



RĪGAS 34. VIDUSSKOLA

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5.-6. klašu izglītojamo angļu valodas vārdu burtošanas konkursa “THE WORD WIZZARD”/ “VĀRDU BURVIS” nolikums

Rīgā

04.02.2026.

Nr. VS34-26-1-nos

5.-6. klašu izglītojamo angļu valodas vārdu burtošanas konkursa “THE WORD WIZZARD”/ “VĀRDU BURVIS” nolikums

1. Konkursa mērķi un uzdevumi:

- 1.1. veicināt izglītojamo interesi par angļu valodu;
- 1.2. paplašināt vārdu krājumu,
- 1.3. uzlabot pareizrakstības prasmes;
- 1.4. atpazīt un atbalstīt apdāvinātu izglītojamo;
- 1.5. veicināt lasīšanu un jaunu vārdu apguvi;
- 1.6. attīstīt komunikācijas prasmes;
- 1.7. uzlabot kognitīvo aktivitāti un mācību motivāciju;
- 1.8. radīt apstākļus izglītojamo pašattīstībai un pašrealizācijai.

2. Konkursa organizatori:

Rīgas 34. vidusskola

3. Konkursa mērķauditorija: 5.-6. klašu izglītojamie

4. Konkursa norises vieta un laiks:

Konkurss notiks klātienē 2026. gada 6. martā plkst. 12:30 – 15:00 Rīgas 34. vidusskolas telpās (adrese: Rīga, Kandavas ielā 4)

5. Konkursa dalībnieki:

Konkursā piedalās 5.-6. klašu izglītojamie.

6. Konkursa izsludināšanas kārtība:

Konkurss tiek izsludināts 2026. gada 6. februārī, publicējot informāciju Rīgas 34. vidusskolas mājas lapā un elektroniski izsūtot skolām konkursa nolikumu.

7. **Pieteikšanās konkursam:**

Pieteikšanās konkursam: no 2026. gada 9. februāra plkst. 09.00 līdz 28. februārim plkst. 24.00. Konkursa pārstāvis (skolotājs) reģistrē skolu un ne vairāk kā piecus dalībniekus tiešsaistē aizpildot pieteikuma anketu:

<https://docs.google.com/forms/d/1wGDer-IBWkOWtGXlYWre9GnoLQhuZLXNDiSrCeQflxY/edit>

Papildu jautājumu gadījumā tiek lūgts sazināties ar konkursa organizatoriem, zvanot Rīgas 34. vidusskolas angļu valodas skolotājai Irinai Surkovai pa tālr. 29256165 vai rakstot uz e-pastu sur_ko@inbox.lv

8. **Konkursa norise:**

8.1. 2026. gada 9.februāris – 28.februāris – pieteikumi un trīs rēbusa mīklas (vārds, frāze, u.t.t.). Rēbusa mīklas skolēniem jāveido pašiem, nevis ar skolotāju vai tehnoloģiju palīdzību.

8.2. 2026. gada 2.–5.marts – tiks noteikta interesantākā rēbusa mīkla. Netiek publicēts līdz finālam. (Pielikums 2)

8.3. 2026. gada 6. marts – fināla noslēguma posms: anagrammu risināšana, vārdu izruna.

8.3.1. Fināla darba kartība:

12.00 – dalībnieku reģistrācija,

12.30 – 14.50 – konkursa darba izpildes laiks,

15:00 – uzvarētāju apbalvošana.

8.3.2. Anagrammu risināšana — vārdi, kas veidoti, pārkārtojot visus sākotnējā vārda burtus (piemēram, ten/net, two/tow) Noteikums: jaunajai burtu kombinācijai ir jābūt jēgpilnam vārdam, kurā izmantoti visi sākotnējā vārda burti.

8.3.3. Pareizrakstības konkurss, kurā dalībniekiem pareizi jāizrunā vārds, atveidojot tā rakstisko formu burtu pa burtam. Konkursa uzdevumu veikšanas valoda tiek izvēlēta saskaņā ar 2012. gada 5.junija Ministru kabineta noteikumu Nr. 384, “Mācību priekšmetu olimpiāžu organizēšanas noteikumi” 17. punktu.

8.3.4. Norises apraksts.

Vārdu izaicinājums: dalībniekam tiek pateikts vārds, parasti no iepriekš sagatavota saraksta vai teksta (Pielikums 1). Pēc tam, kad dalībnieks ir dzirdējuši vārdu, viņš var lūgt skaidrojumu par tā nozīmi, kā arī lūgt vadītājam nolasīt teikumu, kurā ir šis vārds (angļu valodā).

Izrunas pareizrakstība: dalībniekam vārds ir jāburto, piemēram: "dog" tiek izrunāts kā "dee", "ou", "ji". Burtus nedrīkst atkārtot, var apstāties, padomāt un turpināt.

Progresīvā grūtības pakāpe: izaicinājumi tiek parādīti secīgi, parasti no vieglākā līdz grūtākajam.

Izslēgšana: dalībnieki, kas pieļauj kļūdu, tiek izslēgti, līdz paliek viens uzvarētājs.

Uzvar tas, kurš visvairāk pareizi izrunā vārdus pa burtiem.

Uzdevumi ir izstrādāti saskaņā ar A2 līmeņa Eiropas kopīgās pamatnostādnes valodu apguvei (CEFR) standartiem.

8.3.5. Konkursa laikā aizliegts lietot personīgās elektroniskās saziņas ierīces, skaļi sarunāties un traucēt citiem konkursa dalībniekiem.

9. Uzvarētāju noteikšana un rezultātu paziņošana:

- 9.1. Uzvarētājus nosaka pēc iegūto punktu skaita.
- 9.2. Dalībniekus vērtē vērtēšanas komisija.
- 9.3. Uzdevumus un vērtēšanas kritērijus izstrādā konkursa rīcības komisija. Komisijas lēmumi ir galīgi un nav apspriežami.
- 9.4. Visus lēmumus komisija pieņem, balstoties uz iegūto punktu skaitu. Pēc konkursa nepieciešamības gadījumā tiek paskaidroti vērtēšanas kritēriji.
- 9.5. Konkursa uzvarētāji tiek apbalvoti ar diplomiem, atzinības rakstiem un balvām.
- 9.6. Apbalvojumu skaitu un formu nosaka vērtēšanas komisija.
- 9.7. Apbalvošana notiek konkursa dienā.

10. Konkursa rīcības komiteja:

Irina Surkova – Rīgas 34. angļu valodas skolotāja

Jekaterina Mazure – Rīgas 34.vidusskolas angļu valodas skolotāja, svešvalodas mācību jomu koordinatore

Marina Grečaņina – Rīgas 34. vidusskolas direktores vietniece izglītības jomā

11. Konkursa darbu vērtēšanas komisija:

Rīgas 34. angļu valodas skolotāji

12. Vērtēšanas kritēriji:

1. uzdevums (8.1. un 8.2) tiek vērtēts pēc pareizo atbilžu skaita (Pielikums 2).
2. uzdevums (8.3.2 un 8.3.3.) tiek vērtēts pēc pareizo atbilžu skaita (Pielikums 1).

Rīgas 34. vidusskolas vadītāja/direktore
(izglītības jomā)

N.Rogaļeva

Rusmane 67474059

Pielikums 1

- A
- abroad
 - accept
 - accident
 - according to
 - achieve
 - active
 - actually
 - advantage
 - adventure
 - advertisement
 - advertising
 - affect
 - against
 - allow
 - almost
 - alternative
 - although
 - among
 - amount
 - amazing
 - appear
 - ancient
 - ankle
 - appearance
 - architecture
 - argue
 - arrangement
 - athlete
 - attention
 - attractive
 - audience
 - author
 - average
 - award
 - awful
- B
- behaviour (Br.E.)
 - belong
 - benefit
 - biscuit
 - bowl
 - bridge
 - bright
 - burn
44. businessman
- C
- carefully
 - castle
 - cause
 - celebrate
 - certainly
 - character
 - charity
 - chef
 - chemistry
 - church
 - cushion
 - completely
 - continue
 - corner
 - couple
 - crazy
 - colleague
 - college
 - comb
 - creature
 - crown
 - cycle
- D
- deal
 - definitely
 - designer
 - destroy
 - develop
 - disappear
 - discovery
 - disease
 - divorced
 - device
 - differently
- E
- earn
 - earth
 - easily
 - engineer
 - environment
 - equipment
 - especially
 - exactly
86. experience
87. extremely
88. enormous
- F
- factory
 - fair
 - feature
 - female
 - field
 - foreign
 - fortunately
 - forward
 - furniture
 - firstly
- G
- general
 - Geography
 - glue
 - goal
 - guest
 - guide
 - gym
- H
- headache
 - heart
 - heat
 - heavy
 - height
 - huge
 - hour
- I
- ideal
 - immediately
 - included
 - increase
 - incredible
 - instead
- J
- jewellery (Br.E.)
 - journalist
 - journey
- K
- knee
 - knife
 - knowledge

- L
- 125. laughter
 - 126. lawyer
 - 127. least
 - 128. lecture
- M
- 129. major
 - 130. mention
- N
- 131. narrow
 - 132. nearly
 - 133. nervous
 - 134. notice
- O
- 135. ocean
 - 136. octopus
 - 137. offer
 - 138. oven
 - 139. owner
- P
- 140. patient
 - 141. peace
 - 142. perhaps
 - 143. photograph
 - 144. purpose
 - 145. physics
- Q
- 146. quality
 - 147. quantity
 - 148. quite
 - 149. quietly
- R
- 150. reach
 - 151. recipe
 - 152. recognize
 - 153. recycle
 - 154. remove
 - 155. research
 - 156. route
 - 157. region
 - 158. regular
 - 159. receive
- S
- 160. safe
 - 161. save
 - 162. sauce
 - 163. scene
 - 164. schedule
 - 165. separate
 - 166. series
- 167. serious
 - 168. service
 - 169. sign
 - 170. since
 - 171. source
 - 172. soap
 - 173. society
 - 174. suddenly
 - 175. suggestion
 - 176. suit
 - 177. sure
 - 178. survey
- T
- 179. target
 - 180. technology
 - 181. temperature
 - 182. themselves
 - 183. third
 - 184. thought
 - 185. through
 - 186. tour
 - 187. throw
- U
- 188. unfortunately
- V
- 189. valley
 - 190. variety
 - 191. vehicle
 - 192. view
- W
- 193. weight
 - 194. wheel
 - 195. while
 - 196. whisper
 - 197. whole
 - 198. without
 - 199. whose
 - 200. worse

Text 1. A Day at the College Fair

Last week, our college organized a big event to give students an **opportunity** to learn about different jobs. Each **department** had its own **arrangement** with posters, photos, and **advertisements** about their courses. I spoke with a **chef** who explained how he developed his **ability** to cook and create new **recipes**. Then, I met a **journalist** who talked about the **benefit** of studying **foreign** languages.

The **audience** enjoyed a short concert by a **musician**, and we also watched a video about **environmental** problems and how **technology** can help **reduce** pollution. I was surprised by how **intelligent** and creative the students were.

Later, we visited an **art gallery** with paintings showing the **typical** life of people in different **regions**. I took some pictures because the **images** were beautiful. It was a great day full of learning, and I really believe this experience will help me **achieve** my goals in the future.

Text 2. A Day to Remember

A month **ago**, **my cousin** invited me to a small **business** event in her **local** town. She asked me to **join** her there. I was **glad** because I wanted to **know** more about the work **between** shops and **customers**.

When we arrived, there was a **crowd** of people. Some were selling food, and some were showing art. One man, an **actor**, tried to **add** fun to the day by telling jokes. Many people **laughed**.

We walked across a **bridge** to another **place**. On the other side, a **doctor** gave a talk. He tried to **explain** how people can **avoid** stress. He said, "Do not **fight**, do not be **selfish**. A friendly **conversation** can help **heal** the heart." I wanted to **agree**, but my cousin started to **disagree**. She thought the ideas were too **difficult**.

Later, we had **dinner** with some new friends. We talked about many things. Someone showed me a **photograph** of a **sheep** on a farm in another **country**. Another person had a small **drum** and played music. At the table, one girl was **deaf**, but she could **follow** the talk by reading our lips. I felt very **familiar** with this warm and **lovely** group. I did not want to **forget** that moment.

Before leaving, I bought a small **piece** of art. It was a **copy** of a painting. It was not **expensive**, so it fit in my **pocket**. The **purpose** of my **purchase** was to remember this special day.

On the way home, we were **passengers** on a train. Through the window, I saw the **rail**, the trees, and the **miles** moving **onwards**. I felt tired but happy.

I thought: life is sometimes **tense**, sometimes **mild**. We may **miss** chances, or we may **catch** them. But if we try to **mend** what is broken, to **lessen** the **pain**, to **raise** our spirits, and to **sew** good memories into our hearts, we can grow.

That day taught me an **example**: even when things seem **hard**, we can still find beauty and purpose.

Pielikums 2

Evaluation Criteria (Rebus Puzzle)

Total Score: 20 points

Criteria	4 (Excellent)	3 (Good)	2 (Needs Improvement)	1 (Poor)
Vocabulary	The solution phrase or word is common and uses vocabulary appropriate for the A2 level. Words are recognizable and do not require specialized knowledge.	The solution phrase is mostly familiar but might include one or two slightly more challenging words that are still decodable through context.	The solution phrase contains vocabulary that is too difficult or unfamiliar for an A2-level learner.	The solution phrase uses vocabulary that is inappropriate or beyond the A2 level, making the puzzle impossible for peers to solve.
Clarity of imagery	The images or symbols used are clear, recognizable, and directly represent the word or sound intended. The visual components are easy to interpret.	The images are mostly clear but might require some thinking to interpret correctly. A learner can still decode the meaning with some effort.	The images are unclear or ambiguous, making them difficult to connect to the intended word or sound.	The images are confusing, irrelevant, or not recognizable, making the puzzle unsolvable.
Puzzle logic and coherence	The rebus follows a clear and logical pattern (e.g., picture + word, picture + picture) to convey the message. The sequence of visual clues makes sense.	The logic of the puzzle is sound, but the connection between elements may not be immediately obvious. Some guidance might be needed.	The puzzle's logic is confusing or inconsistent. The relationship between the visual elements and the solution is not clear.	There is no apparent logic or connection between the visual elements, making the puzzle unsolvable.
Solvability for A2 level	The puzzle is a good challenge for an A2 learner but can be solved successfully within a reasonable amount of time. The difficulty is well-pitched.	The puzzle is solvable, but the complexity might be slightly higher than ideal for the A2 level, requiring more time or effort.	The puzzle is either too easy (solution is obvious) or too difficult, requiring too much time or outside help to solve.	The puzzle is too complex, contains too many difficult elements, or has a solution that is too obvious, failing to meet the challenge criteria.
Presentation	The rebus is neatly and clearly presented. Writing is legible and the images are well-drawn or clearly sourced.	The presentation is functional and clear, though it may be less visually appealing than a top-tier example.	The presentation is messy, unclear, or difficult to read, which can distract from the puzzle itself.	The rebus is unorganized and poorly presented, making it difficult to understand or solve.