

**Profesionālās izglītības kompetences centra „Daugavpils tehnikums”
Angļu valodas argumentēto eseju konkursa**

“There is no place like home”

NOLIKUMS

Konkursa idejas vispārīgs apraksts:

Sagaidot Latvijas simtgadi, apzinoties piederību Latvijas un Eiropas kultūrtelpai, audzēkņiem tiek piedāvāts uzrakstīt argumentēto eseju: izteikt savu viedokli par ģimenes vērtību un māju nozīmi ikkatra cilvēka dzīvē.

Konkursa mērķi:

1. Rosināt un aktivizēt interesi par vispārcilvēciskām vērtībām.
2. Paplašināt audzēkņu zināšanas par latvisko dzīvesziņu, kultūras mantojumu.
3. Pilnveidot audzēkņu argumentētās esejas rakstīšanas prasmes.
4. Attīstīt angļu valodas rakstīšanas iemaņas.

Konkursu rīko: Profesionālās izglītības kompetences centra “Daugavpils tehnikums” Svešvalodu MK.

Konkursa uzdevumu saturs: 1. Nekur nav tik labi kā mājās.
2. Māju sajūta.

Konkursa dalībnieki: Daugavpils tehnikuma 1. un 2. kursa visi audzēkņi.

Konkursa norises laiks: 2018. gada no 1. februāra līdz 10. februārim.

Konkursa norises vieta: Daugavpils tehnikuma mācību telpas.

Konkursa norises kārtība: Dalībniekam jāuzraksta eseja (150-180 v.) A4 formāta lapā 40 minūšu laikā. No katras grupas labākie darbi tiks iesniegti vērtēšanas žūrijai, no kuriem žūrija izvēlēsies 3 labākos darbus.

Konkursa rezultātu vērtēšana un paziņošana: Konkursa rezultāti tiks apkopoti 2 darba dienu laikā un publicēti Daugavpils tehnikuma mājaslapā: www.daugvt.lv

Apbalvošana: Konkursa ietvaros diplomus saņems pirmās trīs godalgotās vietas.

Papildu informācija: Jautājumus par konkursa norisi, kā arī darba uzdevumu precizēšanai nepieciešamos jautājumus rakstīt uz e-pastu tamara.jegorova@daugvt.lv

Konkursa vērtēšanas kritēriji:

| | Contents | Organisation | Grammar | Vocabulary | Orthography |
|-----------|--|--|---|---|--|
| 5 C1 | All content points are covered and developed convincingly. Expands and supports a point of view with reasons and relevant examples. The arguments are fully extended and well-supported. | Clear, smoothly flowing and well-structured text, appropriate organisational pattern, connectors and cohesive devices. | Consistently maintains a high degree of grammatical control of complex language. Errors are rare. | A good command of a very broad lexical repertoire, consistently used, no significant vocabulary errors. | Clearly intelligible writing, spelling and punctuation consistently accurate. May occur a slip of the pen. |
| 4 B2.2 | All content points are covered and developed. The arguments are well highlighted and appropriately supported. | Clear, coherent text with a variety of connectors to mark the relationships and paragraphs. | Shows a relatively high degree of grammatical control, minor flaws and non-systematic errors can occur. | A good command of quite a broad lexical repertoire, appropriately used to avoid repetition. | Spelling reasonably accurate, writing intelligible, may contain contractions and a few errors which are difficult to spot. |
| 3 B2.1 | All content points are covered and developed. May contain irrelevant and redundant information. | Mostly continuous writing with appropriate connectors and paragraphing. May occasionally lack coherence. | A mix of simple and complex sentence forms is used with occasional inaccuracies which do not lead to misunderstandings. | Sufficient range of vocabulary, appropriate for the task, incorrect word choice can occur without hindering communication. | Intelligible writing, spelling accurate, occasional or non-systematic errors may occur. |
| 2 B1 | Some content points are mentioned and developed. Contains irrelevant and redundant information. | Links sentences into a connected text with simple connectors like 'and', 'but' and 'because'. Ideas may lack coherence and appropriate paragraphing. | Simple and frequently used structures predominate; errors and inappropriacies do not reduce the communicative effect. | Good control of elementary vocabulary to complete the task, there may be inappropriate word choice, frequent simplifications or repetition. | Spelling is accurate enough to be followed most of the time. |
| 1 A2 | The text bears some relevance to the topic. | Ideas partly organised, generally intelligible. | Simple structures with errors predominate, occasionally reduce the communicative effect. | Limited vocabulary with faulty collocations and word choice which can reduce the communicative effect. | Spelling is inaccurate but the ideas can be followed throughout the text. |
| 0 | Not enough to evaluate. / The text bears no relevance to the task. | Not enough to evaluate. / The text bears no relevance to the task. | Not enough to evaluate. / The text bears no relevance to the task. | Not enough to evaluate. / The text bears no relevance to the task. | Not enough to evaluate. / The text bears no relevance to the task. |

📖 *“Wishes” Student’s book, Virginia Evans, Jenny Dooley*

Writing: Essays



- An essay is a piece of formal writing which discusses a particular topic. There are three main types of essays.
 - **For-and-against essays** present the points in favour of a topic as well as the points against it. Each point is supported by justifications, examples and/or reasons. This essay usually ends with a well-balanced consideration of the points discussed. The writer’s opinion may be stated in the conclusion.
 - **Opinion essays** present the writer’s opinion on a specific topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint can also be included before the closing paragraph, together with an argument that shows it is an unconvincing one. The writer’s opinion is stated in the introduction and the conclusion.
 - **Essays providing solutions to problems** state a certain problem and mention several possible solutions and their expected results or consequences. The writer’s opinion is normally stated in the conclusion.
- Points to consider
 - A good essay should consist of **well developed paragraphs** which clearly illustrate each point we make.
 - Each main body paragraph should start with a **topic sentence**, i.e. a sentence which summarises the main idea of the paragraph, followed by **supporting sentences** which justify what has been presented in the topic sentence.
 - Since essays are mainly formal in style you need to use **formal expressions, formal linkers, impersonal tone, and passive structures**. e.g. *Competition has long been the driving force behind improvements in areas such as world trade and sports performance. However, much can be said against the desire to always come first.*
- Avoid using short forms (*I’m*), personal language (*I am sure*) and everyday colloquial expressions (*once in a while, a pain in the neck*).
- You can start your essay with a quotation to attract the reader’s attention. e.g. *“Education is the movement from darkness to light.” (Allan Bloom)*
- Before writing an essay you need to brainstorm for ideas related to the topic. Then, group your ideas, crossing out any irrelevant ones, and put them in a logical order.

Paragraph plans for essays

| | | | |
|-----------------------|---|--|--|
| for-and-against | ▶ Paragraph 1: introduce the topic | ▶ Paragraphs 2 and 3: arguments in favour & justifications/ examples; arguments against & justifications/examples | ▶ Paragraph 4: well-balanced summary of the topic |
| opinion | ▶ Paragraph 1: introduce the topic & state your opinion clearly | ▶ Paragraphs 2 to 4: 1st viewpoint & reasons/examples; 2nd viewpoint & reasons/examples; opposing viewpoint & reasons/examples | ▶ Paragraph 5: well-balanced summary of the topic, restate opinion |
| solutions to problems | ▶ Paragraph 1: state problem & its probable cause(s) | ▶ Paragraphs 2 to 4*: suggestions and results/ consequences | ▶ Paragraph 5: summarise your opinion |

*The number of main body paragraphs depends on the number of suggestions you make