Pārliecinoši un argumentēti atbild uz visiem jautājumiem, sniedzot precīzas, izvērstas atbildes, un akcentē paralēles ar iepriekš teikto.
Vārdu krājums, gramatika, valodas plūdums un izruna (15 punktu)	Valodas bagātība (valodas apjoms, diapazons)	Valodas lietojums nepietiekams, lai novērtētu.	Bieži atkārtoti vienas un tās pašas frāzes, lai mēģinātu noformulēt domu.	Lieto ierobežotu vārdu krājumu un vienkāršas un vienkāršas struktūras, lai izteiktos par doto kontekstu.	Lieto pietiekamu vārdu un struktūru krājumu, lai spētu izteikties vispārīgi un aprakstoši, un/vai pārmērīgi izmanto iedevuma leksiku.	Lieto saziņas situācijai piemērotus valodas līdzekļus. Pietiekams vārdu krājums, lai spētu brīvi izteikties par dažādiem tematiem, reti kad meklē vārdus vai izsakās aprakstoši.	Izmanto piedāvātajai saziņas situācijai atbilstošus un daudzveidīgus valodas līdzekļus. Ir bagāts vārdu krājums, lai spētu sniegt skaidru salīdzinājumu, izteiktu argumentētu viedokli, īpaši nemeklējot vārdus.
	Valodas līdzekļu lietojuma pareizība (gramatiski pareizs un leksiski precīzs valodas lietojums)		Valodas līdzekļu lietojums ir daļēji saprotams.	Izmanto biežāk lietotos valodas līdzekļus ar kļūdām, kuras dažreiz traucē uztvert teikto.	Diezgan pareizi izmanto biežāk lietotos valodas līdzekļus, kļūdas netraucē saziņai.	Pārsvārā pareizi lieto dažādus valodas līdzekļus, nedaudzās kļūdas un pārtiekšanās netraucē saziņai.	Pārsvārā runā gramatiski pareizi un leksiski precīzi. Nav kļūdu, kas rada pārpratumus.
	Valodas plūdums (izruna, uzsvari, ritms un intonācija)		Runā izmanto ļoti īsus, izolētus izteikumus.	Runā ar biežām pauzēm, izmantojot atsevišķus izteikumus. Izrunas kļūdas var kavēt izpratni.	Runā ar vilcināšanos, meklējot vārdus. Izrunas kļūdas nekavē izpratni.	Runā diezgan tekoši. Izvēloties piemērotus izteikumus, iespējamās pauzes nevietā. Izrunā iespējamās nelielas kļūdas.	Runā tekoši. Pauzes ir pamatotas. Izruna un intonācija ir pārsvārā mērķvalodai atbilstoša.
		0 punktu.	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 (4.–7. tabula).

4. tabula. Lasīšana

Sasniedzamais rezultāts	Standarta SR kods	SR veids	SR grupa	Izziņas darbības līmenis (SOLO)
<p>Analizē un skaidro saziņas situācijas dalībnieku lomas un nolūkus (arī daiļliteratūrā un publicistikā).</p> <p>Mērķtiecīgi meklē nepieciešamo informāciju svešvalodā, lai izskaidrotu notikumu cēloņsakarības.</p> <p>Atpazīst dažādu valodu un stilu elementus un stereotipus tekstos, filmās, videomateriālos, diskutē par tiem un to izcelsmi.</p> <p>Lasa un klausās ar izpratni, patstāvīgi izvēloties savam mērķim atbilstošu stratēģiju.</p> <p>Pamana cilvēka izrunas īpatnības un analizē runātāja intonāciju, attieksmi un iespējamo izcelsmi. Ievēro apgūstamās valodas runas un rakstu normas. Izmanto dažādu valodu variantu izrunu savu mērķu sasniegšanai.</p> <p>Izmanto zināšanas par vārdu daļām, lai atklātu nezināmo vārdu nozīmi un veidotu jaunus vārdus.</p> <p>Salīdzina dažādu vārdu lomu teikumā, vārdu saskaņošanas un saistījuma veidus (piemēram, frāzes, vārdkopas) dzimtajā valodā un svešvalodā.</p>	VS.O.1.1.2.	Zināšanas un izpratne	Konteksts: globāli un detalizēti izprot daudzveidīgu tekstu kontekstu.	I–II
	VS.O.1.2.1.			
	VS.O.2.1.1.		Tekstu veidi: mērķtiecīgi izmanto iegūto informāciju, idejas, pārdomas savos mutvārdu un rakstveida tekstos, piešķirot tiem jaunu nozīmi.	II
	VS.O.2.2.1.	Prasmju grupas		
	VS.O.3.2.1.		Uztver un analizē runātā un rakstītā teksta saturu un struktūru.	III
	VS.O.3.2.2.		Informācijas pratība: iegūst, pārveido un ētiski izmanto informāciju.	III–IV
	VS.O.3.2.3.			

5. tabula. Klausīšanās

Sasniedzamais rezultāts	Standarta SR kods	SR veids	SR grupa	Izziņas darbības līmenis (SOLO)
Analizē un skaidro saziņas situācijas dalībnieku lomas un nolūkus (arī daiļliteratūrā un publicistikā).	VS.O.1.1.2.	Zināšanas un izpratne	Konteksts: globāli un detalizēti izprot daudzveidīgu tekstu kontekstu.	I–II
Atpazīst dažādu valodu un stilu elementus un stereotipus tekstos, filmās, videomateriālos, diskutē par tiem un to izcelsmi.	VS.O.2.1.1.		Tekstu veidi: mērķtiecīgi izmanto iegūto informāciju, idejas, pārdomas savos mutvārdu un rakstveida tekstos, piešķirot tiem jaunu nozīmi.	II
Lasa un klausās ar izpratni, patstāvīgi izvēloties savam mērķim atbilstošu stratēģiju.	VS.O.2.2.1.		Uztver un analizē runātā un rakstītā teksta saturu un struktūru.	III
Pamana cilvēka izrunas īpatnības un analizē runātāja intonāciju, attieksmi un iespējamo izcelsmi. Ievēro apgūstamās valodas runas un rakstu normas. Izmanto dažādu valodu variantu izrunu savu mērķu sasniegšanai.	VS.O.3.2.1.	Prasmju grupas	Informācijas pratība: iegūst, pārveido un ētiski izmanto informāciju.	III– IV

6. tabula. Rakstīšana

Sasniedzamais rezultāts	Standarta SR kods	SR veids	SR grupa	Izziņas darbības līmenis (SOLO)
Izmanto atbilstošus svešvalodas līdzekļus, lai formulētu secinājumus, spriestu no konkrētā uz vispārīgo un no vispārīgā uz konkrēto dažādās saziņas situācijās.	VS.O.1.2.2.	Zināšanas un izpratne	Konteksts: globāli un detalizēti izprot daudzveidīgu tekstu kontekstu.	I–II
Svešvalodā izsaka savas emocijas un pamato savas domas. Noskaidro citu cilvēku attieksmi un tās iemeslus.	VS.O.1.2.3.		Tekstu veidi: mērķtiecīgi izmanto iegūto informāciju, idejas, pārdomas savos mutvārdu un rakstveida tekstos, piešķirot tiem jaunu nozīmi.	II
Analizē tekstu saturu un autoru argumentus, izvērtē to kvalitāti un ticamību, izmanto iegūto informāciju savu tekstu veidošanā svešvalodā.	VS.O.2.2.3.			
Veido loģisku plānu strukturāli daudzveidīgam tekstam svešvalodā, raksta esejas vai gatavo referātus, izmantojot mērķim atbilstošu teksta struktūru (arguments, pretarguments, secinājums).	VS.O.2.3.1.		Valodas sistēma: izvēlas kontekstam un tekstam piemērotu leksiku, vārdus, frāzes un izteicienus savieno kompleksos teikumos, lietojot atbilstošas kategorijas, elementus, vārdšķiras un struktūras.	II–III
Publisko paša radītus tekstus, izvēloties auditorijai atbilstošu prezentācijas veidu un valodu. Atbild uz jautājumiem, izsaka savu viedokli un to atbilstoši argumentē. Uzdod jautājumus citiem prezentētājiem.	VS.O.2.3.4.	Prasmju grupas		
Pamana cilvēka izrunas īpatnības un analizē runātāja intonāciju, attieksmi un iespējamo izcelsmi. Ievēro apgūstamās valodas runas un rakstu normas. Izmanto dažādu valodu variantu izrunu savu mērķu sasniegšanai.	VS.O.3.2.1.		Uztver un analizē runātā un rakstītā teksta saturu un struktūru.	III
Raksturo svešvalodas ritma un intonācijas atšķirības salīdzinājumā ar dzimto valodu, izmanto to savā runā un rakstos. Lieto pauzes un interpunkciju atbilstoši apgūstamās valodas normām.	VS.O.3.2.5.		Producē un publisko strukturētu runātu un rakstītu tekstu auditorijai piemērotā valodā un stilā.	III–IV
Izmanto zināšanas par gramatiskām konstrukcijām dažādās valodās, lai veidotu savu personisko izteiksmes stilu svešvalodā. Saziņā izmanto daudzveidīgas teikuma struktūras un vārdu krājumu.	VS.O.3.3.1.	Ieradumi	Atbildīgi, pilnvērtīgi darbojas daudz kultūru un daudzvalodu vidē.	III
		Zināšanu, izpratnes un prasmju komplekss lietojums	Problēmrisināšana: plānveidīgi un secīgi īsteno teksta izpēti – definē izpēti objektu, izvēlas metodoloģiju, veic datu savākšanu un analīzi, formulē secinājumus.	III–IV

7. tabula. Runāšana

Sasniedzamais rezultāts	Standarta SR kods	SR veids	SR grupa	Izziņas darbības līmenis (SOLO)
Analizē valodu lomu savas identitātes izveidē. Skaidro pretrunas un neskaidrības daudzvalodu saziņā.	VS.O.1.1.1.	Zināšanas un izpratne	Konteksts: globāli un detalizēti izprot daudzveidīgu tekstu kontekstu.	I–II
Analizē un skaidro saziņas situācijas dalībnieku lomas un nolūkus (arī daiļliteratūrā un publicistikā).	VS.O.1.1.2.		Tekstu veidi: mērķtiecīgi izmanto iegūto informāciju, idejas, pārdomas savos mutvārdu un rakstveida tekstos, piešķirot tiem jaunu nozīmi.	II
Mērķtiecīgi meklē nepieciešamo informāciju svešvalodā, lai izskaidrotu notikumu cēloņsakarības.	VS.O.1.2.1.		Valodas sistēma: izvēlas kontekstam un tekstam piemērotu leksiku, vārdus, frāzes un izteicienus savieno kompleksos teikumos, lietojot atbilstošas kategorijas, elementus, vārdšķiras un struktūras.	II–III
Izmanto atbilstošus svešvalodas līdzekļus, lai formulētu secinājumus, spriestu no konkrētā uz vispārīgo un no vispārīgā uz konkrēto dažādās saziņas situācijās.	VS.O.1.2.2.			
Svešvalodā izsaka savas emocijas un pamato savas domas. Noskaidro citu cilvēku attieksmi un tās iemeslus.	VS.O.1.2.3.			
Lieto daudzveidīgas saziņas stratēģijas un ievēro valodas normas daudzvalodu kontekstā, lai uzsāktu, uzturētu saziņu un nesaprašanās gadījumā to atjaunotu.	VS.O.1.2.5.	Prasmju grupas	Uztver un analizē runātā un rakstītā teksta saturu un struktūru.	III
Piedalās diskusijās, pauž savu viedokli, piekrišanu vai nepiekrīšanu, noskaidro citu viedokļus un to pamatojumu svešvalodā.	VS.O.1.2.6.		Producē un publisko strukturētu runātu un rakstītu tekstu auditorijai piemērotā valodā un stilā.	III–IV
Salīdzina grafisko un audiotekstu/videotekstu uzbūvi svešvalodā. Pārveido tekstu no viena veida citā atbilstoši auditorijas vajadzībām.	VS.O.2.2.2.		Informācijas pratība: iegūst, pārveido un ētiski izmanto informāciju.	III–IV
Analizē tekstu saturu un autoru argumentus, izvērtē to kvalitāti un ticamību, izmanto iegūto informāciju savu tekstu veidošanā svešvalodā.	VS.O.2.2.3.		Sadarbība: konstruktīvi sadarbojas dažādu viedokļu apspriešanā un kopīga darba organizēšanā.	III
Publisko paša radītus tekstus, izvēloties auditorijai atbilstošu prezentācijas veidu un valodu. Atbild uz jautājumiem, izsaka savu viedokli un to atbilstoši argumentē. Uzdod jautājumus citiem prezentētājiem.	VS.O.2.3.4.			
Pamana cilvēka izrunas īpatnības un analizē runātāja intonāciju, attieksmi un iespējamo izcelsmi. Ievēro apgūstamās valodas runas un rakstu normas. Izmanto dažādu valodu variantu izrunu savu mērķu sasniegšanai.	VS.O.3.2.1.	Ieradumi	Atbildīgi, pilnvērtīgi darbojas daudz kultūru un daudzvalodu vidē.	III
Raksturo svešvalodas ritma un intonācijas atšķirības salīdzinājumā ar dzimto valodu, izmanto to savā runā un rakstos. Lieto pauzes un interpunkciju atbilstoši apgūstamās valodas normām.	VS.O.3.2.5.	Zināšanu, izpratnes un prasmju kompleks lietojums	Problēmrisināšana: plānveidīgi un secīgi īsteno teksta izpēti – definē izpēti objektu, izvēlas metodoloģiju, veic datu savākšanu un analīzi, formulē secinājumus.	III–IV
Izmanto zināšanas par gramatiskām konstrukcijām dažādās valodās, lai veidotu savu personisko izteiksmes stilu svešvalodā. Saziņā izmanto daudzveidīgas teikuma struktūras un vārdu krājumu.	VS.O.3.3.1.			

PIELIKUMI

1. pielikums

Lasišanas uzdevumu atbildes

Reading

Electric Cars

Key

No.	Statements	Answer
1.	The author of the article is sceptical about electric cars being the solution to the climate problem.	T
2.	People and the author's friends support his obsession.	F
3.	Gas powered car contribution to U.S. carbon emission is significant.	T
4.	Electric cars nowadays are not as efficient as gas powered cars.	T
5.	One of the many drawbacks of electric cars is their fuelling - cost and ease.	T
6.	Electric car users are happy about the benefits that are provided by the country.	NM
7.	The author expected the success of Tesla.	F
8.	In the nearest time Tesla will not have any competition in the electric car field.	F
9.	For electric cars to become as popular as gas cars they have to be in the same price range as gas cars.	T
10.	People buy more electric cars than gas powered SUVs.	F
11.	The cost of electric cars will soon go down.	NM
12.	Experts anticipate that by 2030 there will be 10% more electric cars on the road.	F
13.	By the end of the article, the author views the future of electric cars positively.	F

Dunning-Kruger Effect

Key

	Questions	Answers
1	What is the Dunning-Kruger effect?	K
2	What are the origins of the Dunning-Kruger effect?	I
3	What causes the Dunning-Kruger effect?	B
4	Why do people fail to recognize their own incompetence?	C
5	Who is impacted by the Dunning-Kruger effect?	J
6	Why do people think they know more than they do?	D
7	Why is it dangerous to overestimate one's competence?	E
8	How can people avoid the Dunning-Kruger effect?	L
9	Do I have the Dunning-Kruger effect?	A
10	What can you personally do to fix the Dunning-Kruger effect?	G
11	Do smart people underestimate themselves?	F
12	What is the criticism towards the Dunning-Kruger effect?	H

2. pielikums

Klausīšanās uzdevumu atbildes un teksti

Listening

Gap Year

	Key	Accepted
1	College	
2	92	
3	students felt (too) depressed	
4	overwhelmingly anxious	(very) anxious / worried / nervous / stressed
5	(right) before	
6	psychotherapist	
7	not	
8	after	as soon as
9	(very) dependent on	too dependent on
10	get (new) experience (in life / about the world) / to become more independent	
11	without a plan (what to do) / to play video games	when you don't know (what to do)
12 / 13	work experience travel experience	work travel
14	encourages	is in favour of / recommends / supports / likes

Transcript

Interviewer: You know, National College Health assessment conducted by the American College Health Association says that many college students are depressed, even anxious. It's studied 63,000 college students at 92 different schools. 40 percent of those students say that they felt so depressed within the past year that it was difficult for them to function. Another staggering statistic 61 percent of the students say they felt overwhelming anxiety during that same time frame. With college election deadlines right around the corner upon us at the moment, a lot of parents may want to sit down with their kids to have a conversation about college and so we want to welcome Lori Edelson a psychotherapist from Birmingham Maple Clinic to talk about this issue – the whole idea of a gap year. Thank you for coming, we appreciate it.

Lori Edelson: Thank you!

Interviewer: Now, a gap year, like, when, you know, a lot of kids are planning for college is not even something in the conversation. It's about applying for college, getting those essays done, taking those tests and then going straight on to college. It is, what is it about a gap year that should be considered?

Lori Edelson: Well, first of all, interestingly some colleges are now encouraging their incoming freshmen to take a gap year after they've been accepted to college. I feel that students are coming out of a very stressful environment in high school. Many of them don't know what they want to do or how they want to design their curriculum, what they would like to major in. Many are still very dependent on parents. They don't have a lot of exposure to other cultures, the bigger world, a larger picture than the high schools in the community that they grew up in. And some have relied heavily on parental over involvement, so the idea of a gap year allows these students to become more independent, to experience the world, to have different exposure that teaches them that they are able to survive and will be able to problem solve in a more creative way than sometimes just coming out of high school. I know that Harvard prefers that their students – their incoming freshmen have a gap year.

Interviewer: If you don't plan it, I can see kids just stay at home playing video games.

Lori Edelson: That's a total waste of a year. Right? And the colleges don't look favorably at that. Work, work experience, travel experience, an internship and possibly a volunteer opportunity so that they really get a more broad experience about the larger world.

Interviewer: Thank you so much because this is an idea that is still being introduced and you know more people are looking into it, so Lori Edelson from Birmingham Maple Clinic, we appreciate it.

Lori Edelson: Thank you so much!

Interviewer: Thank you so much!

Anti-Greta

Key

- Which statement is true about the role of Greta Thunberg in the interview?
 - The interviewers praised her achievements.**
 - The interviewers raised concerns about her security.
 - The interviewers invited more people to join her.
 - The interviewers requested her to express opinion.
- What issue does Naomi raise about young climate activists?
 - They are too radical during their protests.
 - They lack scientific evidence regarding climate issues.**
 - They are supported by organisations with selfish interests.
 - They do not do enough to stop climate change.
- What got Naomi into climate change?
 - She was concerned with the claims by IPCC (Intergovernmental Panel on Climate Change).
 - She noticed a negative impact of CO₂ pollution.
 - She got interested in research regarding climate change.**
 - She was inspired by the work of other scientists.
- What is the interviewer's opinion regarding climate change?
 - He believes there is not enough evidence.
 - He believes climate change needs urgent solutions.
 - He believes humans are responsible for climate change.**
 - He believes that climate change is exaggerated.
- Why is Naomi sceptical about the climate change issues? (give 3 reasons she mentioned in the interview)
 - climate change is not based on scientific research / IPCC has climate change models but not research**
 - climate change is a natural phenomenon**
 - man-made CO₂ emissions have a tiny effect on climate change**
- Among the interviewer's questions and comments about climate issues there is also one personal opinion. What is it about?

He claimed that she just wanted to get publicity / be famous
- Who caused the clash of views between Naomi and the interviewer? (finish the sentence)

It was caused by the interviewer
- When did the clash of views start? (finish the sentence)

It started when the interviewer forgot / pretended he forgot what question he actually asked and claimed that Naomi gave contradicting answers / the interviewer asked Naomi if she believes that the Earth is heating up at a dangerous rate.
- Who was actually right in the clash of views? (name the person)

Naomi

Transcript

The interviewer (woman): A Swedish teenager to become the face of a youth movement Greta Thunberg has led global climate change protests, met world leaders and even received a Nobel Peace Prize nomination.

The interviewer (man): Today she will visit the European Parliament to discuss future laws and environmental targets but is the 17 year old inspiring millions of causing unnecessary alarm amongst young people?

The interviewer (woman): Joining us live from Germany is 19 year old Naomi Zeibt who has been described as the anti Greta.

The interviewer (man): But, what's your problem with what you've just been listening to and indeed with Greta Thunberg and her message?

Naomi Zeibt: Well, listen I think it's fantastic when young people decide to become activists and protest was something that they are truly passionate about and that they can truly stand behind and believe in but the main problem that I see is that most of them have not really done their research. So I became interested in climate change because I wanted to get to know the science behind climate change and what's really going on and what effect do CO₂ missions actually have on the atmosphere. And after a while I came to the conclusion that in fact most of the claims made by the IPCC are not really based on scientific research at all but just on some kind of climate models that cannot actually...

The interviewer (man): Let me ask you, let me ask you, let me ask you, do you believe the planet is heating up at a dangerous rate?

Naomi Zeibt: No, I do not believe that.

The interviewer (man): That is a clear ... If you don't mind me saying, that is a clear demonstrable fact supported by 2000 of the world's leading scientists and with all due respect to you ... I get that you want to have the publicity of being the anti Greta and so on, but that is a fact that can't be disputed by anybody who should be taken seriously in this debate. Just the fact! Planet is heating up!

Naomi Zeibt: The point is, yes, there may be some amount of global warming but the question that we must ask is ...

The interviewer (man): But you said there wasn't! Which one is it?

Naomi Zeibt: Well, no, you asked me is that a catastrophic amount of global warming.

The interviewer (man): No, I didn't. I just said, do you believe that the planet is heating up and you said no. Now you say there is some global warming. Which one is it?

Naomi Zeibt: Yes, there might be some global warming but I think it's just a natural phenomenon.

The interviewer (woman): You don't believe humans contribute to it or cause it.

Naomi Zeibt: Exactly, that's the point I believe that was not CO₂ emissions that are the driving cause for any sort of climate change.

The interviewer (man): So you don't think that any human behavior whatsoever ... even though we've become just the most consumptive planet...

The interviewer (woman): CO₂ emitting.

The interviewer (man): So the populists in the history of planet earth... You don't believe any of that makes any difference... any of the oil and gases we're pumping out all day long, billions of people ... none of that makes any difference to the planet heating itself?

Naomi Zeibt: No, of course you must be more, we must be more precise about this and I can totally see that that can be a very slight... we can be a very slight contributing factor to some amount of global warming, but I think it really is extremely overstated by the IPCC and that if at all CO₂ emissions, man-made CO₂ emissions, are having just a very tiny effect.

3. pielikums

Rakstīšanas uzdevumu vērtēšanas piemēri

Writing

Task 1 (12 points)

E-mail

You are studying at a university in Great Britain and are looking for a summer job. You have found this job advertisement online. Study the advertisement and write an e-mail to apply for the position:

- introduce yourself;
- write why they should hire you;
- write what subjects you could teach;
- decide what else you would like to know and ask a question about it.

Students and GradsOnline Tutoring Work from home & earn up to £20 per hour.

Become a tutor and take home up to £20/hr teaching school kids who need your support, at all within reaching distance of the kettle.

What we ask:

- At least finished high school
- You are a current student or recent graduate at one of our 60 listed UK universities
- You have got at least good academic record

You should spend about 25 minutes on this task.

Write between 120 – 150 words.

Assessment Criteria

	Content and task achievement	Organisation and structure	Range	Accuracy
3	The text fully corresponds to the communicative situation and task requirements.	Task-appropriate organisation, paragraphing and linking devices of the text.	Vocabulary and grammatical structures appropriate for effective task performance and clear communication.	Sufficiently accurate use of language, a few mistakes do not hinder the communication.
2	The text corresponds to the communicative situation. Minor irrelevancies or repetitions may be present.	Partly task-appropriate organisation, paragraphing and linking of the text.	Sufficient vocabulary and grammatical structures for task achievement and communication purpose.	Partly accurate use of language, but some mistakes can lead to misunderstandings.
1	The text has some relevance to the task.	Some related sentences signal an attempt to organize the text.	Limited vocabulary and grammatical structures for task achievement and/or overuse of lexis from the prompt.	Partly understandable use of language, a few grammatical structures and some phrases may be still correct.
0	The text is unrelated to the task.	The text is unrelated to the task.	The text is unrelated to the task.	The text is unrelated to the task.

Script 1 (120 words)

Dear Sir/ Madam.

I am a student, very creative and I love small children. I have worked for 4 years in a row and have had experience working in kindergarten.

I would be very happy if I was accepted to work in kindergarten in the summer, because after graduating from high school I would go to work as a teacher and it would be a great experience for me. I am ready to learn to speak in front of children and be safer.

But what is the salary? And how many hours a day do you have to work?

I am ready for any difficulties. I look forward to your reply to the e-mail – jane222@inbox.lv

See you soon!

Jane

Criterion	Comments	Points
Content and task achievement	Although the author is applying for a job and wants to work as a teacher, the given job advertisement was not studied carefully, thus the intended communicative aspect of the task is not achieved. Not only the given advertisement offers an online teaching position to teach children who already go to school, but it also states that the applicant needs to be a high school graduate and even gives the information about the salary (the author inquired about).	0
Organisation and structure	The text is unrelated to the task.	0
Range (vocabulary and grammatical structures)	The text is unrelated to the task.	0
Accuracy (vocabulary, grammar and spelling)	The text is unrelated to the task.	0
Total		0

Script 2 (57 words)

Good morning

My name is John Smith. I am 18 year old. I study university Great Britain. I live in the countryside.

I should to accept job because I communicative, quickly learn work things, I am a friendly.

I could teach history, math, sport and english.

Is there a vacation in this job as well.

John SMITH

29.11.2021

Criterion	Comments	Points
Content and task achievement	The text has some relevance to the task. Although the writer attempts to cover all task points, the ideas are not developed and/or contain irrelevant information (probably because of a limited lexical repertoire) thus disturbing effective communication (e.g. <i>I study university Great Britain. I live in the countryside / I should to accept job because ...</i>). The recipient of the e-mail will not be able to understand the author's true intentions and respond appropriately.	1

Criterion	Comments	Points
Organisation and structure	There are some related sentences and some attempt to organize the text. Although letter-writing conventions are demonstrated to some extent and the author presents an attempt at paragraphing, the paragraphs mainly consist of short sentences that do not form coherent text.	1
Range (vocabulary and grammatical structures)	Limited vocabulary and grammatical structures for task achievement. The author does not present appropriate language (including the register) to complete the task.	1
Accuracy (vocabulary, grammar and spelling)	Partly accurate use of language (e.g. <i>I am 18 year old. I study universety Great Britian / english ...</i>), some mistakes can lead to misunderstandings (e.g. <i>I should to accept job because I communicative ,quickly learn work things ,I am a friendly.</i>)	2
Total		5

Script 3 (160 words)

Good morning!

My name is Jane. I am looking for a summer job. I am studying at a university in Great Britain. I have good academic record. I grow up in a big family, i know how to deal up with kids. I like kids and I easily can find the way to help them with their school problems.

I think i am a very good at teaching and talking to kids. I have strong nerves , thats why i usually dont get emotional when i am working with kids, because i have brothers and sisters who needs to be teached and i am their "teacher".

I easily can teach english, math, biology. I am good at sports too. I also can teach the chemistry, but just some themes. All of it i think i can` t teach.

All in all, I, definetly, have one question. How old will be the kids?

Gonna wait a positive message,

have a great day

Jane.

Criterion	Comments	Points
Content and task achievement	The text corresponds to the communicative situation. Minor irrelevancies (the position which the candidate is applying to is not clear / no surname) and repetition are present (the description of the experience with kids is unnecessarily long, taking two paragraphs). The recipient of the e-mail will be able to understand the author's intentions, but with some difficulty.	2
Organisation and structure	Partly task-appropriate organisation, paragraphing and linking of the text. Letter-writing conventions are demonstrated to some extent and the ideas are only partly linked (e.g. <i>the first paragraph has too many ideas for one paragraph</i>).	2
Range (vocabulary and grammatical structures)	Sufficient vocabulary and grammatical structures for task achievement and communication purpose. Although the author uses some lexis from the prompt, the text has many independent ideas, too. The text contains informal expressions (e.g. <i>Gonna wait / i usually dont get emotional</i>), lexical repetition (e.g. <i>kids / teach</i>) and only simple grammatical structures (e.g. <i>present simple/continuous, ability (can/ can't)</i>).	2
Accuracy (vocabulary, grammar and spelling)	Partly accurate use of language. Although the mistakes do not lead to serious misunderstandings, they hinder successful communication (e.g. <i>I grow up in a big family, i know how to deal up with kids / I have strong nerves , thats why i usually dont get emotional when i am working with kids, because i have brothers and sisters who needs to be teached and i am their "teacher"</i>).	2
Total		8

Script 4 (155 words)

Dear Sir or Madam,

I am writing with regards to your advertisement and I would like to apply for the position of a tutor.

My name is Jane and I am 18 years old. I am currently studying at the University of Oxford and I have A levels in mathematics and English. Moreover, I have a good academic record and I take my responsibilities seriously.

I believe I would be a great addition to your tutor organization and I could help school kids in mathematics and English. I am a very open person, so I believe that the school kids would be able to communicate with me easily.

When would I be required to start if you hire me? I am available for an interview any Friday. You can contact me through my e-mail that is attached below.

Thank you for your time and I look forward to hearing from you.

Yours faithfully,

Jane Smith

Criterion	Comments	Points
Content and task achievement	The text fully corresponds to the communicative situation and task requirements.	3
Organisation and structure	The text uses letter-writing conventions effectively in order to achieve the set communicative goal. The information is presented and linked coherently.	3
Range (vocabulary and grammatical structures)	Vocabulary and grammatical structures are appropriate for effective task performance and clear communication in a semi-formal context; Vocabulary examples: e.g. <i>I am currently studying at ... / I believe I would be a great addition to... / I am available for an interview...</i> Various grammatical structures: <i>conditionals, passive voice, modals</i> .	3
Accuracy (vocabulary, grammar and spelling)	Sufficiently accurate use of language, a few mistakes do not hinder the communication (e.g. <i>I am writing with regards to ... / When would I be required to start if you hire me?</i>).	3
Total		12

Task 2 (20 points)
Essay

You are participating in an essay competition of an international students' newspaper. Study the given sources. In your essay:

- describe the issue raised in both sources;
- propose and support at least 2 solutions to the problem;
- come to a conclusion.

You should spend about 55 minutes on this task.

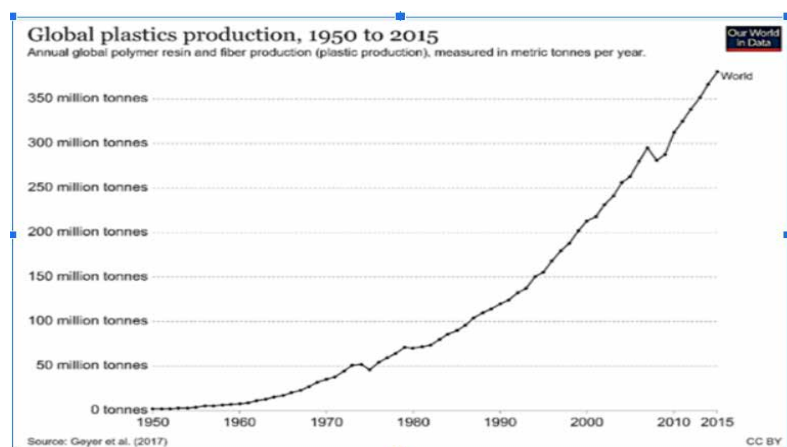
Write between 250–300 words.

Do not forget to use inverted commas if you decide to quote from the input text.

Source 1

Millions of animals are killed by plastics every year, from birds to fish to other marine organisms. On the other hand, plastic products that encounter food are recyclable, but paper products, which absorb food and waste, are not. Once tainted with food or drink, a paper product must be routed to landfill. For example, paper straws are not actually biodegradable and use significantly more energy to produce than plastic straws. Furthermore, paper straws do not degrade all that much faster than their plastic counterparts. So before you congratulate yourself for unwrapping a delightful paper straw at your favourite coffee house, consider the actual environmental effects.

Source 2



Assessment Criteria

	Content and task achievement	Organisation and structure	Range (vocabulary and grammatical structures)	Accuracy (vocabulary, grammar and spelling)
5	The content of the text fully corresponds to the task requirements, combining the most important information from the input, formulating the issue, developing and convincingly supporting one's own opinion with arguments and examples.	Clear, logically structured text; linking words and paragraphs fully comply with the text organization and layout conventions.	Wide range of vocabulary and complex grammatical structures used appropriately to the context.	The precision and accuracy of language use is generally high.
4	The content of the text corresponds to the task requirements, combining information from the input, formulating the issue, developing and supporting one's own opinion with arguments and examples.	The text is logically structured; linking words and paragraphs mostly comply with the text organization and layout conventions.	Sufficiently wide vocabulary range and complex grammatical structures used mostly according to the contextual needs.	The use of language is mostly accurate, a few non-systematic errors do not impede the comprehension of the written text.
3	The content of the text mostly corresponds to the task requirements, combining information from the input, supporting one's own opinion with some examples.	The text is mostly logically structured; linking words and paragraphs partly comply with the text organization and layout conventions.	Sufficient vocabulary range to express oneself in a simple manner using basic grammatical structures.	The use of language is mostly comprehensible despite some incorrect sentences or words.
2	The content of the text partly corresponds to the task requirements, retelling information from the input and one's own experience.	Linking words and paragraphs partly comply with the text organization conventions and layout conventions.	Limited vocabulary range and basic grammatical structures are often repeated.	The use of language is often incorrect but comprehensible.
1	An attempt to write about the topic.	The text is partly connected, the message is discernible in some parts of the text.	Very limited range of language	The use of language is mostly incorrect and partly comprehensible.
0	The text does not meet the requirements of the task. / The length of the text is less than 100 words.			

Script 5 (285 words)

Pollution has become an issue all over the world. One of the most widely discussed problems is single-use plastic and its rise in production and contribution to pollution. People have become more aware and are trying to find single-use alternatives to plastic, however, these alternatives are not necessarily better for the environment. In my opinion, the best way of solving this issue is by using reusable plastic alternatives and promoting recycling programmes.

One way of solving the issue of plastic pollution is to use reusable items. As it is stated in Source 1, not only plastic products are bad for the environment but also paper alternatives, like, paper straws that "are not actually biodegradable and use significantly more energy to produce than plastic straws". Instead of using them, reusable metal or bamboo straws could be an option, or not using a straw at all, as it is not that necessary. Additionally, there are zero-waste stores that offer the possibility to use containers that people already own instead of buying products in new packaging every time.

Another solution would be for governments to invest in creating plastic recycling programmes that would help reuse the already enormous amount of produced plastic. These programmes should fund efforts of collecting plastic that is polluting oceans and lands as well as recycling it. For instance, plastic bottle depositories, which would encourage people to recycle rather than throw away these bottles.

To sum up, plastic production and pollution have become a global issue with some alternative solutions not being as environmentally friendly as expected. That is why other actions should be taken, such as, using as little plastic as possible and replacing it with reusable items, and investing in recycling programmes.

Criterion	Comments	Points
Content and task achievement	The content of the text fully corresponds to the task requirements, combining the most important information from the input. The issue is clearly formulated, two solutions are proposed and convincingly developed.	5
Organisation and structure	Clear, logically structured text. The text is coherent and author has used various linking words. Paragraphs fully comply with the essay writing conventions.	5
Range (vocabulary and grammatical structures)	Wide range of vocabulary (e.g. <i>contribution to pollution / promoting recycling programmes / reuse the already enormous amount of produced plastic / should fund efforts</i>) and complex grammatical structures (e.g. <i>passive voice, participle clauses, modal verbs</i>) used appropriately to the context.	5
Accuracy (vocabulary, grammar and spelling)	The precision and accuracy of language use is generally high despite some minor inaccuracies (e.g. <i>environmentaly (spelling)</i>).	5
Total		20

Script 6 (260 words)

The main issue from the sources is that there is too much plastic in the world and a good alternative has not yet been found. I think, it is important to decrease the production of plastic but at the same time it should be less harmful to nature.

One of the solutions to the huge problem of plastic and paper straws could be the usage of metal straws. A metal straw would be more beneficial for nature because metal is a material that is stronger than paper, therefore these straws could be used for years. This would decrease the pollution and, at the same time, people would spend less money. If people would not buy plastic or paper straws, companies would not make them and it would solve this problem.

The second and much more better option would be to invest more in recycling plastic. The cutlery and other things that are made of plastic can be and should be recycled to use the same plastic for as long as it is possible. But many people are not keen on sorting their rubbish and give their plastic a second life. I think everyone should recycle since this is the only option how to save the planet.

In conclusion, plastic is responsible for a huge amount of pollution especially in oceans, but trying to replace it just to replace it is not the best option. People should think more about how to utilize things that have already been made rather than making more things as paper straws that harm the environment.

Criterion	Comments	Points
Content and task achievement	The content of the text corresponds to the task requirements, combining information from the input, formulating the issue, developing and justifying solutions. Sometimes the author lacks focus.	4
Organisation and structure	The text is logically structured and paragraphs comply with the essay writing conventions. However, the author could have linked the text more successfully (e.g. not starting the sentence with 'But').	4
Range (vocabulary and grammatical structures)	Sufficiently wide vocabulary range (e.g. decrease the pollution / less harmful to nature / invest more in recycling / how to utilize things) with some repetition (e.g. metal straws. A metal straw / to replace it just to replace it / huge) and complex grammatical structures (e.g. passive voice, conditionals, modal verbs) used mostly according to the contextual needs.	4
Accuracy (vocabulary, grammar and spelling)	The use of language is mostly accurate, the few non-systematic errors do not impede the comprehension of the written text (e.g. much more better / keen on sorting their rubbish and give their plastic a second life / If people would not buy plastic (grammar) / Unfortunately / responsible (spelling)).	4
Total		16

Script 7 (314 words)

The pollution made by plastic products has taken an enormous toll on all types of animal and fish species. The first thing that people think of to solve this issue would be to use paper products instead but is that really such a good solution?

Firstly, plastic products have caused a lot of damage to the planet no doubt. For example, the excessive production of plastic products, such as plastic bags, plates, cups, and straws, has impacted the environment by causing harm and, in a lot of cases, death to multiple land and sea creatures. As a result, these facts often lead people away from plastic products and they should not be used.

Secondly, paper products may not be as harmless as they might seem in the beginning. For instance, if the paper cutlery you use actually comes in contact with food or drinks, these products can not be recycled, but they have to be sent to landfills. Therefore, more trees have to be cut down to create these paper products that can only be used once and then are sent to landfills to continue creating unnecessary piles of garbage. Consequently, it is not a good solution.

On the other hand, if we use plastic products as they were first intended, we might save the planet. In particular, plastic bags are made to be used more than once, and if it breaks, you can recycle it, so that another plastic bag could be created from this material. Consequently, no extra material has to be created for these plastic bags, because all the necessary material comes from used bags.

In conclusion, if we use the limited material that we have responsibly, reuse all of our reusable products and try and be aware of what products to use best for certain things, we might be looking at a greener planet with fewer species that are endangered.

Criterion	Comments	Points
Content and task achievement	The content of the text mostly corresponds to the task requirements, combining information from the input, discussing different solutions. However, the solutions and their justification lack focus and the first two main body paragraphs tend to summarize or retell the information from the input.	3
Organisation and structure	Clear, logically structured text; linking words and paragraphs fully comply with the essay writing conventions.	5
Range (vocabulary and grammatical structures)	Sufficiently wide vocabulary range, sometimes repetitive (e.g. <i>plastic bags are made to be used more than once, and if it breaks, you can recycle it, so that another plastic bag could be created from this material. Consequently, no extra material has to be created for these plastic bags, because all the necessary material comes from used bags</i>) and some complex grammatical structures (e.g. <i>passive voice, conditionals, modal verbs</i>) used mostly according to the contextual needs. Although the author has rather rich vocabulary range, there is some repetition present and some words are lifted from the input.	4
Accuracy (vocabulary, grammar and spelling)	The precision and accuracy of language use is generally high. Mistakes are difficult to spot (e.g. <i>can not</i>).	5
Total		17

Script 8 (300 words)

Millions of animals are killed because of the amount of plastic that we use and throw away. The environment has made a solution for this. We are starting to use paper products instead of plastic, for example now almost at every coffee shop they give drinks with paper straws instead of plastic straws. But do people actually know anything about this issue and are those paper products a solution in this situation?

In past few years I have heard a lot about this issue that was raised in the source. "Millions of animals have been killed by plastics every year, from birds to fish to other marine organisms". We use plastic every day and we don't even notice what happens when we throw it away. We don't usually think about the animals, we just think about our own species, in other words about people. We need to think what we are actually doing.

We can start new kind of trend in social media as before. I remember that at some point I even thought to myself that all those paper straws and other paper product facilities just used this situation as a marketing. Because I just was not aware of the situation. With that being said I think it should be talked more, because there are still people who have no clue about this problem and they still keep hurting animals even when they don't mean it.

In conclusion I personally think that it needs to be talked more about this issue, because there still are people who are clueless about it. And as for all the paper products that are replacing plastic, we need to think is it really true that they are much better for environment and go through all the good bad facts before we start using them.

Criterion	Comments	Points
Content and task achievement	The content of the text mostly corresponds to the task requirements, combining information from the given materials, introducing two solutions and trying to justify them with separate examples. However, the solutions and their justification lack focus.	3
Organisation and structure	Although the text mainly complies with essay writing conventions and has a rather logical core structure, the ideas are hardly organized and linked in the paragraphs; almost no linking words or linking devices used.	3
Range (vocabulary and grammatical structures)	Sufficient, sometimes repetitive vocabulary range to express oneself in a simple manner (ideas can be followed) using mainly basic grammatical structures; some examples of passive voice are lifted from the input text or task description (e.g. <i>Millions of animals are killed / this issue that was raised in the source</i>).	3
Accuracy (vocabulary, grammar and spelling)	The use of language is mostly comprehensible despite incorrect sentences or words, which are felt throughout the essay. The text has systematic spelling mistakes, some incorrect word choice or sentence patterns (e.g. <i>I even thought to myself that all those paper straws and other paper product facilities just used this situation as a marketing / it should be talked more</i>), missing/extra articles (e.g. <i>a marketing</i>) and the sentence from the input text has been rewritten incorrectly with a self-made grammar mistake.	3
Total		12

Lai pārliecinātos, kā skolēni izpilda uzdevumus ar atšķirīgiem iedevuma variantiem, aprobācijas gaitā tika izmēģinātas vairākas eseju versijas, kā iedevumu izmantojot dažādus tekstu veidus. Salīdzinājumam piedāvājam izvērtētas skolēnu esejas, kur iedevumā izmantots nevis vizuāls teksts (grafiks), bet divi lineāri teksti.

Task 2 (20 points)

Essay (version 2)

You are participating in an essay competition. Study these two petitions on dustbins in national parks. Write an essay:

- describe the issue raised in both petitions;
- express your opinion giving at least 2 reasons;
- suggest the best solution(s) to the problem;
- come to a conclusion.

You should spend about 55 minutes on this task.

Write between 250–300 words.

Do not forget to use inverted commas if you decide to quote from the input text.

Petition 1

All of us want a clean forest, beach or meadow, but where to throw the garbage on the move? We need more of garbage bins because even if we want to keep our national parks clean, we cannot help but throw the waste materials on the ground because we lack enough dustbins.

Petition 2

There are around 400 tons of solid waste that visitors or national parks generate each year. The trash-free program is based on the “carry in, carry out” motto, meaning that anything visitors bring in to the park has to leave with them. It would be a way to keep thousands of pounds of garbage out of the waste stream and have better visitor experiences.

(Based on: *Fewer Trash Cans, Less Trash?* [online]. 2015, November 11. Available: <https://www.bloomberg.com/news/articles/2015-11-10/the-national-park-service-explores-whether-removing-trash-cans-decreases-waste-that-visitors-leave-behind>, *Install more dustbins in our city* [online]. Available: <https://www.change.org/p/shri-narendra-modi-install-more-dustbins-in-our-city>)

Script 9 (311 words)

Waste has always been a major issue for keeping the earth safe and clean. Recently there have been more and more conversations about what humans should do to reduce the amount of waste that comes in contact with nature. In my opinion, putting up more garbage bins at national parks should be made a mandatory responsibility.

Firstly, it is common for humans to be lazy and choose to disobey the rules against littering, because they find it difficult to carry the garbage with them. Therefore, rather than searching for the nearest garbage bin, used plastic wrappers, cans, bottles are thrown away on the move. Unless there is someone who cleans up all the garbage, it can come in contact with animals making it harmful and dangerous. For example, very rarely there are dustbins at the beach and when there is nowhere to throw the used packages out, they are left at the beach, putting marine life in danger.

Secondly, the lack of garbage bins causes container overload. When there are no public dustbins or existing ones are poorly managed, it leads to waste spreading all over the nature, which is causing air and water pollution, hence, being a danger to not only animals that come in contact with toxic substances, but also humans, because we breathe in the polluted air. For instance, sea animals are in danger because plastic that humans throw out after use is harmful to sea creatures.

To sum up, there are different opinions on what solution would reduce pollution in national parks. In my view, the easiest and cheapest way would be many more garbage bins on beaches, forests and national parks where it is easier for people to litter rather than carry out the waste. Garbage is easily collected if it is put in a certain place and not scattered around a large territory, endangering wildlife.

Criterion	Comments	Points
Content and task achievement	The content of the text fully corresponds to the task requirements. Even if the author tends to repeat the justification in the main body paragraphs (garbage affects animals), the issue is formulated, the opinion is developed and convincingly justified with arguments and examples. The most important information is combined from the input.	5
Organisation and structure	Clear, logically structured text. The text is coherent and author has used various linking words. Paragraphs fully comply with the essay writing conventions despite that the author has joined the conclusion with a solution.	5
Range (vocabulary and grammatical structures)	Although some minor repetition occurs (e.g. <i>come in contact with</i>), the author has tried to provide synonyms in other situations (e.g. <i>sea animals / sea creatures / marine life</i>). Overall, the text contains wide range of vocabulary for level B2 (e.g. <i>a major issue / a mandatory responsibility / to disobey the rules against littering / poorly managed / scattered around a large territory, endangering wildlife</i>) and complex grammatical structures (e.g. <i>passive voice, various clauses (relative, participle), conditionals, modal verbs</i>) used appropriately to the context.	5
Accuracy (vocabulary, grammar and spelling)	The precision and accuracy of language use is generally high despite some minor inaccuracies (e.g. <i>the amount of waste that comes in contact with nature</i> (vocabulary) / <i>wrappers, breath</i> (spelling) / <i>very rarely there are dustbins at the beach</i> (grammar)).	5
Total		20

Script 10 (293 words)

These days seeing dustbins in public has become a typical part of everyday life. The need for them has become very apparant with more and more foods being wrapped and sold in plastic but is having bins so available encouraging people to bring goods into national parks? In my opinion, dustbins are not necessary and only encourage harmful, wasteful habits.

To start with, dustbins in a nature setting can be an eye sore because they are difficult to conceal. What is more, bins obviously being filled with waste often cause foul smell of rotting food. Though this smell may attract wildlife and potentially harm it if an animal ingests something toxic.

Furthermore, the easy access to waste disposals may actually be encouraging people to eat and produce litter. Moreover, national preserves should not be making it so easy for people to eat and drink beverages while outside as this is not the intent of the parks existance. National parks are meant for hiking and appreciating nature, not having a meal under clear skies.

Finally, I suggest that national park employees check visitors bags at the enterance and charge a fee for packaged items. These items do not include reusable water bottles or loose foods in tupperware. If completely necessary, employees may offer paper bags which must be filled with waste and returned to the park enterance when visitors decide to leave.

In conclusion, although waste disposal points are necessary in most public places, parks, especially wildlife national parks should not be a place for them. Not only do bins ruin the natural scenery, they may cause harm for any animal that chooses to dig through them. Therefore, in my view, the saying "carry in, carry out" should be applied to dustbins in parks.

Criterion	Comments	Points
Content and task achievement	The content of the text corresponds to the task requirements, combining information from the input, formulating the issue, developing and justifying one's own opinion with arguments and some examples (which are mostly not present). The provided solution is very creative though.	4
Organisation and structure	Clear, logically structured text. The text is coherent and author has used various linking words. Paragraphs fully comply with the essay writing conventions.	5
Range (vocabulary and grammatical structures)	Wide range of vocabulary (e.g. <i>attract wildlife and potentially harm it / waste disposal points / packaged items / ruin the natural scenery</i>) and complex grammatical structures (e.g. <i>passive voice, participle clauses, conditionals, modal verbs, subjunctive</i>) used according to the context.	5
Accuracy (vocabulary, grammar and spelling)	The use of language is mostly accurate, the few non-systematic errors do not impede/interfere with the comprehension of the written text (<i>Though this smell may attract wildlife and potentially harm it if an animal ingests something toxic</i> (vocabulary) / <i>check visitors bags</i> (grammar and spelling) / <i>apparant, existence, enterance, tupperware</i> (spelling)).	4
Total		18

Script 11 (227 words)

Petition 1 says that there isn't enough garbage bins in nation parks to keep them cleaner from trash.

Petition 2 says that nation parks should enforce a "carry in, carry out" motto to better visitor experiences.

In my view, Petition 1 has the better idea, because people don't care if they have to carry their own trash out they just throw it away where ever they see suit, or in a garbage bin next to a bench it seems better in my opinion than Petition 2 idea of a "carry in, carry out" motto, because a lot of people don't care about the motto they see a moment to throw away their trash they will take it without a second thought the reason behind this is, because people are lazy they won't think about the consequences behind their actions, because it's easier to throw your trash away than carrying it to outside the park.

The best solution to me, is to install more garbage bins, because it's a lot less work for workers to pick up some trash in some parts than the entire park, because more likely people will throw their trash in garbage bins than leaving it somewhere where it can ruin the local ecosystem.

In conclusion people will litter less if there is somewhere to throw away their litter is what I believe.

Criterion	Comments	Points
Content and task achievement	The text combines information from the input. The content of the text mostly corresponds to the task requirements (the common issue is not formulated, but both petitions are shortened and given in the essay; the opinion is partly justified; a solution is given and justified; the conclusion is very general).	3
Organisation and structure	The text appears to be mostly logically structured (one idea per paragraph) and almost complies with the essay writing conventions (lacks a proper introduction). However, the author has difficulty separating ideas and finding appropriate linking words, writing each paragraph as a single sentence, thus making it difficult to follow (especially paragraph 3).	3
Range (vocabulary and grammatical structures)	Sufficient vocabulary range to express oneself in a simple manner, predominantly using basic grammatical structures (with an exception of Conditional 1 sentences).	3
Accuracy (vocabulary, grammar and spelling)	The use of language is mostly comprehensible despite some incorrect sentences or words. The author has a sufficient control over the lexical repertoire, mistakes are not dominant. Several mistakes seem to be the result of inattention when typing (e.g. <i>dont / cary / i</i>) or the lack of separate sentences inside paragraphs.	3
Total		12

Script 12 (206 words)

Petition 1.

About solid waste, that's terrible. Hundreds of people can't even put empty bag in pocket, but they can throw that down. That's not good, especially for nature. We have such a much problems with nature, but about waste, people can't do elementary things, and that's sad. In one minute, there is so many things, bad things, that was made in our planet, but people doesn't even care. If we start from beginning, we can reach high's.

But problem is, about forest waste, that's, in my personal experience, when i went to forest, to look up on beautiful nature, maybe catch moment to see some animals, watch for beautiful trees and flowers, which was growing there. And when i eated my chocholate fully, and wanted to throw this empty bag in garbage, i can't find any in radius of 5 km. And in radius beside forest. I went out from there, and there was nothing about garbage, and that's sad.

Put some garbage containers to all forests, and wait, until people starting to think about future, nature, and next generation.

In conclusion, of course, garbage is much a problem, that need to be solved, but if we want to fix something, we need an instruments.

Criterion	Comments	Points
Content and task achievement	The content of the text partly corresponds to the task requirements. The text is mostly a combination of the retold information just from one petition and the author's personal experience. The issue is not clearly formulated. A suggestion how to solve the issue and the conclusion are very general.	2
Organisation and structure	The text partly corresponds to the essay layout, also having two paragraphs with just one sentence. The ideas are partly organized and linked. Appropriate linking words / lexical devices are very rare and evident overuse of conjunctions (<i>and / but</i>) is present.	2
Range (vocabulary and grammatical structures)	The text closely resembles a spoken monologue. Limited, repetitive, rather informal vocabulary range (e.g. <i>things / problems / that's sad / that's terrible / that's not good / And when i eated my chocholate</i>) and basic grammatical structures hinder effective communication of ideas. Although the author has made a few attempts to use more complex structures, the use of them seems to be random and not always justified (e.g. <i>there is soo many things, bad things, that was made in our planet</i>).	2
Accuracy (vocabulary, grammar and spelling)	The text has frequent grammar, vocabulary and spelling errors and mistakes (also in simple structures), but the use of language is mostly comprehensible.	2
Total		8

4. pielikums

Runāšanas uzdevumu vērtēšanas piemēri

Speaking

Assessment Criteria

	Task achievement (10 p.)		Vocabulary, grammar, language fluency and pronunciation (15 p.)		
	The presentation (organization, argumentation and the use of the input).	Interaction in information transfer (comprehension of the questions and answers to the questions).	Range of the language (language volume, range).	Accuracy of of the language (grammatically correct and lexically accurate use of language).	Fluency of the language (pronunciation, emphasis, rhythm and intonation).
5	Completely fulfils all of the task's requirements. The expressed opinion is clearly structured, based on arguments and examples from other subjects, includes analyses of the input material.	Convincingly answers all the questions, providing precise, detailed, well-argued answers and emphasizes links with what was previously mentioned.	Uses a wide range of language appropriately for the proposed communicative situation. Has rich vocabulary to make a clear comparison, express a reasoned opinion without obvious looking for words.	Mostly speaks grammatically correctly and lexically accurately without causing any misunderstandings.	Speaks fluently. Pauses are appropriate. Pronunciation and intonation are mostly appropriate for the target language.
4	Fulfils all of the task's requirements. The expressed opinion is structured, based on arguments and examples from one's personal experience, compares the information offered in the task and the input documents.	Confidently answers all of the questions, providing appropriate detailed and well-argued answers, and refers to what was previously mentioned.	Uses language means appropriate for the communicative situation Has sufficient vocabulary to express oneself freely on various topics, rarely searching for words or circumlocution.	Generally, the various language means are used correctly, and the few mistakes and language slips do not interfere with the communication process.	Speaks quite fluently. Choosing the right phrases, may have some inappropriate pauses. There may be minor pronunciation mistakes.
3	Partially fulfils the requirements of the task. The opinion expressed is comprehensible and partially structured, based on arguments or examples, conveys the information offered in the task and the input documents.	Answers all of the questions by giving short concrete answers, sometimes based on examples or arguments.	Uses sufficient vocabulary and grammatical structures to be able to express generally and descriptively and / or excessively uses the vocabulary from the input.	Uses simple language quite correctly mistakes do not hinder the communication.	Speaks with hesitation in search of words. Pronunciation mistakes do not hinder the comprehension.
2	Partially fulfils the requirements of the task. The opinion expressed is understandable and related to the information offered in the task and the provided documents.	Answers the questions with the help of the interviewer. Provides short and simple answers using memorized phrases.	Uses a limited vocabulary and simple and uniform structures to express themselves about the given context.	Uses the most common language means with errors that sometimes interfere with the understanding.	Speaks with frequent pauses, using individual expressions. Pronunciation errors can hinder the comprehension.
1	Includes some requirements of the task. Mainly provides individual, unrelated statements.	Answers a few questions using individual words and simple phrases.	The use of the same phrases to try to formulate an idea.	The use of the language tools is partly understandable.	Uses very short, isolated statements.
0	Reads out the original text or their notes.	Does not answer the questions.	The use of language is insufficient to assess.		

Paper 1

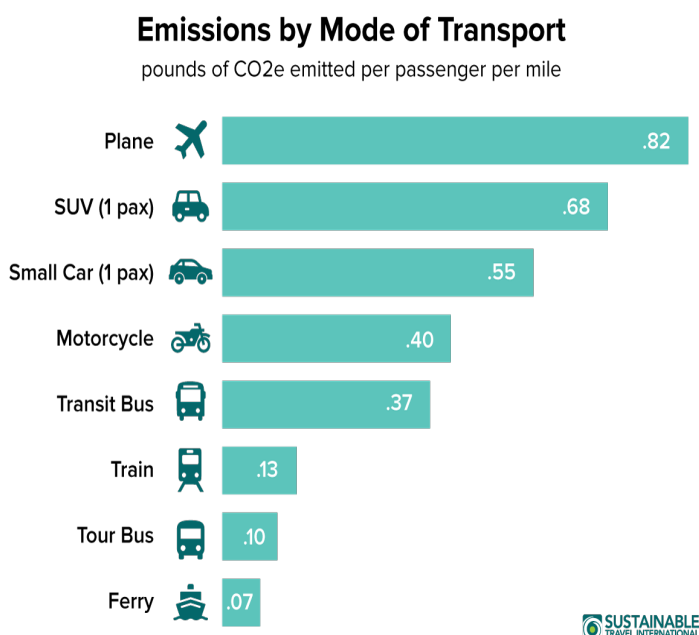
Teacher's material

You are taking part in an English debate club discussion on the best ways of traveling. You should give a talk in which you present your opinion on the issue. Study the provided materials (their format, content, arguments) in order to plan your talk.

- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3–5 minutes.

Where should we travel next is one of the most frequent questions. It is simply not possible to go everywhere. Closing our eyes and putting a finger on a map is just not the right way how to figure out where to travel. Instead, we must find a destination that fits our interests, where we can do our favorite activities, and where we can learn something new.



Ask 3 (three) questions to the student after the talk.

1. Are there more pressing environmental issues than the ones mentioned in the documents above? Which ones? Why?
2. What would happen to the global society if travelling by plane was banned?
3. Which should be more important, individual happiness or global happiness? Why?



Student 1 (https://embed.cloudycdn.services/izm/media/uiv_Student_1/?player=regular&protocol=hls)

Transcript

Student: The issue raised in the materials is about different travelling choices and their impact on the environment. Having read the materials, I can conclude that the text highlights the importance of making the right decision when it comes to one's needs and desires as well as the significance of all possible pollution while travelling. Then there is a chart which actually shows the impact these travelling choices can have on the environment, depending on the mode of transport, clearly indicating that flying by plane, which is a very common way of getting somewhere, is the most pollutant way of transport. I would also like to give reasons as to when people should think more about the environment along with when their own interests should come first and, in addition, give suggestions how to choose the desired travel destination and lessen the impact of pollution at the same time.

When should people think about their own interests while travelling? The answer is simple – when the destination is very important, for example, due to a job, studies, family emergencies, politics, personal safety, and so on. If a person has to leave the country because of a war, their first thought wouldn't be "how to decrease my carbon footprint". Of course, in this case, people don't actually travel for the sake of travelling but rather for their own safety. And that's the difference between travelling for pleasure and for a real necessity. As I see it, if people travel because they absolutely need it, the environment should come second. However, if someone plans to just take a vacation, I think the environment should be taken into account. For example, if a person wishes to enjoy a trip, it would be much more reasonable to plan out a longer trip with a whole bunch of action instead of taking a few, minor, much shorter ones with far less things to see. Some people even make ridiculously short trips to the same place several times.

This leads to my next argument – how to choose the desired travel destination and lessen the impact on the environment? As I said before, one way could be making the most out of one trip – how long will I stay there, what will I do, is it possible to visit other places on the way to or back? Again, for example, instead of visiting London every year to see something new, I can go to London for two weeks, see everything I want and choose a different country next year. [maybe I] Maybe I can go as far as to even take a tour bus home and see other countries along the way. The other way could be reconsidering the destination – do I really want to go there, or can I do similar things somewhere else? For example, if I want to go on a boat trip along the river, why should I go far away to France or Spain?

And lastly, some people are so obsessed with other countries that they have forgotten their own. I believe that [unintelligible] travellers should first explore their own country and only then others. Except, if people choose a larger car such as an SUV, then it almost doesn't matter if they go by plane or by car. Therefore, people should take into account the impact their chosen mode of transport will have on the environment also in short trips.

All in all, I would like to say that the text raised a very important question, and all people must see the chart to understand the bigger picture. We live in a time when we cannot be selfish anymore and we should lessen our carbon footprint not only when travelling but also on a daily basis.

Interviewer: Now, I'll ask you three questions. Are there more pressing environmental issues than the ones mentioned in the documents above? Which ones and why?

Student: Of course, there are. In my personal opinion, global warming is the most important environmental issue by far. It is the main cause for droughts, water shortages, and increased fire threats.

Interviewer: Thank you! And the second question – what would happen to the global society if travelling by plane was banned?

Student: I believe that if travelling by planes were to be banned... Well... First of all, people would be outraged, but more importantly, crossing oceans within hours would be impossible. No more fast travelling for businessmen... But on the bright side, travelling by ships would become more popular.

Interviewer: And now the last question. Which should be more important – individual happiness or global happiness? And why?

Student: Of course, everyone craves individual happiness, but in the long term, global happiness is just much more important. Mostly because if everyone is happy then they've long cheer you up... when you're not.

Criterion	Comments	Points
The presentation (organization, argumentation and the use of the input)	The student completely fulfils all of the task's requirements. The issue is clearly formulated; the expressed opinion is clearly structured (even provides a plan of his speech), based on arguments and examples from other subjects (refers to global issues), analyses the information offered in the input material.	5
Interaction in information transfer (comprehension of the questions and answers to the questions)	The student answers to all of the questions by giving mostly short concrete answers, largely basing them on examples or arguments.	3
Range of the language (Language's volume, range)	The student uses a wide range of language appropriately for the proposed communicative situation (different sentence structures – e.g. participle and relative clauses, modal verbs, conditionals, passive voice). Has rich vocabulary (e.g. <i>decrease my carbon footprint / traveling for pleasure and for a real necessity / lessen the impact on the environment / The other way could be reconsidering the destination / everyone craves individual happiness</i>) to be able to make a clear comparison, express a reasoned opinion without obvious looking for words.	5
Accuracy of the language (Grammatically correct and lexically accurate use of language)	The student speaks grammatically correctly and lexically accurately without causing any misunderstandings.	5
Fluency of the language (pronunciation, emphasis, rhythm and intonation)	The student speaks fluently. Pauses are appropriate. Pronunciation and intonation are mostly appropriate.	5
Total		23



Student 2 (https://embed.cloudycdn.services/izm/media/9oc_Student_2/?player=regular&protocol=hls)

Transcript

Student: Okay, first of all, to formulate the issue [...] that [unintelligible] the text talks about the travel, travel... The text is about travelling and [the...but] the biggest question that [proposed] we give ourselves and ask ourselves is – where to travel next? So, [...] the text mostly speaks about the... impact that travelling and the way the mode of travelling leaves on the environment and it mostly speak about [the, the] the carbon dioxide that [unintelligible] our environment and list that if the text says that the plane leaves the biggest impact, and the ferry leaves the smallest. And... If I speak about myself, for me, it's kind of important, our environment, I try to save it as much as possible. That's why, for me, also it's very important which mode of transport I choose. If it's bad for the environment or if it's not. So, but, when I travel, I really use a lot of car [a lot of car, in] for my travelling. I used the small cars mostly for travelling. I like to travel with tents, so to stay with a tent, so that's why I use the small car. And I'm not really a fan of plane travelling because I am a little bit afraid of the radiation that it leaves. So, I don't really like much using the plane. I think the most ecological way is to use ferry or a train. But I would prefer ferry with train because I think it's more comfortable because you may [can] lay down, and relax, and sleep [normal] comfortably within train. I don't think that this sound might disturb. So, my conclusion would be that for people it would be very good if we could travel by ferry but mostly people in our world [if] prefer the plane. [that's why]...And [and] also it leaves [the worst] the biggest mark. So, it's sad but still it's the truth. So, the conclusion for me is that [I] I need to start using train more often because [I'm] I'm not the person who uses trains but [I] I think it would be better for the environment if I would use train, but I still am the car person. That is it.

Interviewer: Okay. Thank you! And now I will ask those questions. And the first one is - are there more pressing environmental issues than the ones mentioned in the documents above? Which ones and why?

Student: For example, with the... all this vegan and vegetarian movements that we have now, that the animals also produce a lot of waste and a lot of carbon dioxide, and that is one [one] thing [that is... that, that, that] that people have impression on. And another one is with the ways that we're producing, like, human beings and the zero waste movements also has a pressure on people. So, that they're bad, they do a lot of waste. So, that's it. So, these two are the most, I think, that I meet in my life.

Interviewer: Thank you! And the second question - what would happen to the global society if travelling by plane was banned?

Student: [I think, I think] I think that... today using a plane is the most comfortable way to [to, to, to] travel. But, I think that people, if there won't be able to use the planes to go to some business meetings and to communicate with each other, they might use Zoom, as we are using now, and, I think, it would be the same way comfortable as they're speaking in real life. But for the environment, for our planet it would be much, much better. So, I think, maybe one of the options that can be accepted to banned the planes.

Interviewer: Okay. And now, the last question. Which should be more important - individual happiness or global happiness? And why?

Student: Individual happiness is good, but the global happiness is what we leave after ourselves. So, global happiness is what will be left for our children and grandchildren. So, I think, it's good that we're all thinking about ourselves, that's a typical thing for people to do, but [it's also] it's also important for us to think about the lives that we will leave after ourselves and the planet that will leave. So, I think, that what is more important that is a philosophical question but for everybody it will still be more important their [their] happiness like because we're humans, but to think about global happiness is also a good thing to do.

Criterion	Comments	Points
The presentation (organization, argumentation and the use of the input)	Fulfils all of the task's requirements. Although the issue could be formulated more successfully, the expressed opinion is structured, based on arguments and examples from her <u>personal experience</u> ; the information offered in the task and the input documents is compared.	4
Interaction in information transfer (comprehension of the questions and answers to the questions)	The student convincingly answers all the questions, providing precise, detailed, well-argued answers and emphasizes links with what was previously mentioned (the answers to questions 2 and 3 include a reference to environmental issues mentioned in the input material).	5
Range of the language (Language's volume, range)	The student uses language means appropriate for the communicative situation (some examples of complex structures are also present, e.g., <i>conditionals, modal verbs, passive voice</i>). The student mostly has sufficient vocabulary to be able to express oneself freely on various topics (e.g., <i>environment, traveling</i>), rarely searching for words.	4
Accuracy of the language (Grammatically correct and lexically accurate use of language)	The student uses rather simple language quite correctly, sometimes making a few mistakes both in more simple and complex structures (e.g., <i>movements has a pressure on people / if I would use / for everybody it will still be more important their happiness / I stay with tent</i>), but the mistakes do not hinder the communication.	3
Fluency of the language (pronunciation, emphasis, rhythm and intonation)	The student speaks quite fluently but pauses for lexical retrieval. Some minor pronunciation mistakes are present.	4
Total		20



Student 3 (https://embed.cloudycdn.services/izm/media/wmp_Student_3/?player=regular&protocol=hls)

Transcript

Student: There are many different ways of getting to your travel destination. But, in fact, there are so many that it sometimes becomes hard to choose which ones to use. If you can't really choose with *[unintelligible]* then you should look not only at the speed at which it will get you to your travel destination but also at what the preferred way of travelling will do to the environment. According to the presented materials, one of the most impactful ways of travelling is using the plane because it has the highest CO₂ emissions per passenger per month. This is not the only way of harming the environment. Others are also present such as when you are travelling by car, some other different gases, that are called greenhouse effects causing gases, they are also emitted. But it's not included here which I find strange. From my point of view, one of the best ways of travelling is using a train. It is... It doesn't harm the environment in any way besides emitting some small quantities of CO₂. It also *[consumes]* consumes only electricity and doesn't require any additional form of fuel. Not only that, but *[it's also has]* it is also a great way of meeting new people as you travel. But there is one small problem though – *[not so; you can]* you can't go anywhere by the train because you can't cross the oceans by [...] by the train. That could be a problem but not a huge one *because you can still cross entire continents by just taking a seat and enjoying the view.*

Interviewer: Thank you! And now the questions. Are there more pressing environmental issues than the ones mentioned in the documents above? Which ones and why?

Student: As I have already mentioned, greenhouse gases emission is also a huge problem nowadays because so many people use cars. That is probably the most prominent one because others are either not really present or don't harm the environment in such a bad way.

Interviewer: Okay. What would happen to the global society if travelling by plane was banned?

Student: That would cause a huge drop in rare items such as different spices from other continents or *[even]* maybe [...] crisis because how many different things are produced in countries that are on the other side of the ocean, for example, USA or Japan.

Interviewer: Which should be more important – individual happiness or global happiness? And why?

Student: Considering it's not really possible to mix these too, I'd say that global happiness is more important because we all live in the same situation and when just one person gets happier from travelling that means that others get harmed in some way.

Criterion	Comments	Points
The presentation (organization, argumentation and the use of the input)	The student partially fulfils the requirements of the task. Although he manages to raise the issue and the opinion is comprehensible, the comparison is missing (a description of the graph is used instead, with a misunderstanding about greenhouse gases) and the student tends to concentrate on the graph only in the opinion part (discussing only the advantages or disadvantages of traveling by plane, car and train). Finally, the student does not come to a conclusion.	3
Interaction in information transfer (comprehension of the questions and answers to the questions)	The student answers all of the questions by giving short concrete answers. Although the answers are logical and are mostly based on examples or arguments, they lack development.	3
Range of the language (Language's volume, range)	The student uses a wide range of language appropriately for the proposed communicative situation. Although he has not made a clear comparison, the student clearly is able to express a reasoned opinion without obvious looking for words.	5
Accuracy of the language (Grammatically correct and lexically accurate use of language)	Generally, the student uses various language means correctly, but has a few mistakes and language slips that do not interfere with the communication process (e.g., <i>besides / despite; missing / emitting; other / others</i>).	4
Fluency of the language (pronunciation, emphasis, rhythm and intonation)	The student speaks quite fluently but pauses mainly to search for ideas. Some minor pronunciation mistakes are present.	4
Total		19

Paper 2

Teacher's material

You are taking part in an English debate club discussion on making travelling plans. You should give a talk in which you present your opinion on the issue. Study the provided texts in order to plan your talk.

- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3–5 minutes.

Text A

A travel destination does not play as big of a role in how memorable or enjoyable a vacation is. To quote sociologist Charles Horton Cooley, "To get away from one's working environment is, in a sense, to get away from one's self; and this is often the chief advantage of travel and change."

Text B

Where should we travel next is one of the most frequent questions. It is simply not possible to go everywhere. Closing our eyes and putting a finger on a map is just not the right way how to figure out where to travel. Instead, we must find a destination that fits our interests, where we can do our favorite activities, and where we can learn something new.

Ask 3 (three) questions to the student after the talk.

1. Should other people's opinions matter? Why/why not?
2. What would happen if students had only 4 weeks long summer holiday?
3. Are changes always necessary or some things should be left as they are? Why/why not?



Student 4 (https://embed.cloudycdn.services/izm/media/9nx_Student_4/?player=regular&protocol=hls)

Transcript

Student: The issues or the issue raised in both materials would be – a final destination in traveling is it important or not. The first text says that the travel destination is not [...] the does not play the biggest role in traveling, but the second says that actually it is important where you go because the [the] final destination this point where you go should fit your interests, should fit your favourite activities and also there it's very important there to learn something new. My arguments, my statements would be that [it is really not the best] is really not the most important thing where to go but with whom you go because you can go to the best place, the best place on earth with the person that you don't like and the [the] vacation would be spoiled, but or you can go to, for example Lithuania with the people you love and [it might happen the best] it might be the best vacation in your life. But and also the second text is also saying the truth – that it's really important where to go, but I think that the text doesn't mention the [the] most important argument that is the price and the money because usually people would love to go to beautiful places, but they don't have enough money to go there, and I think that is the biggest problem. I think that the conclusion might be here that [you should for traveling] what is important for traveling

is that to travel with the people you like, travel with the people who you are interested in and then the place wouldn't be this important, and also try to earn more and save more money to go to the places with people you love of course that are inspiring, so it is.

Interviewer: Okay, thank you for the answer and now the questions. Okay, should other people's opinions matter? Why or why not?

Student: should or should not, I would say should not. It's more comfortable to live a life where the other's opinion do not disturb your path because you choose your goal and you go there and without any suggestions. It's more, it's more it's much much much easier to live a life without the if you're not considering the opinions of others as important. But should or should not, I would say should not, but usually for people they matter, that is that is the other question.

Interviewer: Mhm okay, thank you! And now the next one. Umm, what would happen if students had only four weeks long summer holiday?

Student: I would say students would argue because it's really not enough to relax your mind after a year of hard study. As a student I would say two to three months it's absolutely okay. It's [it's] really enough time, but for two to three months is enough and then you your brain [...] looks for information you need something to feed your mind, but for four weeks it wouldn't be enough because for working effectively you have to relax. That's why four weeks not the best [...] after four weeks I think people would not get the best result [as they could give] as they could obtain after two/three months. Study is the hardest thing to do so you have to relax more.

Teacher: Okay, and the last question. Are changes always necessary or some things should be left as they are? Why/why not?

Student: [...] Changes are good in a way that life does not get boring, but, for example, I think there should be something that left is left traditional. Can say what, maybe some marriage stuff because when you have family stuff because when you are having a family when you have people who you love, who loves you it's really easier to live the life [the hard] the hardest moments of life because they support you, but, of course, you can change whatever you want in your life, but I think that if family stays traditional, life would still be good because the family does not disturb much, [...] does not disturb much. That's it.

Criterion	Comments	Points
The presentation (organization, argumentation and the use of the input)	The student fulfils all of the task's requirements. The issue is raised, the expressed opinion is only partly structured, but based on arguments and examples, including one's personal experience. The student rather successfully compares the information offered in the task and the input documents.	4
Interaction in information transfer (comprehension of the questions and answers to the questions)	The student confidently answers all of the questions, providing appropriate, detailed and well-argued answers, but does not directly refer to what was previously mentioned. In the third question the student concentrates on the analysis of just one example.	4
Range of the language (Language's volume, range)	The student uses a wide range of language appropriately for the proposed communicative situation in level B2. The student is able to make a clear comparison, express a reasoned opinion without obvious looking for words, though sometimes paraphrases to find a better synonym.	4
Accuracy of the language (Grammatically correct and lexically accurate use of language)	The student uses various language means correctly, and the few mistakes and language slips (difficult to spot) do not interfere with the communication process.	4
Fluency of the language (pronunciation, emphasis, rhythm and intonation)	The student speaks quite fluently. Choosing the right phrases, may have some inappropriate pauses. There may be minor pronunciation mistakes.	4
Total		20

Paper 3

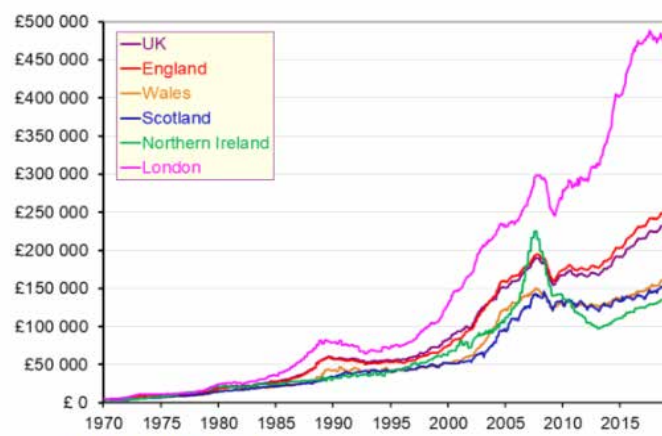
Teacher's material

Your youth coach – a person who helps young people develop life skills, has asked you to prepare a talk on the prospects of changing your living arrangements. You should give a talk in which you present your opinion on the issue. Study the provided materials (their format, content, arguments) in order to plan your talk.

- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3–5 minutes.

Whether young adults are beginning to feel stifled at home, or they are constantly fighting with their family, these are all clear signs that it is time to move out of the parents' house. However, buying a house can be challenging. After all, there are so many steps, tasks, and requirements, and even fear of making an expensive mistake. The first step is to determine what the long-term goals are and how home ownership fits in with those life goals and budget.



Source: [UK House Price Index: reports](#) (Office for National Statistics)

1. Average house price in London, the UK and nations

Ask 3 (three) questions to the student after the talk.

1. How can you relate this issue to the situation in Latvia?
2. Can money buy everything? Why/why not?
3. What can affect a person more – the place of living or people the person is living with? Why?



Student 5 (https://embed.cloudycdn.services/izm/media/p2o_Student_5/?player=regular&protocol=hls)

Transcript

Student: Both materials raise an issue of owning a property and the challenges people face when trying to do so. The text provides an opinion that young adults should consider living separately from their parents and buying their own house, the process of which, of course, provides some personal and financial challenges and the graph shows one of these difficulties – the actual house price in the UK that has risen dramatically since 1970s making them so expensive that it is almost impossible for young people to buy a house especially in London. As for me, I think that young people should be more independent and have their own house. First of all, if young adults live together with their parents, it means they are mostly treated like children because parents might still control them, and they don't have the same amount of responsibilities they would have if they lived alone. Consequently, it is more difficult to develop skills they need for independent life like cooking, cleaning, budgeting, and paying the bills. Secondly, forming relationships with boyfriends or girlfriends is also impacted, for example, young adults can't invite their partners into their home without being looked at or judged by the parents, siblings, or other family members. They also don't feel free when trying to decide their own agenda, it is more difficult to be spontaneous and make their own rules. The way of solving this issue would be to move out and start your own life. I think most people

like stability and would like to own a property. Unfortunately, as the graph showed for the majority of young adults it is not possible to buy one and this is really sad. Of course, they can take out loans or mortgage, but it also means they would be in debt until retirement and if they fail in life and lose their jobs, get sick or [or] they don't earn as much, the bank can take away their house. The best solution, to my mind, would be to live with parents or rent a flat during studies in the university, because students need to focus on studies, however after graduating the university and finding a job priority [priority] shift to shift from studies to life. What is more, after finding a significant other, young adults are not alone anymore. They have two salaries, and they can get a loan or mortgage to buy a property, even if it is risky, I think they should go for it. In conclusion, all people should try to become more independent and live according to the saying that "it is better to try and fail than not try at all" when it comes to buying a property or doing anything else in life.

Interviewer: How can you relate this issue to the situation in Latvia?

Student: I would say that it is much easier to move out in Latvia because there are many many places, well not necessarily houses but apartments, [that are] that have a very fair price for a student and it is very affordable, you just have to find, you just [you just] have to search for the best offer.

Interviewer: Okay, next question. Can money buy everything? Why/why not?

Student: Well, money can... Can definitely not buy everything, because there are, for example, if we're talking about houses in different countries there can be different rules of owning a house, for example, I know there are countries where you have to have a citizenship before you can actually buy a house. So, and that you cannot really get with [with] money. So [so] yeah, money can't buy everything.

Interviewer: And the last question. What can affect a person more – the place of living or people the person is living with and why?

Student: I think that it's definitely people, because if you are around happy people and, for example, you make plans that are like trips, for example, travelling a lot of the things that are fun to do together even if it's like something simple as [as] playing a board game then if you are having fun I personally don't care where it is as long as it's fun, so, I think that people definitely affect other people more.

Criterion	Comments	Points
The presentation (organization, argumentation and the use of the input)	The student completely fulfils all of the task's requirements. The issue is clearly formulated; the expressed opinion is clearly structured, based on arguments and examples from other subjects (refers to real-life situations), analyses the information offered in the input material; comes to a reasonable conclusion.	5
Interaction in information transfer (comprehension of the questions and answers to the questions)	Confidently answers all of the questions, providing appropriate detailed and well-argued answers, and refers to what was previously mentioned.	4
Range of the language (Language's volume, range)	The student uses a wide range of language appropriately for the proposed communicative situation in level B2 (e.g. <i>the actual house price in the UK that has risen dramatically since 1970s making them so expensive that... / young adults can't invite their partners into their home without being looked at or judged by the parents, siblings ... / when trying to decide their own agenda</i>). The student is able to make a clear comparison, express a reasoned opinion without obvious looking for words.	5
Accuracy of the language (Grammatically correct and lexically accurate use of language)	The student speaks grammatically correctly and lexically accurately without causing any misunderstandings.	5
Fluency of the language (pronunciation, emphasis, rhythm and intonation)	The student speaks fluently. Pauses are appropriate. Pronunciation and intonation are mostly appropriate.	5
Total		24

Paper 4

Teacher's material

You are taking part in a discussion with your natural science teacher on owning a car. You should give a talk in which you present your opinion on the issue. Study the provided texts in order to plan your talk.

- 1) Deliver the talk in which you:
 - formulate the issue raised in the materials;
 - compare the information provided in the materials;
 - state your opinion on the issue;
 - support your opinion by at least two arguments giving reasons and examples;
 - come to a conclusion.
- 2) Answer the teacher's (opponent's) questions and justify your answer.

You have up to 5 minutes to plan your talk. Speaking time: 3–5 minutes.

Text A

'Currently, the U.S. has the highest concentration of cars per capita worldwide, with just over 800 cars per 1,000 people (the EU figure is 602). It is a common refrain that the transportation sector is now the greatest contributor to greenhouse gas emissions, making up 29 percent of the U.S. in 2017 and 59 percent of it came from passenger cars and light-duty trucks.' (Andrew Small)

Text B

'Cars will still be on our roads, however the energy that powers them and the way in which they are bought, leased or rented and operated will certainly change. I believe, a "mobility revolution" is coming for the automobile industry, which is defined by the three zeros: zero emission, zero accidents and zero ownership.' (Conrad Galambos)

Ask 3 (three) questions to the student after the monologue.

1. What (other) aspects of owning or not owning a car should be discussed to make a clever choice? Why?
2. What could be the best mode of transport for a young adult in Latvia nowadays? Why?
3. Which area should be more funded: education or scientific research? Why?



Student 6 (https://embed.cloudycdn.services/izm/media/qp2_Student_6_1/?player=regular&protocol=hls)

Transcript

Student: It is said that cars and transportation are one of the greatest contributors of greenhouse gases appearance. First text says that the US has the highest concentrations of cars and transportation sector makes up 29% gas emissions of the US and 59% of it came from passenger cars. Besides, in the second text the opinion is put forward that is coming mobility revolution for automobile industry and there also will be zero emissions, zero accidents, and zero ownership. In my point of view, in future, most of cars actually will not emit greenhouse gases and there will be zero cars accidents, because right now big companies are trying to remove to electric energy and some companies are trying to make [the] their cars as safe as it is possible. And to some up, I'm inclined to think that people need to fastly deal with the problem of environmental pollution due to cars.

Interviewer: Okay, thank you, and now the questions. What aspect of owning or not owning a car should be discussed to make a clever choice and why?

Student: I think that people can discuss how convenient cars are as opposed to public transport or maybe how cars are safe safely.

Interviewer: What could be the best mode of transport for a young adult in Latvian nowadays and why?

Student: I think that the best transport for a teenager in Latvia, in my opinion, is a bicycle because this way people not only train they muscles but also [don't] do not pollute the environment.

Interviewer: Thank you. And which area should be more funded – education or scientific research and why?

Student: I think it is necessary to pay for education because if people are not educated, [there will be] there will be not one to make scientific research.

Criterion	Comments	Points
The presentation (organization, argumentation and the use of the input)	The student partially fulfils the requirements of the task. The monologue is under 2 minutes in length. During the time, the issue is only partially formulated and a lot of time is devoted to retelling the information from the input without comparing the paragraphs. The opinion is very short, but understandable and related to one aspect offered in the provided input material. The conclusion is given, but its necessity is questionable because the opinion part (consisting of 1 longer sentence) was not so extensive to require a conclusion.	2
Interaction in information transfer (comprehension of the questions and answers to the questions)	The student answers all of the questions by giving short concrete answers. Although the answers are logical and are mostly based on arguments, they lack development.	3
Range of the language (Language's volume, range)	Although it seems that the student uses not just sufficient vocabulary and grammatical structures, he excessively uses the vocabulary from the input, which takes the most part of his answer and also uses memorised phrases. The answer gives an impression that the student can express himself in a simple way, but utterances that are more complex require effort and reformulation is present.	3
Accuracy of the language (Grammatically correct and lexically accurate use of language)	The student uses simple language quite correctly, when expressing his own opinion; the occasional grammar and vocabulary mistakes do not hinder the communication (e.g. wrong choice of words – <i>remove/move to / how cars are safe / there will be not one to make scientific research</i>).	3
Fluency of the language (pronunciation, emphasis, rhythm and intonation)	The student speaks with some hesitation in search of words or ideas; sometimes reformulation is evident. There are several noticeable pronunciation mistakes, but they do not hinder the comprehension (e.g. <i>accidents / gases / inclined / convenient</i>).	3
Total		14

**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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