



LIEPĀJAS MŪZIKAS,
MĀKSLAS un DIZAINA
VIDUSSKOLA

**MĀKSLU IZGLĪTĪBAS KOMPETENCES CENTRS
„LIEPĀJAS MŪZIKAS, MĀKSLAS UN DIZAINA VIDUSSKOLA”**

METODISKAIS MATERIĀLS

Angļu valoda

(mācību priekšmets)

1.–3. kurss

(izglītības programma, kurss)

SOLVITA MATVEJEVA

2025

UZDEVUMU MĒRĶIS

Uzdevumi izvēlēti un radīti apgūstāmās tēmas ietvaros par izglītību, domāšanu, mācīšanās veidiem un stratēģijām. Pamatā skolēni strādā ar lasīšanas prasmju attīstīšanu darbojoties ar eksāmena tipa uzdevumiem tēmas ietvaros, kur pedagogs vērš uzmanību uz uzdevumu izpildes stratēģijām, vārdu krājumu, papildus aktivitātes veicina diskusijas un runāšanas prasmes kopumā.

Papildus tiek piedāvāti uzdevumi, kas skolēniem ļauj reflektēt par savām mācīšanās stratēģijām, mācīšanās procesu kopumā, kritiskās domāšanas nozīmīgumu. Iegūtās zināšanas var veiksmīgi integrēt praktiski jebkurā mācību priekšmetā.

SASNIEDZAMIE REZULTĀTI

SR 1: Aktualizēt kritiskās domāšanas, metakognīcijas nozīmi mācīšanās procesā un reflektēt par to.

SR 2: Skolēni strādā ar eksāmena tipa lasīšanas uzdevumiem, izvēlas stratēģijas labākai uzdevumu izpildei, veic paškontroli.

SR 3: Skolēni izvēlas kādu jaunu mācīšanās stratēģiju un mēģina pielietot praksē.

SR 4: Skolēni strādā ar savu kritisko domāšanu un izvērtē to.

VĒRTĒŠANAS KRITĒRIJI

Ieteicama refleksija un AS. Pedagogs var izvēlēties un pielietot savus vērtēšanas kritērijus, ja tas ir nepieciešams.

IZMANTOTIE RESURSI

Materiāls ir veidots un radīts adaptējot dažādus tekstus par attiecīgajām tēmām. Uzdevumi un aktivitātes ir pedagoga autordarbs iedvesmojoties no dažādām jau zināmām aktivitātēm un uzdevumiem valodu mācīšanas jomā.

Most people assume that studying harder is the key to mastering difficult material. But recent educational research suggests that the missing ingredient is not effort alone, but awareness — specifically, awareness of how we think and learn. Metacognition, the process of reflecting on one's thinking, is often the difference between passive exposure to information and genuine, transferable understanding.

Students who deliberately plan their approach to a task, monitor their comprehension as they go, and evaluate the effectiveness of the strategies they used afterwards consistently outperform peers who simply repeat material without reflection. Planning might mean choosing which sub-tasks to tackle first and why; monitoring involves pausing to ask whether an explanation actually made sense, and evaluating requires an honest post-task appraisal: what worked and what didn't?

What makes metacognition teachable is that it can be broken down into concrete techniques. A simple checklist — set a goal, predict the difficulty, choose a strategy, check understanding, and adjust — can be introduced from early stages and scaled up in complexity. Teachers who model this internal dialogue out loud help students see how experts think; peer discussion of strategies exposes learners to alternatives they may never have tried.

Importantly, metacognition also interacts with motivation. When learners notice that a new approach makes problems easier, they tend to persist; conversely, without reflection, failure is often attributed to fixed ability rather than to strategy choice. Interventions that prompt students to record their approach and outcomes — brief learning logs, for example — both improve retention and foster a growth-oriented response to setbacks.

Despite strong evidence in its favour, implementing metacognitive practice faces obstacles. Time pressure in crowded curricula, teachers' limited training in modelling strategy use, and assessment systems that prioritize correct answers over process all conspire to make reflection the exception rather than the rule. Yet small, consistent actions — a weekly 10-minute reflection slot, templates for goal-setting, and explicit assessment of strategy use — can gradually shift classroom cultures.

Ultimately, learning to learn is less a single skill than a habit of mind. It requires instruction, scaffolding, and opportunities to practise. The payoff is clear: students who become students of their own learning are better equipped to adapt to unfamiliar problems and to transfer skills across disciplines — the very outcomes educational systems claim to value.

Multiple-choice questions (choose the best answer A, B, C or D):

- 1. The main purpose of the text is to**
 - A. argue that intelligence is fixed and cannot be taught.
 - B. explain why classroom curricula are insufficient.
 - C. describe metacognition and suggest how to teach it.
 - D. criticize assessment systems for ignoring content.

- 2. According to the text, 'monitoring' mainly involves**
- A. choosing which tasks to avoid.
 - B. checking whether an explanation made sense.
 - C. evaluating peers' performance.
 - D. measuring time spent studying.
- 3. Which claim about motivation does the author make?**
- A. Motivation is irrelevant to metacognitive practice.
 - B. Noticing success from new strategies reduces persistence.
 - C. Reflection can lead learners to persist when strategies help.
 - D. Students always attribute failure to lack of effort.
- 4. The author suggests that teachers can foster metacognition by**
- A. assigning longer homework tasks.
 - B. modelling their internal thought processes aloud.
 - C. reducing peer collaboration.
 - D. eliminating reflection from assessments.
- 5. The phrase 'conspire to make reflection the exception' (line) means**
- A. several factors work together to make reflection rare.
 - B. reflection is a secretive activity.
 - C. teachers intentionally avoid reflection.
 - D. reflection is legally prohibited.
- 6. The tone of the final paragraph is**
- A. resigned and pessimistic.
 - B. technical and detached.
 - C. optimistic but realistic.
 - D. humorous and sarcastic.
- 7. Which of the following is NOT mentioned as a way to introduce metacognition?**
- A. brief learning logs.
 - B. weekly 10-minute reflection slots.
 - C. standardized tests.
 - D. goal-setting templates.
- 8. The text implies that the main long-term benefit of metacognitive instruction is**
- A. higher grades in exams only.
 - B. better ability to adapt to unfamiliar problems.
 - C. increased compliance with curricula.
 - D. instant mastery of all subjects.

Text 2: 'The Quiet Power of Independent Study'

Fill gaps (1–8) with the correct word/phrase from the word bank below. Use each item once.

agency	manageable steps	paradox of choice	deliberate practice	summarize	scaffolds
		process	intellectual resilience		

Independent study has long been undervalued in formal education, often portrayed as a solitary pursuit for a few highly motivated students. Yet careful observation shows that self-directed learners develop skills that are increasingly vital in the modern world: (1) _____, strategic planning, and the ability to evaluate resources critically. Successful independent study relies less on innate talent than on structure. Learners who set clear, achievable goals, break tasks into (2) _____, and periodically test their understanding tend to make steady progress. These habits transform a vague intention — 'I'll learn calculus' — into a sequence of actionable tasks that can be monitored and adjusted. Technology both helps and complicates self-study. Online courses, forums, and micro-lessons provide access to explanations and feedback that were once the preserve of formal classrooms. But the abundance of materials creates a (3) _____: learners may spend time curating resources instead of actually practising. One antidote is a disciplined study plan that limits sources and schedules (4) _____. Reflection is crucial for independent learners. After completing a module, students who briefly (5) _____ what they learned, note confusions, and set next steps solidify memory and make subsequent learning more efficient. Peer feedback — even asynchronous comments on a discussion board — can expose blind spots in understanding and suggest alternative strategies. Teachers can support self-study by providing (6) _____: study templates, exemplars, and checkpoints where learners submit brief progress notes. Assessments that reward (7) _____ as well as product encourage students to value how they learn, not only what they produce. Over time these supports can be withdrawn, leaving learners able to manage and review their own learning autonomously. Finally, independent study fosters (8) _____. When students learn to diagnose their misunderstandings and to seek targeted help, setbacks become instructive rather than demoralizing. In an era where continuous reskilling is the norm, the capacity to teach oneself will likely be among the most valuable competencies.

Match each paragraph (1–8) to the most appropriate heading (A–H). There is one extra heading that you do NOT need to use.

- A. Short activities that develop reasoning
- B. The role of digital tools in shaping thought
- C. Why critical thinking matters beyond exams
- D. Grading only for factual accuracy undermines reasoning
- E. Techniques to reduce emotional attachment in debate
- F. Teachers should model the reasoning process aloud
- G. Creating a school-wide culture of reasoning
- H. The importance of willingness to revise opinions

Paragraph 1: _____

Critical thinking is often framed as an exam skill, but its utility extends far beyond tests. When students learn to evaluate evidence, spot assumptions, and consider alternative explanations, they become better citizens and decision-makers. Teaching critical thinking explicitly helps learners recognise flawed arguments in everyday life — from dubious advertising claims to misleading headlines.

Paragraph 2: _____

One effective classroom technique is the 'think-aloud' demonstration. Here, the teacher verbalises how they approach a problem: what questions they ask, which evidence they prioritise, and how they eliminate unlikely explanations. This externalises the tacit steps of reasoning and gives students a model to emulate.

Paragraph 3: _____

Another strategy involves structured debate with roles assigned: researchers, challengers, and synthesizers. By rotating roles, students practise gathering evidence, identifying weaknesses, and combining viewpoints into coherent conclusions. The role-play element reduces personal investment in an argument, making critique safer and more productive.

Paragraph 4: _____

Assessment can support critical thinking when tasks reward justified reasoning rather than only correct answers. Rubrics that allocate marks for evidence, reasoning, and consideration of counter-arguments encourage students to take the reasoning process seriously. When schools prioritise these criteria, classroom activities align with desired outcomes.

Paragraph 5: _____

Outside school, digital literacy is an essential complement to critical thinking. The ability to verify sources, understand bias, and cross-check claims is a practical extension of classroom skills. Teaching students how search results are generated and how algorithms personalise content demystifies the online environment.

Paragraph 6: _____

Critical thinking also benefits from intellectual humility — the readiness to revise one's views in light of new evidence. Class activities that normalise changing positions (e.g., 'revise your stance' tasks) reduce the stigma of admitting error and promote ongoing learning.

Paragraph 7: _____

Time constraints and curriculum demands sometimes limit opportunities for in-depth reasoning practice. However, short, regular activities — an end-of-lesson 'what surprised you?' or a weekly problem-solving brief — can maintain engagement and progressively build skills without derailing content coverage.

Paragraph 8: _____

Ultimately, fostering critical thinking requires coherence across pedagogy, assessment, and school culture. Isolated lessons have limited impact; when schools integrate reasoning into subjects, model it consistently, and assess it explicitly, students are far more likely to carry those habits into adulthood.

Answer Key

TEXT 1 — Multiple-choice:

1. C — Text's main purpose is to describe metacognition and suggest ways to teach it.
2. B — Monitoring is described as pausing to check comprehension.
3. C — Reflection leading to noticed success increases persistence.
4. B — Author recommends teachers model internal dialogue aloud.
5. A — Several obstacles together make reflection rare.
6. C — Final paragraph offers optimistic but realistic view.
7. C — Standardized tests are NOT mentioned as a way to introduce metacognition.
8. B — Long-term benefit: adaptability to unfamiliar problems.

TEXT 2 — Gapped text:

1. agency — Text states independent learners develop 'agency' (ability to act).
2. manageable steps — The text recommends breaking tasks into manageable steps.
3. paradox of choice — Abundance of materials creates a paradox of choice.
4. deliberate practice — Antidote to wasted time is deliberate practice.
5. summarise — Learners who summarise what they learned solidify memory.
6. scaffolds — Teachers provide scaffolds such as templates and exemplars.
7. process — Assessments should reward process as well as product.
8. intellectual resilience — Independent study fosters intellectual resilience.

TEXT 3 — Matching headings:

1. C — Paragraph 1 explains why critical thinking matters beyond exams.
2. F — Paragraph 2 recommends think-aloud modelling by teachers.
3. E — Paragraph 3 discusses role-play to reduce personal investment.
4. D — Paragraph 4 focuses on assessment that rewards reasoning.
5. B — Paragraph 5 addresses digital literacy and online verification.
6. H — Paragraph 6 highlights intellectual humility and revising views.
7. A — Paragraph 7 suggests short regular activities to build skills.
8. G — Paragraph 8 calls for school-wide coherence in fostering critical thinking.

ADDITIONAL EXERCISES TO REFLECT ON VARIOUS LEARNING STRATEGIES

Metacognition Strategy Swap (Text 1)

Small groups of 3–4. Each student describes one learning strategy they already use (planning, monitoring, evaluating). Group lists common strategies and new ones they heard. They choose one “new” strategy each to try in the coming week.

Independent Study Clinic (Text 2)

In pairs, students design a “self-study plan” for a mini-project (e.g. learning a short poem, revising a grammar topic). They must include goals, steps, resources, and reflection points. Present plan to another pair for feedback; adapt plan accordingly.

Critical Thinking Carousel (Text 3)

Four stations around the room, each with a short scenario (misleading ad, biased article, online claim, etc.). Groups rotate, applying the critical thinking techniques from Text 3 to each scenario (identify assumptions, check sources, suggest alternative explanations). Each group reports which technique was most useful and why.

Metacognitive Diary Role-play

One student acts as “mentor,” another as “student” who is stuck. Mentor helps student reflect on how they approached a task using metacognitive prompts (“What was your goal?”, “How did you check your understanding?”, “What could you try next time?”). Switch roles.

Class Strategy Map

Whole class brainstorm on board/poster. Everyone contributes one concrete way to plan, monitor or evaluate learning. Group them into categories (planning, monitoring, evaluating, motivation). Agree on three strategies the class will try collectively.

Discussion and Reflection Questions

Use these for pair work then open class sharing. Students should give examples from their own study experience.

1. Which of the metacognitive strategies described in Text 1 do you already use? Which do you find hardest to apply and why?
2. Think about your last self-study session. How well did you plan it, monitor your progress, and evaluate the outcome? What would you change next time?
3. When you face a difficult task, do you usually blame lack of ability, lack of effort, or poor strategy? How could changing this mindset affect your motivation?
4. How do you decide which online resources to trust when you’re learning something on your own? What criteria could you add to improve your evaluation?
5. Which critical-thinking technique from Text 3 could most improve your everyday decision-making (outside school)? How might you practise it?
6. How does working with peers (discussion, feedback, debate) influence your ability to reflect on your own learning strategies?
7. If you could introduce one small change to your own study routine this week based on these texts, what would it be?