

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 mājāslapā: 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 <u>tamara.jegorova@daugvt.lv</u>



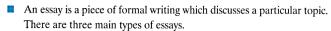
Konkursa vērtēšanas kritēriji:

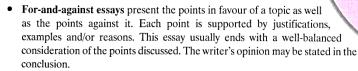
	Contents	Organisation	Grammar	Vocabulary	Orthography
5 C1	All content points are covered and developed convincingly. Expands and supports a point of view with reasons and relevant examples. The arguments are fully extended and well-supported.	Clear, smoothly flowing and well-structured text, appropriate 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.	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 connectors and paragraphing. May occasionally 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.	structures predominate; errors and inappropriacies do not reduce the	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.	
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.

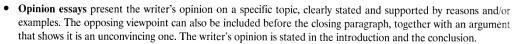


"Wishes" Student's book, Virginia Evans, Jenny Dooley

Writing: Essays







- 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.

