

# **CENTRALIZĒTĀ EKŠAMENA ANĢĻU VALODĀ MUTVĀRDU DAĻAS VĒRTĒŠANA**

**Metodiskais materiāls**

Atbildīgā par izdevumu Gundega Muceniece

ISEC redakcija

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## Ievads

Metodiskais materiāls par centralizētā eksāmena angļu valodā mutvārdu daļas vērtēšanu paredzēts gan centralizētā eksāmena darbu vērtētājiem, gan mācību priekšmeta skolotājiem, gan arī skolēniem. Materiāla mērķis ir iepazīstināt ar mutvārdu daļas uzdevumu piemēriem un to vērtēšanu.

Materiālā iekļautas oriģinālas skolēnu mutvārdu atbildes, tādēļ materiāla kvalitāte atbilst no skolām saņemto centralizētā eksāmena angļu valodā mutvārdu daļas atbilžu ierakstu kvalitātei. Gatavojot materiālu, ierakstos tika saīsināts noteikumos par valsts pārbaudes darbu norises darbību laikiem paredzētais gatavošanās laiks, kā arī saīsinātas pauzes skolēnu runā.

Sekojojot skaņu ieraksta numerācijai, materiālā atradīsiet atbilstošā skolēna mutvārdu atbildes vērtējumu. Paraugam ir atlasītas vairākas skolēnu mutvārdu atbildes par vienas mutvārdu biļetes saturu. Pārskatāmības nolūkos materiālā ir ievietota attiecīgā biļete, kuru skolēns pēc nejaušības principa ir izvēlējis eksāmena mutvārdu daļas sākumā.

Jāņem vērā, ka materiālā iekļautie atbilžu paraugi atspoguļo tikai viena mācību gada noslēguma pārbaudījumā iekļautās mutvārdu daļas biļetes, kuras ik gadu tiek veidotas no jauna.

Ceru, ka metodiskais materiāls par centralizētā eksāmena angļu valodā vērtēšanu tiks izmantots, gatavojot skolēnus centralizētajiem eksāmeņiem un vienlaikus veidojot skolēnos izpratni par vērtēšanas pamatprincipiem.

Plašāku informāciju par centralizētā eksāmena angļu valodā mutvārdu daļas saturu (eksāmena programma) un norisi (valsts pārbaudes darbu norises darbību laiki) atradīsiet Izglītības satura un eksaminācijas centra mājaslapā [www.isec.gov.lv](http://www.isec.gov.lv).

Pateicos par sadarbību materiāla satura sagatavošanā vērtēšanas ekspertei Vinetai Apsei.

Gundega Muceniece,  
Izglītības satura un eksaminācijas centrs  
Speciāliste svešvalodu pārbaudes darbu jautājumos

Rīgā, 2009. gada februārī

## Marking Scale

	<b>Communication strategies and interaction</b>	<b>Task achievement</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>
<b>6</b>	Initiates and maintains interaction effectively	Task fully and convincingly achieved	Extensive range of vocabulary and grammar structures, accurately used	Utterances are coherent and fluent and in a style appropriate to the context	Accurate and consistent use of all aspects of pronunciation
<b>5</b>	Initiates and maintains interaction, but lacks ease	Task achieved, but the interlocutor's support is felt in 1-2 minor cases	Wide range of vocabulary and grammar structures, mostly accurately used	Utterances are quite spontaneous and fluent without evident search for words	Broadly accurate and consistent use of most aspects of pronunciation
<b>4</b>	Intended meaning communicated, but with some hesitation	Task is achieved, but the interlocutor's support is occasionally required	Quite a wide range of vocabulary and grammar structures, but used with a few errors	Utterances are at times fluent, but the student searches for words. Sentences may be left uncompleted	Sometimes faulty pronunciation
<b>3</b>	Communicates main ideas. Initiates and maintains interaction with difficulty	Task is partly achieved, but several task requirements are lacking. Interlocutor's support is frequently required	Moderate range of vocabulary and grammar structures <b>or</b> many grammatical inaccuracies in complex structures	Utterances are usually hesitant and jerky, but the speaker is able to keep the conversation going	Often faulty pronunciation, strong interference from the native language rhythm, intonation and pronunciation
<b>2</b>	Communicates main ideas in limited contexts; initiation rare	Task requirements not achieved, but the student has made an attempt to fulfil all tasks	Restricted range of vocabulary. Many inaccuracies even in basic structures	Utterances are fragmentary and halting, but at times the student manages to keep up the conversation	Frequent pronunciation errors cause unintelligibility
<b>1</b>	Great difficulty in communication; unable to initiate	Task not fulfilled, but the student attempts to perform at least one task	Very restricted vocabulary and inadequate grammar	Speech is slow, exceedingly halting, stumbling. Difficult to perceive continuity in utterances	Largely unintelligible
<b>0</b>	Unable to communicate	Is not able to do the tasks	Not enough to evaluate	Not enough to evaluate	Not enough to evaluate

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## Paper 8

*Task 1*

**Good morning/afternoon. How are you?** (wait for the answer)

**Could you tell me what you like doing best?**

(not to be evaluated)

*Task 2*

**Be ready to give your opinion on a number of questions.**

They say that good education really matters these days.

What do you think? Explain your reasons. *You have a minute to prepare.*

*Task 3***Role Play**

**You are going to spend your next holiday touring Britain. You are calling a hotel to book a room.** Your teacher will play the hotel receptionist's role. You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Explain why you are calling and give the date of your arrival.
3. Enquire and answer the questions:
• about the kinds of rooms available;
• about the meals offered;
• about the hours when the swimming pool and sauna work;
• about other hotel facilities that you could use;
• about transport between the airport and the hotel;
• about payment options.
4. Thank the receptionist.

### Student 1 ([Listen to MP3 file](#))

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	Initiates and maintains interaction, but in several cases lack ease.	5
<b>Task achievement</b>	The task is fully achieved.	6
<b>Accuracy</b>	Moderate range of vocabulary, grammar structures mostly accurately used.	3
<b>Fluency</b>	Spontaneous and fluent utterances.	5
<b>Pronunciation</b>	Accurate and consistent use of most aspects of pronunciation.	5
<b>Total</b>		24

### Student 2 ([Listen to MP3 file](#))

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	The intended meaning is communicated.	4
<b>Task achievement</b>	Task is achieved, but interlocuter's assistance is felt and/or asked.	4
<b>Accuracy</b>	Moderate range of vocabulary used. Grammatical inaccuracies found.	3
<b>Fluency</b>	The utterances are hesitant and halting, but the conversation is kept going.	3
<b>Pronunciation</b>	Generally accurate use of most aspects of pronunciation.	4
<b>Total</b>		18

### Student 3 ([Listen to MP3 file](#))

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	Communicates the main ideas, but does not really initiate communication.	2
<b>Task achievement</b>	In the second task was only partly able to answer the questions. The interlocuter's support was required	3
<b>Accuracy</b>	Rather limited range of vocabulary, simple grammar structures used, often inaccurate.	2
<b>Fluency</b>	Hesitant and jerky utterances. Is able to keep the conversation going with the interlocuter's help.	2
<b>Pronunciation</b>	Sometimes faulty pronunciation.	4
<b>Total</b>		13

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## Paper 10

*Task 1*

**Good morning/afternoon. How are you?** (wait for the answer)

**Could you tell me how you spent last weekend?**

(not to be evaluated)

*Task 2*

**Be ready to give your opinion on a number of questions.**

There is a saying in English 'Love me, love my dog'.

Do you agree with it? Give reasons why / why not. *Now you have a minute to prepare.*

*Task 3***Role Play**

**You are at a social gathering together with exchange students from Scandinavia. You happen to be next to one of them** (played by your teacher). **Have a talk with him/her.** You have a minute to prepare. Then you will start.

Student
1. Greet him/her.
2. Find out how he/she likes the party.
3. Enquire and answer the questions:
<ul style="list-style-type: none"> <li>• how young people in Scandinavia entertain;</li> <li>• about his/her life at school.</li> </ul>
4. Find out:
<ul style="list-style-type: none"> <li>• his/her opinion about studying in Latvia;</li> <li>• the subjects he/she is majoring in;</li> <li>• his/her study goals to achieve while in Latvia;</li> <li>• where he/she would like to go while in Latvia.</li> </ul>
5. Suggest meeting next day and going to the cinema after classes.

**Student 4 ([Listen to MP3 file](#))**

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	Capable of maintaining interaction, shows attitude and emotions in the speech.	6
<b>Task achievement</b>	The task was fully achieved though the interlocuter's support was felt in 1 minor case.	5
<b>Accuracy</b>	Quite a wide range of vocabulary, utterances are long and contain sufficient information. A few grammar errors noticed.	4
<b>Fluency</b>	Utterances are spontaneous and coherent but the speech is halting at times, as if searching for words.	5
<b>Pronunciation</b>	Good pronunciation but interference from native language intonation felt.	5
<b>Total</b>		25

**Student 5 ([Listen to MP3 file](#))**

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	The intended meaning is communicated and interaction maintained.	5
<b>Task achievement</b>	The task is fully achieved.	6
<b>Accuracy</b>	A moderate range of vocabulary, many grammatical inaccuracies.	3
<b>Fluency</b>	The utterances are spontaneous; search for words is felt in several cases.	5
<b>Pronunciation</b>	Mainly accurate and consistent use of most aspects of pronunciation, some non-native intonations.	5
<b>Total</b>		24

**Student 6 ([Listen to MP3 file](#))**

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	The main ideas are communicated in limited contexts.	2
<b>Task achievement</b>	The second task was only partly achieved, as well as the third task.	2
<b>Accuracy</b>	A restricted range of vocabulary used. Many inaccuracies in grammar.	2
<b>Fluency</b>	The utterances are halting and fragmentary.	2
<b>Pronunciation</b>	Difficult to be evaluated due to the halting speech, but there is strong interference from the native language.	3
<b>Total</b>		11

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## Paper 11

*Task 1*

**Good morning/afternoon. How are you?** (wait for the answer)

**Could you tell me what your hobby is?**

(not to be evaluated)

*Task 2*

**Be ready to give your opinion on a number of questions.**

There is a saying in English 'Half a loaf is better than no bread'.

Do you agree with it? Give reasons why / why not. *You have a minute to prepare.*

*Task 3***Role Play**

**You work for your school newspaper and you are interviewing a famous pop star** (played by your teacher) **who was born in your city/town/village.** *You have a minute to prepare. Then you will start.*

Student
1. Greet him/her.
2. Explain why you are interviewing him/her.
3. Enquire and answer the questions:
<ul style="list-style-type: none"> <li>• about the beginning of his/her career as a pop star;</li> </ul>
<ul style="list-style-type: none"> <li>• about how he/she became famous;</li> </ul>
<ul style="list-style-type: none"> <li>• how he/she decided to sing solo;</li> </ul>
<ul style="list-style-type: none"> <li>• about his/her daily routine.</li> </ul>
4. Find out:
<ul style="list-style-type: none"> <li>• if his/her fan club supports him/her;</li> </ul>
<ul style="list-style-type: none"> <li>• about his/her school memories.</li> </ul>
5. Thank him/her for the interview and say when it will be published.

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**Student 7 ([Listen to MP3 file](#))**

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	Communicates main ideas but finds it difficult to initiate the interaction.	3
<b>Task achievement</b>	The task is generally achieved but the interlocuter's support was required at times.	4
<b>Accuracy</b>	Restricted range of vocabulary, grammatical inaccuracies.	3
<b>Fluency</b>	Fragmentary and halting utterances.	2
<b>Pronunciation</b>	The pronunciation is mainly accurate and consistent but some faults are heard. The native language rhythm is strong.	3
<b>Total</b>		15

**Student 8 ([Listen to MP3 file](#))**

Marking scale	Comment	Points
<b>Communication strategies and interaction</b>	Can communicate main ideas only in limited contexts, unable to initiate.	1
<b>Task achievement</b>	Task requirements were achieved only in a few cases in the second task, but the student made an attempt to fulfil all tasks.	2
<b>Accuracy</b>	Very restricted vocabulary.	1
<b>Fluency</b>	The speech is stumbling and slow. It is difficult to follow the thought and link the utterances.	1
<b>Pronunciation</b>	The uttered words pronounced appropriately but the native language pronunciation and rhythm are felt.	3
<b>Total</b>		8