





**VIDZEMES TEHNOLOĢIJU UN DIZAINA TEHNIKUMS**

# **Tēma – Izglītība**

**Pirmā svešvaloda - angļu valoda**

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## **Anotācija**

Metodiskais materiāls ir paredzēts 1. kursa izglītojamajiem, apgūstot mācību priekšmetu “Pirmā svešvaloda – angļu valoda”.

Metodiskais materiāls izstrādāts tēmas “Izglītība” ietvaros, kas ir iekļauta mācību priekšmeta “Pirmā svešvaloda – angļu valoda” 1.kursa izglītojamajiem.

Tēma “Izglītība” ir pirmā vidusskolas kursa tēma, un izstrādātais metodiskais materiāls ir stabils pamats turpmākai angļu valodas apguvei.

Metodiskais materiāls izstrādāts četrām mācību stundām (kopā: 160 min.)

Lai temata “Izglītība” apguve būtu efektīva, izglītojamajiem tiek piedāvātas darba lapas ar lasīšanas, valodas lietojuma, runāšanas un gramatikas uzdevumiem.

Izstrādātais metodiskais materiāls par tēmu “Izglītība” ir atbalsta materiāls, kurā apkopotie uzdevumi veicina tēmas attīstīšanu. Audzēkņiem ir paplašināts vārdu krājums, viņi lieto vārdu krājumu rakstiski un mutvārdos, iesaistoties diskusijās.

### **Mērķis:**

- Pilnveidot un pielietot vārdu krājumu par tematu rakstveidā un mutvārdos;
- Veicināt spēju spriest, diskutēt, izteikt un argumentēt savu viedokli par tēmu “Izglītība”.

### **Uzdevumi:**

- Paplašināt vārdu krājumu par tematu;
- Veicināt izglītojamā lasīšanas prasmi attīstību;
- Attīstīt izglītojamā valodas lietojuma prasmi;
- Nostiprināt un attīstīt runāšanas prasmi.

### **Sasniedzamais rezultāts:**

- Lasa, salīdzina un analizē informāciju par izglītības sistēmu Anglijā;
- Zina un lieto frāzes darbības vārdus;
- Spēj kritiski domāt, izteikt un argumentēt savu viedokli;
- Prot atbildēt uz jautājumiem par tēmu, nosaukt dažus jēdzienus.

Pēc mācību vielas apguves paredzēts, ka izglītojamajiem tiek paplašināts vispārējais vārdu krājums, tiek nostiprinātas un attīstītas valodas lietojuma un lasīšanas prasmes, un izglītojamie spēj izteikt savu viedokli, runājot par tematu “Izglītība”.

## Nodarbības metodiskais apraksts

**Nodarbības tēma (apakštēma): Izglītība**

**Stundu skaits (pēc mācību plāna): 4**

**Mērķis:** Pilnveidot izglītojamā vārdu krājumu par tēmu, izpratni par frāzes darbības vārdiem un veicināt iegūto zināšanu pielietojumu rakstiski un mutvārdos

**Uzdevumi:**

1. Lasa, analizē informāciju par izglītības sistēmu Lielbritānijā, atbild uz jautājumiem.
2. Piedalās diskusijā par tēmu, pauž savu viedokli, noskaidro citu viedokļus un to pamatojumu.
3. Izpilda valodas lietojuma uzdevumu.
4. Savieno frāzes darbības vārdus ar iederīgāko skaidrojumu.

**Nozīmīgākie jēdzieni:** Frāzes darbības vārds, prievārds, apstākļu vārds

**Nodarbības plānojums:**

Nr.p.k.	Plānotā darbība	Metodiskie materiāli un organizatoriskās formas	Piezīmes
1.	Ievads. Mutvārdu daļa	Diskusija (Pielikums Nr.1) Atbild uz jautājumiem, izmantojot iepriekš apgūto leksiku par tēmu, pauž savu viedokli.	Izglītojamajiem tiek piedāvātas kartītes ar skolotājas ierosinātiem jautājumiem. Izglītojamie pāros, grupās atbild uz jautājumiem, formulē domas, dalās ar savu viedokli. Diskusijas beigās tiek iesaistīti visi izglītojamie. Diskusija rada brīvu un aktīvu darba atmosfēru.
2.	Lasīšana ar izpratni	Darbs ar tekstu (Pielikums Nr.2.) Jautājumi un atbildes, diskusija, pēc lasīšanas uzdevums.	Izglītojamie lasa tekstu par izglītības sistēmu Anglijā, atrod atslēgas vārdus un vajadzīgo informāciju konkrēta uzdevuma izpildei. Atbild uz atvērtajiem jautājumiem par saturu, izdara secinājumus. Lai pārbaudītu lasīšanas rezultātu, tiek piedāvāts pēc lasīšanas uzdevums. Izglītojamie lasa īsu tekstu par tēmu un saskaņo dotos vārdus atbilstoši kontekstam.
3.	Valodas lietojums. Jautājumi un atbildes.	Darbs ar darba lapu (Pielikums nr.3)	Izglītojamie lasa tekstu, izvēlas saturam atbilstošus vārdus,

	Īsa diskusija, secinājumi	Atbilžu izvēles uzdevums.	izmantojot gramatikas un leksikas zināšanas. Izglītojamiem ir iespēja pārbaudīt savu vispārējo vārdu krājumu un saprast teikuma nozīmi.
4.	Darbs ar frāzes darbības vārdiem	Darbs ar darba lapu (Pielikums Nr.4)	Izglītojamie uzzina pamatus par frāzes darbības vārdiem angļu valodā. Lasa darbības vārdus ar īsajām definīcijām, veido frāzes darbības vārdu sarakstu. Pilda uzdevumus kas palīdz apgūt jaunus frāzes darbības vārdus, kas saistīti ar tēmu "Izglītība".
5.	Izglītojamā pašvērtējums.  Refleksija	Darbs ar pašvērtējuma darba lapu (Pielikums Nr.5). Diskusija. Jautājumi un atbildes.	Izglītojamie patstāvīgi aizpilda pašvērtējuma darba lapu. Apspiež atbildes, dalās ar saviem darba rezultātiem stundās.

#### Kontroljautājumi (par tēmas apguvi):

1. Kāda vecuma bērniem Lielbritānijā izglītība ir obligāta?
2. Kā izskaidrot vārdu "drum in", "opt for" nozīmi angļu valodā?
3. Kāds ir pilns nosaukums saīsinājumam "GCSE"?
4. Kādas praktiskās prasmes (life skills) vēlies iemācīties skolā?

#### Sasniedzamais rezultāts:

1. **Zina:** vispārējo vārdu krājumu par tēmu.
2. **Spēj:** pielietot apgūto vārdu krājumu rakstiski un mutvārdos, izmantot leksiku sadzīves un mācību situācijās.
3. **Izprot:** frāzes darbības vārdu leksisko nozīmi.

## Izmantotie avoti

1. Brayshaw D., Michalowski B., Trapnell B., Focus. Workbook 4, Pearson: Pearson Education Limited 2016
2. Frāzes darbības vārdi. Grammar Phrasal verbs [skatīts 2021. gada 1.jūnijā] Pieejams: <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>
3. Mācību programma “Angļu valoda (Svešvaloda I)”, projekts “Skola2030” [skatīts 2021. gada 27. aprīlī]. Pieejams: <https://mape.skola2030.lv/materials/469>
4. Mutvārdu daļa, diskusija. Let’s talk about education [skatīts 2021. gada 1.jūnijā] Pieejams: <https://en.islcollective.com/>
5. Stanton A., Stephens M., Fast Track to FCE. Coursebook , Pearson: Pearson Education Limited 2001
6. Tkacz A., Trapnell B., Focus. Teacher’s Book 4, Pearson : Pearson Education Limited 2016

**PIELIKUMI**

*Education is the most powerful weapon which you can use to change the world. Nelson Mandela*

## Speaking language practice Collaborative task and discussion

### Worksheet 1 Task instructions

Students work in pairs, in groups of four and in the whole class. They get conversation cards with questions about education.. Students debate the questions in pairs first, then in group of four and finally share the results of their conversation in front of the whole class.

### Task strategy

- Give answers to the questions which are complete but not too long
- Don't think too long before giving an answer
- Do speak clearly so everyone can hear you
- Don't interrupt while the other student is speaking
- You can comment when they have finished

Which languages are taught in your school?	Does education guarantee a good job?	What do you think is the most important quality for a good students/a good teacher?
Should students be given a failing mark for plagiarism?	Going to school is a complete waste of time. Do you agree? Explain your view.	Would you consider studying abroad? If yes/which country?
Do you think there should be a university entrance exam?	What should the maximum number of students per class be in school?	Once you graduate, should you stop learning? Explain
Which is more important: the skills you learn in school or in real life? Explain	Do you think teacher should be paid extra if they have good student evaluations?	How much homework or papers do you do every day? How much free time do you have?
Would you say you are a good student?	What are the advantages of studying on a distance learning course?	What we learn with pleasure, we never forget. Do you agree?



## Reading

### Worksheet 2 Task instructions

Worksheet about the education in the UK with reading comprehension activities and questions for discussion. The students compare the Latvian and British system of education

1. Read the text carefully. Look at the underlined words in the text. What kind of words are they? Do you know them? Then compare your answers with a partner.
2. Read through the complete text again to check that it make sense. Then in a group answer the questions below to check your understanding.
3. Discuss: Would you like to go to school in England? Why/ Why not? Give your reasons

### Education in UK

The education system is divided into nursery (ages 3–4), primary education (ages 4–11), secondary education (ages 11–18) and higher education (ages 18+).

Full-time education is compulsory for all children aged between 5 and 16, either at school or otherwise, with a child beginning primary education during the school year he or she turns 5. At the age of 16, students sit national exams at the age of 16 known as GCSEs. An exam in each subject is taken so you normally leave school with 10 GCSEs which are graded from A\* - F.

Students may then continue their secondary studies for a further two years (sixth form), leading most typically to A-level qualifications, although other qualifications and courses exist, including Business and Technology Education Council (BTEC) qualifications or apprenticeships. The leaving age for compulsory education was raised to 18 by the Education and Skills Act 2008. The change will take effect in 2013 for 16-year-olds and 2015 for 17-year-olds. Public schooling and sixth form education is paid for by taxes. England also has private schools and boarding schools where students go to school and live in residency there.

All public schools in England are required to follow the National Curriculum, which is made up of twelve subjects. The core subjects—English, Mathematics and Science—are compulsory for all students aged 5 to 16. A range of other subjects, known as *foundation* subjects, are compulsory in one or more school years. They include Art & Design, Citizenship, Design & Technology, Geography, History Information & Communication Technology, Modern Foreign Languages, Music and Physical Education

Higher education often begins with a three-year bachelor's degree (some courses are 4 years for example modern languages has a compulsory year abroad) Postgraduate degrees include master's degrees and PhDs that usually take at least three years. Oxford and Cambridge are the most famous universities in England and only accept exceptional students.

1. What are the four levels of the English education system?
2. At what age do children have to start school?

3. What changes have been made to the school leaving age?
4. What are boarding schools?
5. What are the core subjects?
6. How many years is a bachelor's degree? Are there any exceptions?

**Check what you know about education in UK**

**Fill the gaps in this text with a suitable word from the list.**

<p>In Britain 95% of children attend (1)_____ schools, rather than private schools. Most schools in England and Wales are (2)_____ but some areas have single-sex schools. Children start (3)_____ school at the age of five, and move to a secondary school when they are 11. (Some areas have selective secondary schools but most schools are (4)_____ schools.) The National (5)_____ defines what all (6)_____ have to learn, but the (7)_____ of each school organises the (8)_____ and decided which members (9)_____ teach each class.</p> <p>At the age of 16 all children take their GCSE (10)_____ in a number of different (11)_____. GCSE (12)_____ begin in Year 10 – the children choose which ones they will take two years before the exam. Some subjects, like English and maths are (13)_____ but others like art or history are (14)_____. Some students leave school at 16, but about 50% stay on in the (15)_____ or attend a college to do two or three A levels. About 25% go to (16)_____ education at a (17)_____ or college when they are (18)_____ or older.</p>	<p><b>co-educational</b></p> <p><b>comprehensive</b></p> <p><b>compulsory</b></p> <p><b>courses</b></p> <p><b>curriculum</b></p> <p><b>eighteen</b></p> <p><b>exams</b></p> <p><b>head teacher</b></p> <p><b>higher</b></p> <p><b>primary</b></p> <p><b>pupils</b></p> <p><b>sixth form</b></p> <p><b>staff</b></p> <p><b>state</b></p> <p><b>subjects</b></p> <p><b>timetable</b></p> <p><b>university</b></p> <p><b>optional</b></p>
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## Use of English

### Worksheet 3 Task instructions

Students read a text with 15 gaps and choose one word or phrase from four options to fill each gap. The word must fit the meaning of the text and the grammar of the sentence. The students need to be able to choose or recognize:

- The correct word from a set with similar meanings.
- Common collocations-that go together.
- Prepositional phrases and fixed expressions
- Phrasal verbs, e.g. *read for, opt for*
- The grammatical patterns that words are used with
- Linking words, e.g. *although, however*

### Task strategy

- Students read the title and the whole text, ignoring the gaps.
- Go back to the beginning
- Read the sentences with gaps very carefully. The word they need must fit the grammar and meaning of the sentence.
- When they have finished, read the whole text again and that answers make sense

### Task tips

If students understand what the text is about, they will find it easier to choose the right word for each gap.

### Essential skills for life

#### 1 Read the text and answer these questions to check your understanding

1 What skills will students learn for the “Diploma of Practical Achievement”?

2 Why is the Diploma being introduced? Find two reasons in the text

#### 2 Discuss in a group.

Do you think the Diploma is a good idea? Why/ Why not? Give your reasons

#### 3. Now do the task. Remember that the word you choose must fit the meaning and the grammar of the gap.



Read the text and decide which answer best fits each space. There is an example at the beginning. **Make the correct word in bold or fill in a gap in the text.**

From next year, every student in their final year at our school will study for a (0)... Diploma of Practical Achievement. This will be in addition to the (1)...exams. Up to now, the course has been optional, but from now every student must (2)...it.

The aim is to (3)...students with ‘‘life skills’’, which the Diploma divides into eight categories. These cover a range of things (4) ...to life beyond school, from sending an e-mail to (5)...presentations to an audience. Under the heading ‘‘survival’’, (6)...students can learn car maintenance, first aid and cooking. We have discovered that many students cannot do simple things such as (7)...a puncture or oil an egg. At the other (8)..., the Diploma includes such things as how to design a webpage und how to (9)... if someone has a heart attack. It has been called a ‘‘Diploma of common Sense’’

On the course, students will not be taught in the traditional (10)..., but rather will be guided and encouraged to do things for themselves. This is above all a (11)...‘‘hands-on’’ course. To a greater or lesser (12)..., good schools have always tried to (13)...these skills. Unfortunately, students have not always (14)...much interest because such skills are not directly related to passing exams to higher education. We hope this will change now that we have a proper course that will (15)...to a recognized diploma.

Nr.	A	B	C	D	Point
0.	<b>compulsory</b>	required	necessary	key	
1.	Normal	Everyday	Set	Typical	
2.	Pick	Make	Adopt	Take	
3.	Give	Equip	Offer	Donate	
4.	Relevant	Associated	Linked	Concerned	
5.	having	Giving	Speaking	Expressing	
6.	As a result	Therefore	For example	otherwise	
7.	Service	Maintain	Do up	Mend	
8.	Extreme	End	Limit	Point	
9.	Handle	Guide	Cope	Direct	

10.	Means	Way	Route	Approach	
11.	Theoretical	Technical	Practising	Practical	
12.	Amount	Method	Extent	Depth	
13.	Grow	Develop	Make	Do	
14.	Shown	Given	Placed	Proved	
15.	move	result	take	lead	

## Vocabulary and grammar Phrasal verbs

### Worksheet 4 Task instruction

Students get the worksheet with short explanation and the most common phrasal verbs list with definition. They read and repeat these verbs. Students read the sentences full of phrasal verbs and provide the synonyms for them

#### What are phrasal verbs?

Phrasal verbs are phrases that indicate actions. They are generally used in spoken English and informal texts. Examples of such verbs include: *turn down*, *come across* and *run into*.

Phrasal verbs consist of a verb and a preposition or an adverb:

Verb	get	go	write	take
Preposition	up	through	down	after

Sometimes phrasal verbs consist of three elements:

Verb	look	put	sit
Preposition/adverb 1	forward	up	In
Preposition/adverb 2	to	with	for

When added to the verb the preposition or adverb may change completely the meaning of the verb. Here are some examples:

Phrasal verb	Meaning	Example
look for	search/seek	He is looking for his keys
look up to	have a great deal of respect for a person	His father is his model. He is the person he looks up to.
look forward to	await eagerly/anticipate with pleasure	She is looking forward to visiting Paris.
look up	to try to find a piece of information by looking in a book or on a computer:	She didn't understand the word. So she looked it up in her dictionary

<https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>

#### Task 1 Match each phrasal verb with correct definition

Nr.	Phrasal verb	a-l	Definition	Key
0	add up (to)	a	To teach by continuous repetition	0-c
1	brush up(on)	b	To reach the same level of education as the rest of the class	
2	catch up	c	To accumulate or make a total sum	
3	drop out	d	To make too simple or easy to understand or do	
4	drum in(into)	e	Not to go to school, avoid working or studying	
5	dumb down	f	To leave a course of education early	
6	fall behind	g	To revise and improve a subject , talent or ability	
7	look over	h	To search for something in a list of information or a book	
8	look( something up)	i	To study something at university	
9	opt for	j	To get to u much lower level of education than the rest of the class	
10	read for	k	To check for mistakes	
11	skive off	l	To choose	

**Task 2 Choose and put the appropriate verbs (0-11) in the sentences below.**

1 If you do not know what a word means, \_\_\_\_\_it \_\_\_\_\_in the dictionary.

2 I have been offered languages or science subject for this term. I think I am going to\_\_\_\_\_ \_\_\_\_\_.

3 The teacher used bingo to \_\_\_\_\_as many phrasal verbs as possible \_\_\_\_\_ us.

4 He missed three weeks of maths classes because he was very ill. Now he is finding it difficult to\_\_\_\_\_ \_\_\_\_\_with the rest of the class.

5 We have all of the numbers,, now all we have to do is \_\_\_\_\_them \_\_\_\_\_.

6 She went to university to study law but \_\_\_\_\_ \_\_\_\_\_ after 2 years and open her own business giving legal advice to small companies

7 He was going very well in maths at first, but when he got ill and missed a couple of weeks' classes he\_\_\_\_\_ \_\_\_\_\_ and found it very difficult afterwards

## Student's self assessment

For each learning objective, tick the box that best matches your ability.

Nr.	Learning objective	Criteria	Very much like me	Quite like me	A little like me
1.	Vocabulary	I can talk about education. I use materials effectively and appropriately			
2.	Reading	I can understand of the text. I can find specific details in the text			
3.	Speaking	I can discuss problems and solutions, answer related questions. I participate in a group discussion			
4.	Team work	I work successfully as a team member			
5.	Phrasal verbs	I know how to find and use a variety of phrasal verbs			
6.	Task completion	I start work, stay on tasks and complete the assignment without being reminded or promoted			