



# ANGLŪ VALODA (svešvaloda)

Vispārējās vidējās izglītības mācību priekšmeta programmas paraugs

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## Ievads

Izglītības satura un eksaminācijas centra izstrādātais Vispārējās vidējās izglītības mācību priekšmeta “Angļu valoda” programmas paraugs (turpmāk – programma) veidots atbilstoši Latvijas Republikas Vispārējās izglītības likumam un Ministru kabineta 2008. gada 2. septembra noteikumu Nr. 715 “Noteikumi par valsts vispārējās vidējās izglītības standartu un vispārējās vidējās izglītības mācību priekšmetu standartiem” 2. pielikumam “Svešvaloda. Vispārējās vidējās izglītības mācību priekšmeta standarts”.

Programma ir vispārējās vidējās izglītības programmas sastāvdaļa, kuru veido mācību priekšmeta mērķis un uzdevumi, mācību saturs, mācību satura apguves secība un apguvei paredzētais laiks, mācību sasniegumu vērtēšanas formas un metodiskie paņēmieni, mācību satura apguvei izmantojamo mācību līdzekļu un metožu uzskaitījums.

Piedāvātajai programmai ir ieteikuma raksturs. Pedagoģs var tematiskajā plānojumā konkretizēt un papildināt šīs programmas mācību saturu, tā apguves secību, mācību sasniegumu metodiskos paņēmienus, mācību līdzekļu un metožu uzskaitījumu. Pedagoģam ir tiesības veidot arī savu mācību priekšmeta programmu.

Mācību saturu veido demokrātijas principiem atbilstošas tēmas, piemēram, veselība, vide, kultūra, karjeras izvēle, tolerance pret citādo, patriotisms, drošība.

Programmas izstrādē izmantoti Latvijā pieejamie mācību līdzekļu komplekti, Eiropas Padomes materiāli par svešvalodu apguvi, kā arī dažādu skolu pedagoģu un speciālistu viedoklis.

## **Mācību priekšmeta mērķis un uzdevumi**

### **Mācību priekšmeta mērķis**

Sekmēt izglītojamā kā radošas personības izaugsmes pilnveidošanu, veicinot svešvalodu kompetentu lietošanu saziņā, mūžizglītībā un kultūru dialogā mūsdienu sabiedrībā.

### **Mācību priekšmeta uzdevumi**

Pilnveidot zināšanas par angļu valodas likumsakarībām un lietošanas funkcijām.

Izmantot angļu valodas zināšanas un prasmes sociokultūru kontekstā informācijas ieguvei, atlasei un tālākai nodošanai.

## Mācību saturs

Mācību satura komponents	Mācību priekšmeta obligātais saturs	10.–12. klase
Komunikatīvā un valodas kompetence	<p>Valoda – informācijas ieguves un izziņas līdzeklis</p> <p>Valoda – informācijas līdzeklis saziņas procesā</p> <p>Saziņas kultūra</p> <p>Valodas sistēma un normas</p> <p>Valodas kultūra un valodas funkcionālie stili</p>	<p>Pamata un detalizētas informācijas izpratne un interpretācija dažādu veidu mutvārdu un rakstveida tekstos – gan tādos, kuros šī informācija ir pausta ar diezgan lielu precizitāti, gan tādos, kuri ir sarežģīti pēc formas un satura.</p> <p>No mutiskiem un rakstiskiem tekstiem gūtās informācijas apmaiņa un nodošana; tās nozīmīguma vērtēšana; izvērstu ziņojumu sastādīšana mutvārdos un rakstveidā un apmainīšanās ar šiem ziņojumiem.</p> <p>Sarunas par savu tuvāko apkārtni un sociokultūru vidi uzsākšana, turpināšana un pabeigšana; piedalīšanās dažādu tēmu apspriešanā un savu uzskatu paušana; piedalīšanās diskusijās, sava viedokļa argumentēšana un aizstāvēšana.</p> <p>Valodas pamata vienību pārzināšana un to lietošana mutvārdu un rakstveida tekstos par komunikatīvām tēmām, ievērojot literārās valodas normas.</p> <p>Valodas līdzekļu izvēle un izmantošana atkarībā no ziņojuma jomas, reģistra un situācijas; sadzīvisku, laikrakstu, populārzinātnisku, formālu tekstu interpretācija un veidošana.</p>
Sociokultūras kompetence	<p>Valoda – izziņas un sadarbības līdzeklis</p> <p>Valoda – kultūras sastāvdaļa</p> <p>Valoda – iekļaušanās un saskarsmes līdzeklis kultūru kontekstā</p> <p>Starpkultūru saziņas process un modeļi</p>	<p>Dažādu informācijas avotu izmantošana apgūstamajā valodā; iegūtās informācijas izmantošana citās darbības jomās, risinot komunikatīvus uzdevumus. Mijiedarbība ar saziņas partneriem, savas runas darbības un saziņas partneru runas darbības kontroles īstenošana; saziņā radušos nesaprašanās situāciju pārvarēšana.</p> <p>Literāru tekstu kā komunikatīvu situāciju lasīšana; literāra teksta kā nacionālās kultūras atspoguļojuma uztvere; literāra teksta lasīšanas un tā tēlu sistēmas izpratnes stratēģijas. Valodas līdzekļu tēlaina un radoša uztvere.</p> <p>Valodas apguves motīvu un savu komunikatīvo vajadzību apzināšanās; savas valodu apguves pieredzes un dažādu valodas apguves stratēģiju izpratne.</p> <p>Izvirzītā mācību mērķa apzināšanās; tā sasniegšanai nepieciešamo stratēģiju izvēle un izveide; mācību darbības (individuālas, pāru, grupas) plānošana un organizēšana, tās rezultātu un savas darbības, kā arī saziņas partneru darbības novērtēšana. Efektīvs darbs grupā projektu īstenošanā.</p>

Mācību satura komponents	Mācību priekšmeta obligātais saturs	10.–12. klase
		<p>Komunikatīvo tēmu, sociokultūru informācijas un sadarbības pieredzes toleranta uztvere, interpretācija un lietošana savos izteicienos, kā arī mutvārdu un rakstveida tekstu izpratnē.</p> <p>Sarunas uzsākšana un uzturēšana ar citiem cilvēkiem, adekvāta runas uzvedības izvēle atkarībā no saziņas jomas, situācijas, reģistra; runas uzvedība atbilstoši sociokultūru specifikai.</p> <p>Angļu kultūras faktu apgūšana un interpretācija salīdzinājumā ar latviešu kultūras faktiem; prasme salīdzināt angļu un latviešu kultūru; atrast kopīgo un saskatīt atšķirības, toleranti izturēties pret šīm atšķirībām; dažādu kultūru pārstāvju mijiedarbības stratēģiju lietošana un starpkultūru atšķirību izraisīto nesaskaņu novēršana; stereotipu pārvarēšana.</p>

# Mācību satura apguves secība un apguvei paredzētais laiks

Sasniedzamais rezultāts mācību satura apguves laikā, kas raksturo izglītojamo attieksmes, norādīts slīprakstā.

## 10. klase

Mācību saturā valodas funkcijas, struktūras, vārdu krājums, valodas un mācību prasmes un stratēģijas apgūstamas atbilstoši B1–B2 līmenim, pamatojoties uz Eiropas Padomes Valodu politikas nodaļas izstrādāto valodas prasmes līmeņu sistēmu “Eiropas kopīgās pamatnostādnes valodu apguvei: mācīšanās, mācīšana, vērtēšana” (‘Common European Framework of Reference for Languages: learning, teaching, assessment’).

### 1. Languages (20% no kopējā mācību stundu skaita)

- Linguistic diversity in the world
- Learning a foreign language
- Language and culture
- Varieties of English
- Body language

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
Understanding of communicative needs and goals while studying the topic ‘Languages’ Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Languages’ Finding materials on the Internet and in other sources Perceiving and exchanging information about the topic ‘Languages’ Rather independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work	Understanding and accepting and using the basic principles of communication and cooperation Rather independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed Rather independently planning and conducting a project on languages Analysing sociocultural information acquired while studying the topic ‘Languages’, effectively using this information in writing and speaking tasks Expressing one’s own opinion and accepting different views read or heard about the topic ‘Languages’



Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Starting and executing rather effective communication with classmates on the topic 'Languages'</p> <p>Using quite a wide range of language structures and vocabulary in a rather naturally integrated manner within the topic 'Languages'</p> <p>Reading and understanding the main ideas in various kinds of texts related to the topic 'Languages'</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic 'Languages'</p> <p>Organizing and presenting one's ideas in a rather clear and logical manner</p> <p>Initiating discussions about language issues in the modern world</p> <p>Rather independently preparing different kinds of texts on the topic 'Languages'</p>	<p>Rather effectively using the English language and culture etiquette in concrete situations within the topic 'Languages'</p> <p>Making use of the information acquired while studying the topic 'Languages' in other subjects: native language, geography</p> <p><i>Understanding the importance of language variety in the multicultural world</i></p> <p><i>Understanding and accepting language variety with tolerance</i></p>

## 2. The Arts and Literature (20% no kopējā mācību stundu skaita)

Creativity and talent  
 Traditional and modern art  
 Performing arts and visual arts  
 Types of literature  
 Literature and language: figures of speech  
 Screen version of books

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic ‘The Arts and Literature’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘The Arts and Literature’</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving and exchanging information about the topic ‘The Arts and Literature’</p> <p>Rather independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Starting and executing rather effective communication with classmates on the topic ‘The Arts and Literature’</p> <p>Using quite a wide range of language structures and vocabulary in a rather naturally integrated manner within the topic ‘The Arts and Literature’</p> <p>Reading and understanding the main ideas in various kinds of texts related to the topic ‘The Arts and Literature’</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic ‘The Arts and Literature’</p> <p>Organizing and presenting one’s ideas in a rather clear and logical manner</p> <p>Initiating discussions about art and literature issues</p> <p>Rather independently preparing different kinds of texts on the topic ‘The Arts and Literature’</p>	<p>Understanding and accepting and using the basic principles of communication and cooperation</p> <p>Rather independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Rather independently planning and conducting a project on visual or performing arts</p> <p>Analysing sociocultural information acquired while studying the topic ‘The Arts and Literature’, effectively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting different views read or heard about the topic ‘The Arts and Literature’</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic ‘The Arts and Literature’</p> <p>Making use of the information acquired while studying the topic ‘The Arts and Literature’ in other subjects: literature, art, history of art and culture</p> <p><i>Understanding the importance of variety of arts and artistic expression in the multicultural world</i></p> <p><i>Understanding and accepting the culture heritage and its importance nowadays</i></p>

### 3. Technologies (20% no kopējā mācību stundu skaita)

- Opportunities provided by computers
- Computers and addiction
- Future technologies
- Exploring the space

#### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic ‘Technologies’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Technologies’</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving and exchanging information about the topic ‘Technologies’</p> <p>Rather independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Starting and executing rather effective communication with classmates on the topic ‘Technologies’</p> <p>Using quite a wide range of language structures and vocabulary in a rather naturally integrated manner within the topic ‘Technologies’</p> <p>Reading and understanding the main ideas and details in various kinds of texts related to the topic ‘Technologies’</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic ‘Technologies’</p> <p>Organizing and presenting one’s ideas in a rather clear and logical manner</p> <p>Initiating discussions about technologies in the modern world</p> <p>Rather independently preparing different kinds of texts on the topic ‘Technologies’</p>	<p>Understanding the importance of using technologies in the multicultural world</p> <p>Understanding and accepting and using the basic principles of communication and cooperation</p> <p>Rather independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Rather independently planning and conducting a project on modern technologies or other issues related to the topic</p> <p>Analysing sociocultural information acquired while studying the topic ‘Technologies’, effectively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting different views read or heard about the topic ‘Technologies’</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic ‘Technologies’</p> <p>Making use of the information acquired while studying the topic ‘Technologies’ in other subjects: IT, physics</p>

#### 4. Sport (20% no kopējā mācību stundu skaita)

Kinds of sports  
 Sport and our health  
 Active lifestyle  
 Extreme sports  
 Sport and business  
 Records in sport

#### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic 'Sport'</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic 'Sport'</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving and exchanging information about the topic 'Sport'</p> <p>Rather independently planning, executing and evaluating one's activities and the activities of classmates in group work and pair work</p> <p>Starting and executing rather effective communication with classmates on the topic 'Sport'</p> <p>Using quite a wide range of language structures and vocabulary in a rather naturally integrated manner within the topic 'Sport'</p> <p>Reading and understanding the main ideas and details in various kinds of texts related to the topic 'Sport'</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic 'Sport'</p> <p>Organizing and presenting one's ideas in a rather clear and logical manner</p> <p>Initiating discussions about sports and problems connected with sports in the modern world</p> <p>Rather independently preparing different kinds of texts on the topic 'Sport'</p>	<p>Understanding and accepting and using the basic principles of communication and cooperation</p> <p>Rather independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Rather independently planning and conducting a project on sport</p> <p>Analysing sociocultural information acquired while studying the topic 'Sport', effectively using this information in writing and speaking tasks</p> <p>Expressing one's own opinion and accepting different views read or heard about the topic 'Sport'</p> <p>Understanding the safety principles in sports</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic 'Sport'</p> <p>Making use of the information acquired while studying the topic 'Sport' in other subjects: sports, biology</p>

## 5. Travelling (20% no kopējā mācību stundu skaita)

- Active holidays
- Tourist information centres
- Adventure holidays
- International and domestic tourism
- Problems when travelling
- Travelling as a way of learning

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic ‘Travelling’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Travelling’</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving and exchanging information about the topic ‘Travelling’</p> <p>Rather independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Starting and executing rather effective communication with classmates on the topic ‘Travelling’</p> <p>Using quite a wide range of language structures and vocabulary in a rather naturally integrated manner within the topic ‘Travelling’</p> <p>Reading and understanding the main ideas and details in various kinds of texts related to the topic ‘Travelling’</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic ‘Travelling’</p> <p>Organizing and presenting one’s ideas in a clear and logical manner</p> <p>Initiating discussions about travelling and tourism issues in the modern world</p> <p>Rather independently preparing different kinds of texts on the topic ‘Travelling’</p>	<p>Understanding and accepting and using the basic principles of communication and cooperation</p> <p>Understanding the safety principles while travelling</p> <p>Rather independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Rather independently planning and conducting a project on travelling</p> <p>Analysing sociocultural information acquired while studying the topic ‘Travelling’, effectively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting different views read or heard about the topic ‘Travelling’</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic ‘Travelling’</p> <p>Making use of the information acquired while studying the topic ‘Travelling’ in other subjects: geography, history</p> <p><i>Understanding and accepting culture and language variety with tolerance</i></p> <p><i>Understanding the importance of languages in the multicultural world</i></p>

## 11. klase

Mācību saturā valodas funkcijas, struktūras, vārdu krājums, valodas un mācību prasmes un stratēģijas apgūstamas atbilstoši B2 līmenim, pamatojoties uz Eiropas Padomes Valodu politikas nodaļas izstrādāto valodas prasmes līmeņu sistēmu “Eiropas kopīgās pamatnostādnes valodu apguvei: mācīšanās, mācīšana, vērtēšana” (‘Common European Framework of Reference for Languages: learning, teaching, assessment’).

### 1. Environment (20% no kopējā mācību stundu skaita)

Flat, house, neighbourhood  
 The weather and climate  
 Pollution and e-waste  
 Alternative energy  
 Eco-friendly attitude to the environment  
 Traffic jams and alternative means of transport

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic ‘Environment’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Environment’</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving, analysing, evaluating and exchanging information about the topic ‘Environment’</p> <p>Independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Starting and executing effective communication with classmates on the topic ‘Environment’</p> <p>Using quite a wide range of language structures and vocabulary in a naturally integrated manner within the topic ‘Environment’</p>	<p>Understanding, accepting and using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Independently planning and conducting a project on the topic ‘Environment’, evaluating one’s contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic ‘Environment’, effectively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting and comparing different views read or heard about the topic ‘Environment’</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic ‘Environment’</p>

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic 'Environment'</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic 'Environment'</p> <p>Organizing and presenting one's ideas in a clear and logical manner</p> <p>Initiating discussions about environment issues in the modern world</p> <p>Rather independently preparing different kinds of texts on the topic 'Environment'</p>	<p>Making use of the information acquired while studying the topic 'Environment' in other subjects: geography, chemistry</p> <p>Understanding and accepting similarities and differences in various cultures in relation to the topic 'Environment'</p>

## 2. The Business World (20% no kopējā mācību stundu skaita)

Types of businesses and jobs  
 Market economy  
 Marketing  
 Business culture  
 Discrimination at work  
 Work perspectives in Latvia and abroad  
 Applying for a job and job interviews

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic ‘The Business World’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘The Business World’</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving, analysing, evaluating and exchanging information about the topic ‘The Business World’</p> <p>Independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Starting and executing effective communication with classmates on the topic ‘The Business World’</p> <p>Using quite a wide range of language structures and vocabulary in a naturally integrated manner within the topic ‘The Business World’</p> <p>Reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic ‘The Business World’</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic ‘The Business World’</p>	<p>Understanding, accepting and using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Independently planning and conducting a project on the topic ‘The Business World’, evaluating one’s contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic ‘The Business World’, effectively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting and comparing different views read or heard about the topic ‘The Business World’</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic ‘The Business World’</p> <p>Making use of the information acquired while studying the topic ‘The Business World’ in other subjects: economics, geography</p> <p><i>Understanding and accepting similarities and differences in various business cultures</i></p>



<b>Komunikatīvā un valodas kompetence</b>	<b>Sociokultūras kompetence</b>
Organizing and presenting one's ideas in a clear and logical manner Initiating discussions about business and work issues in the modern world Rather independently preparing different kinds of texts on the topic 'The Business World'	

### 3. Relationships (20% no kopējā mācību stundu skaita)

- Family values
- Celebrations
- Generation gap
- Male and female stereotypes
- Relationships at school and work

#### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic 'Relationships'</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic 'Relationships'</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving, analysing, evaluating and exchanging information about the topic 'Relationships'</p> <p>Independently planning, executing and evaluating one's activities and the activities of classmates in group work and pair work</p> <p>Starting and executing effective communication with classmates on the topic 'Relationships'</p> <p>Using quite a wide range of language structures and vocabulary in a naturally integrated manner within the topic 'Relationships'</p> <p>Reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic 'Relationships'</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic 'Relationships'</p> <p>Organizing and presenting one's ideas in a clear and logical manner</p> <p>Initiating discussions about various kinds of relationships in the modern world</p> <p>Rather independently preparing different kinds of texts on the topic 'Relationships'</p>	<p>Understanding, accepting and effectively using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Independently planning and effectively conducting a project on the topic 'Relationships', evaluating one's contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic 'Relationships', effectively using this information in writing and speaking tasks</p> <p>Expressing one's own opinion and accepting and comparing different views read or heard about the topic 'Relationships'</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic 'Relationships'</p> <p>Making use of the information acquired while studying the topic 'Relationships' in other subjects: social studies</p> <p><i>Understanding and accepting similarities and differences of people's relationships in various cultures</i></p>

#### 4. Education (20% no kopējā mācību stundu skaita)

- School routines
- Education system in Latvia and abroad
- Forms of learning
- Student exchange
- Study skills and strategies
- Interest groups

#### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic 'Education'</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic 'Education'</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving, analysing, evaluating and exchanging information about the topic 'Education'</p> <p>Independently planning, executing and evaluating one's activities and the activities of classmates in group work and pair work</p> <p>Starting and executing effective communication with classmates on the topic 'Education'</p> <p>Using quite a wide range of language structures and vocabulary in a naturally integrated manner within the topic 'Education'</p> <p>Reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic 'Education'</p> <p>Rather effectively using the rules of the English language and language styles in concrete situations related to the topic 'Education'</p> <p>Organizing and presenting one's ideas in a clear and logical manner</p> <p>Initiating discussions about education issues in the modern world</p> <p>Rather independently preparing different kinds of texts on the topic 'Education'</p>	<p>Understanding, accepting and effectively using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Independently planning and conducting a project on the topic 'Education', evaluating one's contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic 'Education', effectively using this information in writing and speaking tasks</p> <p>Expressing one's own opinion and accepting and analysing different views read or heard about the topic 'Education'</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic 'Education'</p> <p>Making use of the information acquired while studying the topic 'Education' in other subjects: social studies</p> <p><i>Understanding the importance of languages in the multicultural world</i></p> <p><i>Understanding and accepting similarities and differences in various cultures in relation to the topic 'Education'</i></p> <p><i>Understanding and accepting with tolerance the variety of interests in the multicultural world</i></p>

## 5. Health (20% no kopējā mācību stundu skaita)

- Health care system
- Traditional and alternative medicine
- Healthy lifestyle
- Bad habits and addictions
- Nutrition and health

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding of communicative needs and goals while studying the topic 'Health'</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic 'Health'</p> <p>Finding materials on the Internet and in other sources</p> <p>Perceiving, analysing, evaluating and exchanging information about the topic 'Health'</p> <p>Independently planning, executing and evaluating one's activities and the activities of classmates in group work and pair work</p> <p>Starting and executing effective communication with classmates on the topic 'Health'</p> <p>Using quite a wide range of language structures and vocabulary in a naturally integrated manner within the topic 'Health'</p> <p>Reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic 'Health'</p> <p>Effectively using the rules of the English language and language styles in concrete situations related to the topic 'Health'</p> <p>Organizing and presenting one's ideas in a clear and logical manner</p> <p>Initiating discussions about health issues in the modern world</p> <p>Independently preparing different kinds of texts on the topic 'Health'</p>	<p>Understanding, accepting and effectively using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Independently planning and conducting a project on the topic 'Health', evaluating one's contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic 'Health', effectively using this information in writing and speaking tasks</p> <p>Expressing one's own opinion and accepting and analysing different views of other people on the topic 'Health'</p> <p>Rather effectively using the English language and culture etiquette in concrete situations within the topic 'Health'</p> <p>Making use of the information acquired while studying the topic 'Health' in other subjects: chemistry</p> <p><i>Understanding and accepting with tolerance similarities and differences in various cultures in relation to the topic 'Health'</i></p>

## 12. klase

Mācību saturā valodas funkcijas, struktūras, vārdu krājums, valodas un mācību prasmes un stratēģijas apgūstamas atbilstoši B2–C1 līmenim, pamatojoties uz Eiropas Padomes Valodu politikas nodaļas izstrādāto valodas prasmes līmeņu sistēmu “Eiropas kopīgās pamatnostādnes valodu apguvei: mācīšanās, mācīšana, vērtēšana” (‘Common European Framework of Reference for Languages: learning, teaching, assessment’).

### 1. Culture (20% no kopējā mācību stundu skaita)

Culture diversity  
Religion and beliefs  
National identity  
Latvia, its history and culture  
Religions and beliefs  
Life standarts in different countries  
Culture shock  
Pop culture

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
Understanding and analysing communicative needs and goals while studying the topic ‘Culture’	Understanding, accepting and effectively using the principles of communication and cooperation
Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Culture’	Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed
Creatively making use of the Internet and other modern technologies to find materials on the topic ‘Culture’	Independently planning and conducting a project on culture, evaluating one’s contribution and experience gained during the project work
Perceiving, analysing, evaluating, summarizing and exchanging information about the topic ‘Culture’	Analysing sociocultural information acquired while studying the topic ‘Culture’, effectively and creatively using this information in writing and speaking tasks
Independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work	Expressing one’s own opinion and accepting and analysing different views read or heard about the multicultural world
Creatively starting and executing effective communication with classmates on the topic ‘Culture’	

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Using a wide range of language structures and vocabulary in a naturally integrated manner within the topic 'Culture'</p> <p>Reading and understanding the ideas, details and opinions in various kinds of texts related to the topic 'Culture'</p> <p>Effectively using the rules of the English language and language styles in concrete situations related to the topic 'Culture'</p> <p>Organizing and presenting one's ideas in a clear, consistent and logical manner</p> <p>Initiating discussions about culture issues in the modern world</p> <p>Independently preparing different kinds of texts on the topic 'Culture'</p>	<p>Effectively using the English language and culture etiquette in concrete situations within the topic 'Culture'</p> <p>Creatively and independently using the information acquired while studying the topic 'Culture' in other subjects: native language, social studies, history</p> <p><i>Understanding and accepting with tolerance the importance of culture variety in the world</i></p> <p><i>Developing patriotic feelings about one's native land</i></p>

## 2. Political Issues (20% no kopējā mācību stundu skaita)

- State system
- Political ideologies and movements
- The government
- Political parties
- Conflicts and their causes
- Latvia and the European Union

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding and analysing communicative needs and goals while studying the topic ‘Political issues’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Political Issues’</p> <p>Creatively making use of the Internet and other modern technologies to find materials on the topic ‘Political Issues’</p> <p>Perceiving, analysing, evaluating, summarizing and exchanging information about political issues in Latvia and other countries</p> <p>Independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Creatively starting and executing effective communication with classmates on the topic ‘Political Issues’</p> <p>Using a wide range of language structures and vocabulary in a naturally integrated manner within the topic ‘Political Issues’</p> <p>Reading, understanding and analysing the ideas, details and opinions in various kinds of texts related to the topic ‘Political Issues’</p> <p>Effectively using the rules of the English language and language styles in concrete situations related to the topic ‘Political Issues’</p>	<p>Understanding, accepting and effectively using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Independently planning and conducting a project on politics, evaluating one’s contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic ‘Political Issues’, effectively and creatively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting and analysing different views read or heard about the topic ‘Political Issues’</p> <p>Effectively using the English language and culture etiquette in concrete situations within the topic ‘Political Issues’</p> <p>Creatively and independently using the information acquired while studying the topic ‘Political Issues’ in other subjects: social studies, history</p> <p><i>Understanding and accepting with tolerance the importance of culture variety in the world and the variety of political systems</i></p> <p><i>Developing patriotic feelings about one’s native land</i></p>

<b>Komunikatīvā un valodas kompetence</b>	<b>Sociokultūras kompetence</b>
Organizing and presenting one's ideas in a clear, consistent and logical manner Initiating discussions about political issues in the modern world Independently preparing different kinds of texts about political issues	



### 3. Laws and the Legal System (20% no kopējā mācību stundu skaita)

- Rules and restrictions
- Petty crime and serious crime
- Crime and punishment
- Court system
- Honesty and lies
- International crime

#### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding and analysing communicative needs and goals while studying the topic ‘Laws and the Legal System’</p> <p>Setting study goals and concrete tasks and choosing the most appropriate strategies to reach these objectives within the topic ‘Laws and the Legal System’</p> <p>Creatively making use of the Internet and other modern technologies to find materials on the topic ‘Laws and the Legal System’</p> <p>Perceiving, analysing, evaluating, summarizing and exchanging information about the topic ‘Laws and the Legal System’</p> <p>Independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Creatively starting and executing effective communication with classmates on the topic ‘Laws and the Legal System’</p> <p>Using a wide range of language structures and vocabulary in a naturally integrated manner within the topic ‘Laws and the Legal System’</p> <p>Reading, understanding and analysing the ideas, details and opinions in various kinds of texts related to the topic ‘Laws and the Legal System’</p>	<p>Understanding, accepting and effectively using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Creatively planning and conducting a project on the topic ‘Laws and the Legal System’, evaluating one’s contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic ‘Laws and the Legal System’, effectively and creatively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting and analysing different views read or heard about the multicultural world</p> <p>Effectively using the English language and culture etiquette in concrete situations within the topic ‘Laws and the Legal System’</p> <p>Creatively and actively using the information acquired while studying the topic ‘Laws and the Legal System’ in other subjects: social studies, history</p> <p><i>Developing patriotic feelings about one’s native land</i></p>

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Effectively using the rules of the English language and language styles in concrete situations related to the topic 'Laws and the Legal System'</p> <p>Organizing and presenting one's ideas in a clear, consistent and logical manner</p> <p>Initiating discussions about legal issues in the modern world</p> <p>Independently preparing different kinds of texts on the topic 'Laws and the Legal System'</p>	

#### 4. Communication (20% no kopējā mācību stundu skaita)

- Traditional forms of communication
- Mobile telephones
- Mass media
- The news
- Advertising and consumerism

#### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding and analysing communicative needs and goals while studying the topic ‘Communication’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Communication’</p> <p>Creatively making use of the Internet and other modern technologies to find materials on the topic ‘Communication’</p> <p>Perceiving, analysing, evaluating, summarizing and exchanging information about the topic ‘Communication’</p> <p>Independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Creatively starting and executing effective communication with classmates on the topic ‘Communication’</p> <p>Using a wide range of language structures and vocabulary in a naturally integrated manner within the topic ‘Communication’</p> <p>Reading, understanding and analysing the ideas, details and opinions in various kinds of texts related to the topic ‘Communication’</p> <p>Effectively using the rules of the English language and language styles in concrete situations related to the topic ‘Communication’</p>	<p>Understanding, accepting and effectively using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Creatively planning and conducting a project on communication, evaluating one’s contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic ‘Communication’, effectively and creatively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting and analysing different views read or heard about the communication in the multicultural world</p> <p>Effectively using the English language and culture etiquette in concrete situations within the topic ‘Communication’</p> <p>Creatively and actively using the information acquired while studying the topic ‘Communication’ in other subjects: native language, social studies, history, IT</p> <p><i>Understanding and accepting with tolerance the importance of language variety and linguistic skills in the multicultural world</i></p> <p><i>Developing patriotic feelings about one’s native land</i></p>

<b>Komunikatīvā un valodas kompetence</b>	<b>Sociokultūras kompetence</b>
Organizing and presenting one's ideas in a clear, consistent and logical manner Initiating discussions about communication issues in the modern world Independently preparing different kinds of texts on the topic 'Communication'	

## 5. Global Issues (20% no kopējā mācību stundu skaita)

Global economy  
 Global advertising and branding  
 Human rights  
 Rich and poor  
 Global warming  
 Catastrophes

### Sasniedzamais rezultāts

Komunikatīvā un valodas kompetence	Sociokultūras kompetence
<p>Understanding and analysing communicative needs and goals while studying the topic ‘Global Issues’</p> <p>Setting study goals and concrete tasks and choosing appropriate strategies to reach these objectives within the topic ‘Global Issues’</p> <p>Creatively making use of the Internet and other modern technologies to find materials on the topic ‘Global Issues’</p> <p>Perceiving, analysing, evaluating, summarizing and exchanging information about the topic ‘Global Issues’</p> <p>Independently planning, executing and evaluating one’s activities and the activities of classmates in group work and pair work</p> <p>Creatively starting and executing effective communication with classmates on the topic ‘Global Issues’</p> <p>Using a wide range of language structures and vocabulary in a naturally integrated manner within the topic ‘Global Issues’</p> <p>Reading, understanding and analysing the ideas, details and opinions in various kinds of texts related to the topic ‘Global Issues’</p> <p>Effectively using the rules of the English language and language styles in concrete situations related to the topic ‘Global Issues’</p> <p>Organizing and presenting one’s ideas in a clear, consistent and logical manner</p> <p>Initiating discussions about culture issues in the modern world</p> <p>Independently preparing different kinds of texts on the topic ‘Global Issues’</p>	<p>Understanding, accepting and effectively using the principles of communication and cooperation</p> <p>Independently assessing the opinions of classmates in dialogues and discussions, making conclusions about the issues discussed</p> <p>Creatively planning and conducting a project on global issues, evaluating one’s contribution and experience gained during the project work</p> <p>Analysing sociocultural information acquired while studying the topic ‘Global Issues’, effectively and creatively using this information in writing and speaking tasks</p> <p>Expressing one’s own opinion and accepting and analysing different views read or heard about the global issues</p> <p>Effectively using the English language and culture etiquette in concrete situations within the topic ‘Global Issues’</p> <p>Creatively and actively using the information acquired while studying the topic ‘Global Issues’ in other subjects: native language, social studies, history, economics</p> <p><i>Understanding and accepting with tolerance the importance of language variety in the multicultural world</i></p> <p><i>Developing patriotic feelings about one’s native land</i></p>

# Gramatika

## Nouns

Identifying people and things – countable nouns (regular/irregular plurals), uncountable nouns, singular nouns, plural nouns, collective nouns, proper nouns, *-ing* nouns, compound nouns, noun formation, possessive case, capitalisation of nouns

## Pronouns

Referring to people and things without naming them: possessive pronouns (*mine, yours, his, hers, its, ours, theirs*), object pronouns (*me, you, him, her, it, us, them*), indefinite pronouns (*somebody, anybody, nobody, some, any, no*), *wh*-pronouns (*who, what, where, why, how, whose, which*), the generic pronoun *one*, reciprocal pronouns, reflexive pronouns, quantifying pronouns

## Determiners

Identifying what you are talking about: the general way: using the indefinite article *a(n)* or ‘zero’ article, the specific way: using the definite article *the*, the demonstratives *this, that, these, those*, possessive determiners (*my, your, his, her, its, our, their*), the indefinite way: using quantifiers (*many, much, a lot of, both of, all of, most of*, etc.)

## Adjectives

Describing things – qualitative adjectives (e.g. *nice, sad, beautiful*), classifying adjectives (e.g. *full, modern, right*), comparatives, superlatives (regular/irregular forms), position and order of adjectives, adjective formation, adjectives used as nouns

## Numerals

Referring to an exact number of things: cardinal numerals, referring to things in a sequence: ordinal numerals, talking about measurement

## Verbs

Formation of verbs and verb forms, intransitive and transitive verbs, complex verbs, reflexive verbs, multiword verbs: phrasal verbs, prepositional verbs

**Verb tenses** – the present in general: the present simple; accent on the present: the present progressive (exceptions: *feel, smell, taste, see, hear*); stating a definite time in the past: the past simple; accent on the past: the past progressive; the past in relation to the present: the present perfect, emphasising the duration of a recent event: the present perfect progressive, events before a particular time in the past: the past perfect, emphasising time and duration before a particular time in the past: the past perfect progressive, describing something in the past that no longer exists or happens: used to; indicating the future with *will*; indicating intentions with *going to*, stating plans with the present progressive, talking about timetables with the present simple

**Modal verbs** – indicating ability (*can, be able to*), expressing possibility (*may, might*), indicating likelihood (*will*), indicating permission (*can, may*), making requests (*may*), making an offer (*will, would, shall*), making suggestions (*should*), indicating obligation (*must, should, have to, ought to*)

### **Participles and infinitives**

**Active and passive voice** – use of passive voice, transformation of active voice into passive voice

### **Adverbs and adverbial phrases**

Indicating frequency and time, giving information about manner, time, place, degree, linking adverbs, formation of adverbs (regular/irregular), comparatives and superlatives, the indefinite article with adverbs *such, quite, rather*

### **Prepositions**

Giving information about place, time, manner, etc.

### **Impersonal it**

Describing a place or situation, talking about the weather and the time

### **Introductory there**

Introducing something new

### **Negation**

Negation of verbs, use of *not* and *no*, words with negative meaning

### **The sentence**

Clause constituents – subject, object, complement, adverbial

Word order in sentences

*Yes/no* questions, alternative questions, tag questions, *wh*-questions, question words, subject questions and object questions

Relative clauses

Participle clauses

Conditionals: the 0, the 1<sup>st</sup>, the 2<sup>nd</sup>, the 3<sup>rd</sup>, mixed conditionals

Direct and reported speech: reported statements, questions, orders, requests

## Mācību sasniegumu vērtēšanas formas un metodiskie paņēmieni

Īstenojot mācību priekšmeta programmu, attiecībā uz vērtēšanu jāievēro Ministru kabineta noteikumos par valsts vispārējās vidējās izglītības standartu noteiktie izglītojamo iegūtās vispārējās vidējās izglītības vērtēšanas pamatprincipi un kārtība.

Vērtēšanas organizētājs un vērtētājs:

- atbilstoši vērtēšanas mērķim izmanto diagnosticējošo, formatīvo un summatīvo vērtēšanu;
- izvēlas piemērotāko vērtēšanas vietu mācību procesā (ievadvērtēšana, kārtējā vērtēšana un nobeiguma vērtēšana);
- izmanto daudzveidīgas vērtēšanas formas un metodiskos paņēmienus;
- izvēlas vērtēšanas saturu atbilstoši mācību priekšmetā noteiktajam izglītojamā sasniedzamajam rezultātam;
- nosaka vērtēšanas kritērijus un izmanto pārbaudes darba mērķim atbilstošu vērtējuma atspoguļošanas veidu.

	Diagnosticējošā vērtēšana	Formatīvā vērtēšana	Summatīvā vērtēšana
Vērtēšanas uzdevumi	Noteikt izglītojamā iepriekš apgūtās zināšanas, prasmes un attieksmes mācību procesa plānošanai un uzlabošanai – turpmāko mācību mērķu precizēšanai, mācību uzdevumu izvēlei, satura sakārtošanai.	Dot iespēju izglītojamajam noteikt mācību sasniegumus attiecībā pret būtiskākajiem programmā formulētajiem sasniedzamajiem rezultātiem, lai tos uzlabotu. Veicināt izglītojamā atbildību un motivāciju, iesaistot viņus vērtēšanas procesā. Veicināt mācību procesa uzlabošanu.	Noteikt izglītojamā mācību sasniegumus, lai konstatētu apgūtās zināšanas, prasmes un attieksmes vērtējuma izlikšanai. Summatīvās vērtēšanas rezultātus var izmantot arī formatīviem mērķiem (informācijai par mācību mērķu un uzdevumu sasniegšanu, mācību procesā izmantoto metožu izvērtēšanai, lēmuma pieņemšanai par turpmāko darbu).
Vieta mācību procesā (norises laiks), biežums	Ievadvērtēšanu ieteicams veikt mācību kursa, mācību gada vai temata sākumā.	Kārtējo vērtēšanu veic mācību procesa laikā. Pedagogs to organizē pēc nepieciešamības.	Nobeiguma vērtēšanu veic katra temata noslēgumā, nepieciešamības gadījumā apvienojot nelielus tematus vai apjomīgākos tematus sadalot sīkāk. Var izmantot mācību gada, izglītības pakāpes beigās.



	Diagnosticējošā vērtēšana	Formatīvā vērtēšana	Summatīvā vērtēšana
Vērtēšanas saturs	Saturu veido iepriekšējā mācību procesā apgūtās zināšanas, prasmes, attieksmes, kas būtiski nepieciešamas turpmākā mācību satura apgūvē.	Saturu veido būtiskākie izglītojamajam sasniedzamie rezultāti (zināšanas, prasmes, attieksmes) temata apguves laikā.	Saturu veido izglītojamajam sasniedzamie rezultāti (zināšanas, prasmes, attieksmes) temata nobeigumā.  Izglītojamajam iespējams savus mācību sasniegumus demonstrēt dažādos izziņas līmeņos.
Vērtēšanas formas	Izmantojamas daudzveidīgas vērtēšanas formas: mutvārdu, rakstiskas, praktisku prasmju, kombinētas; individuāla vai kolektīva snieguma; vērtēt iespējams gan ar objektīvi, gan subjektīvi vērtējamiem uzdevumiem.		
Vērtēšanas metodiskie paņēmieni	Novērošana, saruna, aptauja, uzdevumu risināšana, tests u. tml.	Mācību rezultātu pārbaudīšanai galvenokārt izmanto tādas pašas metodes un paņēmienus kā mācību procesā.  Novērošana, saruna, aptauja, uzdevumu risināšana, darbs ar tekstu, demonstrējums, vizualizēšana, eseja, referāts, diskusija, mājas darbs u. tml.	Rakstveida, mutvārdu vai kombinēts pārbaudes darbs, individuāls vai grupas projekts u. tml.
Vērtētājs	Pedagogs/izglītojamais atbilstoši izstrādātajiem vērtēšanas kritērijiem.	Pedagogs/izglītojamais atbilstoši izstrādātajiem vērtēšanas kritērijiem.	Pedagogs atbilstoši izstrādātajiem vērtēšanas kritērijiem.
Vērtēšanas kritēriji, to izveide	Kritēriji nepieciešami vērtējuma objektivitātes nodrošināšanai. Kritērijus izstrādā pedagogs atbilstoši izvēlētajām vērtēšanas formām un metodiskajiem paņēmieniem. Kritēriju izstrādāšanā var iesaistīt izglītojamos, lai pilnveidotu vērtēšanas un pašnovērtēšanas prasmes. Pedagogs iepazīstina izglītojamos ar vērtēšanas kārtību.		
Vērtējuma atspoguļošana	Vērtējums aprakstošs.	Vērtējums aprakstošs vai ieskaitīts/neieskaitīts.	Pedagogs vērtē 10 ballu skalā un to dokumentē.

# Mācību satura apguvei izmantojamo mācību līdzekļu un metožu uzskaitījums

## Mācību līdzekļi

### 1. Mācību literatūra

1.1. Izglītības un zinātnes ministrijas apstiprinātā mācību literatūra mācību priekšmetā “Angļu valoda” (publicēta internetā ISEC mājaslapas sadaļā “Mācību literatūra”);

1.2. papildu literatūra: izglītojamajiem vai pedagogiem domātā mācību vai metodiskā literatūra, kuru nav apstiprinājusi Izglītības un zinātnes ministrija, bet kuru var izmantot kā papildu literatūru atsevišķu standartā noteikto pamatprasību apguvei vai mācību sasniegumu pārbaudei attiecīgajā mācību priekšmetā: uzdevumu, vingrinājumu un lasāmo tekstu krājumi, izdales materiāli, atlanti u. tml.;

1.3. uzziņu literatūra: vārdnīcas, enciklopēdijas, rokasgrāmatas, antoloģijas, likumu, normatīvo aktu vai citu dokumentu krājumi, statistiskie pārskati u. tml. izdevumi;

1.4. periodiskie izdevumi;

1.5. interneta resursi.

### 2. Uzskates un tehniskie līdzekļi, iekārtas

2.1. uzskates līdzekļi: tabulas, plakāti, mākslas darbu reprodukcijas, attēli, kartes, audiovizuālie mācību līdzekļi u. tml.;

2.2. tehniskie līdzekļi un iekārtas: magnētiskā tāfele, interaktīvā tāfele, dators ar interneta pieslēgumu, projektor, atskaņotājs, magnetofons, televizors, radio, kodoskops u. tml.

## Mācību metodes

Nosauktajām mācību metodēm ir ieteikuma raksturs. Metožu izvēli nosaka mācību satura apguves mērķis un uzdevumi. Svarīga ir izvēlēto metožu daudzveidība, kas padara mācību procesu interesantāku gan pedagogiem, gan izglītojamajiem, kuru mācīšanās stili ir atšķirīgi. Programmā galvenā uzmanība veltīta tām metodēm, kuras ir aktuālas vidusskolā.

Metode	Skaidrojums	Piemērs
Apskats	Pedagogs rosina izzināt situāciju par kādu jautājumu. Izglītojamie vāc informāciju, veicot aptauju, uzzina jaunus faktus un rezultātus apkopo rakstiskā formā.	Survey: make a survey of your schoolmates and their parents' opinions about the elections in Latvia.
Āra nodarbības	Pedagogs sagatavo jautājumus vai uzdevumus, uz kuriem izglītojamie atbildi var rast dabā. Izglītojamie novēro, veic mērījumus, pieraksta, klasē vai mājās sagatavo pārskatu par paveikto.	Field trip: find the most polluted spot in your neighbourhood.
Darbs ar tekstu	Pedagogs piedāvā tekstus lasīšanai (atbilstoši izglītojamo lasīšanas tehnikas apguves līmenim) vai ierakstītus tekstus audio/videokasetēs mācību uzdevumu veikšanai mācību stundā/mājās vai pašizglītbai. Izglītojamais iepazīstas ar tekstu un iegūst informāciju: atbilstoši mācību uzdevumam veido jautājumus, analizē vai atbild uz jautājumiem.	Work with texts: read the extract from a novel and answer the questions about it.
Debates	Pedagogs (vai izglītojamie) piedāvā apspriešanai kādu apgalvojumu. Diviem izglītojamajiem vai izglītojamo grupām ir uzdevums argumentēti aizstāvēt divus pretējus viedokļus. Debates var organizēt kā sacensības, kas notiek pēc zināmiem noteikumiem.	Debates: argue about the influence of technologies on everyday life.
Demonstrēšana	Pedagogs vai izglītojamais rāda un stāsta pārējiem izglītojamajiem, kā kaut ko dara.	Demonstration: show and describe how to use the Internet to find information about a concrete topic.

Metode	Skaidrojums	Piemērs
Diskusija	Pedagogs (vai izglītojamie) piedāvā apspriešanai kādu tematu. Izglītojamie (grupa vai visa klase) iesaistās sarunā, argumentēti aizstāvot savu viedokli.	Discussion: discuss the positive and negative aspects of professional sport.
Eseja	Pedagogs aicina izglītojamos pēc noteiktas struktūras veidot rakstu darbu (pārspriedumu, domrakstu u. c.) par noteiktu tematu. Izglītojamie individuāli raksta, ievērojot noteikto darba struktūru un tematisko izklāsta veidu, izsakot savas domas, attieksmi.	Essay: write an essay expressing your opinions about the national identity.
Intervija	Pedagogs uzdod izglītojamajiem iztaujāt par noteiktu tematu vienu vai vairākus cilvēkus. Izglītojamie pēc sarunas apkopo rezultātus un izdara secinājumus.	Interview: prepare a list of questions about eco-friendly attitudes and interview your class and schoolmates.
Izpēte (izzināšana)	Pedagogs uzdod izpētīt kādu jautājumu vai problēmu. Izglītojamie izdomā jautājumus, uz kuriem jāmeklē atbildes, vāc informāciju, izvirza pieņēmumus, pārbauda tos, nosaka iespējamās risinājumus.	Investigation: how to change the people's attitude towards multicultural society.
Jautājumi	Pedagogs (vai izglītojamie) mutvārdos vai rakstiski uzdod jautājumus par noteiktu tematu.	Questions: prepare factual questions to check how much your friends and classmates know about a famous writer.
Kooperatīvās mācīšanās metodes	Pedagogs piedāvā izglītojamo grupām uzdevumu vai projekta darbu, kura veikšanai nepieciešama izglītojamo produktīva sadarbība, jo rezultāti ir atkarīgi no katra grupas dalībnieka paveiktā. Grupas dalībnieki ir ar dažādām zināšanām un spējām, mācās cits no cita, apmainās ar idejām un atbilstošu informāciju. Notiek arī aktīva grupu mijiedarbība. Pedagoģs organizē norisi un konsultē izglītojamos.	Cooperative learning: work in cooperation to prepare an exhibition of your projects dividing the tasks among the members of the group.

Metode	Skaidrojums	Piemērs
Lomu spēle	Pedagogs mutvārdos vai rakstos piedāvā izglītojamajiem mācību situācijas aprakstu, ko iespējams atveidot lomās. Izglītojamie iejūtas atveidojamās lomās atbilstoši uzdevumam. Pārējie izglītojamie var vērot, pierakstīt un vērtēt, lai pēc situācijas izspēlēšanas piedalītos diskusijā.	Role-play: in the street – a tourist asking about the most interesting sights and a local person describing them.
Prātavētra	Pedagogs (vai izglītojamie) izvirza jautājumu vai problēmu vai iepazīstina ar tematu. Izglītojamie izsaka iespējamās atbildes, idejas, būtiskus vārdus u.tml., uzmanīgi klausoties, papildinot, bet nekommentējot un nevērtējot citu idejas.	Brainstorm: suggest different ways of travelling and their pluses and minuses.
Problēmu risināšana	Pedagogs vai izglītojamais formulē problēmu vai jautājumu, uz kuru jāatbild. Izglītojamie precizē problēmjautājumu, izdomā risinājuma plānu, īsteno to, izvērtē rezultātu – vai tas ir uzdotās problēmas atrisinājums, vai problēmu varētu risināt citādāk.	Problem solving: what to do when you disagree with your parents about your chosen interest group.
Projektu metode	Pedagogs palīdz izglītojamajiem formulēt projekta mērķi, izveidot darba grupas, sniedz atbalstu projekta izveidē. Izglītojamie grupā formulē idejas un jautājumus, iegūst informāciju, pēta un risina problēmas, apkopo darba rezultātus un iepazīstina ar tiem pārējos izglītojamos.	Project: work in a team to prepare a project about ways of expressing your creativity in your town/village.
Saruna (mācību dialogs)	Pedagogs vai izglītojamais uzdod jautājumus un vada sarunu, izmantojot saņemtās atbildes. Pārējie izglītojamie iesaistās sarunā atbilstoši noteikumiem.	Conversation: talk about different kinds of businesses in your town/village.

Metode	Skaidrojums	Piemērs
Situāciju izspēle	Pedagogs mutvārdos vai rakstos piedāvā izglītojamajiem reālas situācijas aprakstu. Izglītojamie risina šo situāciju, uzņemoties dažādus situācijai atbilstošus pienākumus un izspēlējot tos. (Salīdzinot ar lomu spēli, simulāciju raksturo lielāka nenoteiktība, elastīgums un sarežģītība.)	Simulation: imagine you are going to a job interview.
Situācijas analīze	Pedagogs vai izglītojamais mutvārdos vai rakstos piedāvā izglītojamajiem reālas situācijas aprakstu un uzdod atbildēt uz jautājumu vai jautājumiem par šo situāciju. Izglītojamie pārrunā (dažkārt arī novēro), analizē, pieraksta, secina, veido kopsavilkumus vai ieteikumus.	Analysis of a situation: watch a video and analyse the problems raised in this extract.
Spēles	Pedagogs ir sagatavojis tēmai vai konkrētajai stundai tematiski atbilstošu galda spēli vai kustību spēli un iepazīstina ar tās noteikumiem izglītojamās. Izglītojamie iesaistās spēlē. Spēles sagatavošanu pēc pedagoga norādījumiem var veikt arī izglītojamie.	Games: vocabulary crossword in pairs.
Stāstījums (izklāsts, lekcija)	Pedagogs vai izglītojamais izklāsta kāda temata saturu, tas var būt kādu ideju, viedokļu, faktu, teoriju vai notikumu izklāsts. Izglītojamie klausās, veido pierakstus atbilstoši uzdotajam uzdevumam, uzdod jautājumus.	Narration: describe the traditions of celebrating Christmas in Latvia as compared with some other countries.
Uzdevumu risināšana	Pedagogs vai izglītojamais izstrādā vai izvēlas vārdiem vai simboliem veidotus situāciju (darbību) aprakstus. Izglītojamie, veicot noteiktas darbības, meklē to risinājumu.	Solving tasks: read the instruction and decide what gadget it is.
Vingrināšanās	Pedagogs uzdod, izglītojamie atkārtoti vienvēidīgas darbības.	Drilling: word and sentence stress.

Metode	Skaidrojums	Piemērs
Vizualizēšana	Pedagogs vai izglītojamie izmanto vai patstāvīgi izveido dažādus simboliskus uzskates līdzekļus – domu kartes, shēmas, diagrammas, tabulas, plānus, kartes, zīmējumus u.c. (Simboliskie uzskates līdzekļi ir īstenības objektu attēli ar vārdu, simbolu un krāsu palīdzību.)	Visualizing: draw a chart showing the results of your survey.