



• JELGAVAS VALSTS ĢIMNĀZIJA •



“Dažāda domāšanas dziļuma (SOLO) uzdevumi. Kompleksi uzdevumi. Angļu valoda”

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SOLO taksonomija (Structure of Observed Learning Outcomes -novēroto mācīšanās rezultātu struktūra)

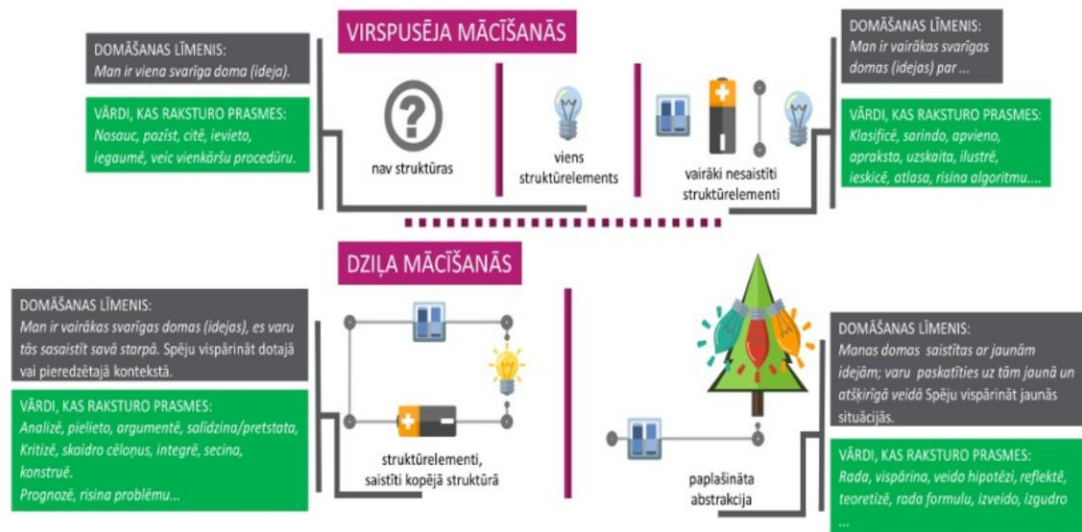
«Tā atspoguļo, par cik elementiem un dažādām attiecībām starp elementiem **skolēnam ir jādomā**, lai atrisinātu kādu **uzdevumu**. SOLO taksonomija ir **izziņas rīks**, ar kura palīdzību var **atspoguļot** un **izvērtēt** kvalitatīvu **virzību no virspusējas uz dziļu mācīšanos**.

Šo taksonomiju var izmantot, lai analizētu, cik dziļi domā skolēns, lai viņam palīdzētu saprast, kā uzlabot savu rezultātu (pāriet uz nākamo izziņas darbības līmeni) un spriestu par paša mācību uzdevuma kognitīvo līmeni.»

Virspusēja un dziļa domāšana



Kognitīvās darbības dziļuma mērīšana izmantojot SOLO taksonomiju



Iepazīstas, izdomā tēmu/uzdevumu un papildina tabulā ar īsu uzd. aprakstu






Izziņas darbības līmeņa noteikšana (Piemērs A)

SOLO 1: Atpazīst vienkāršās **pagātnes darbības vārdus** / frāzes un izraksta tos / tās.

SOLO 2: Prot rakstīt teikumus par to, kas ir noticis pagātnē, izmantojot darbības vārda laiku "vienkāršā pagātne" (var būt nesaistīti).

SOLO 3: Prot aprakstīt zināmu (tipveida) pagātnes notikumu saistītā tekstā, izsakot savu viedokli par to.

SOLO 4: Prot radīt aprakstu/stāstījumu par pagātnes notikumu jaunai situācijai (raksts / e-pasts ...), izsakot savu viedokli par to un izvērtējot pieredzi.

Pre-structural	Knows nothing about a topic		Quantity The first three stages of SOLO look at how much someone knows
Uni-structural	Knows one thing about a topic		
Multi-structural	Knows a few (unconnected) things about a topic		
Relational	Can connect ideas		Quality The final two stages look at how well someone knows it.
Extended-abstract	Can make connections beyond the original topic		

<https://www.structural-learning.com/post/what-is-solo-taxonomy>

Klases ekskursijas apraksts (Piemērs B)

Līmenis	SOLO I	SOLO II	SOLO III	SOLO IV
<i>Piemērs</i>	Apraksta savas klases ekskursiju, izmantojot 1 ideju.	Apraksta savas klases ekskursiju, izmantojot jau vairākas idejas.	Spēj minēt arī iemeslu, kāpēc klase dodas izbraucienā (jo....).	Spēj izvērtēt klases ekskursijas lietderību, piemēram, iekļaujot daudzveidīgus domu gaudus/argumentus.

<https://www.structural-learning.com/post/what-is-solo-taxonomy> -

Rada savu piemēru pēc dotā parauga

Ieguvumi skolēniem

Kādi ir ieguvumi skolēniem, ja skolotājs izmanto SOLO taksonomiju?

- Palīdz saskatīt, ka viņu mācīšanās rezultātus drīzāk ietekmē viņu centieni un stratēģiju izmantošana nekā veiksmē vai spējas.
- Mācību rezultāts ir saistīts ar katra skolēna centieniem radīt idejas, saistīt idejas un vai paplašināt idejas.
- Attīsta skolēnu metakognīciju, pašregulāciju, pašefektivitāti, iesaistīšanos un noturību.
- Izmantojot SOLO, AS ir efektīvāka.

SOLO izmantošana stundās

Kāpēc SOLO ir vērts izmantot stundās?

- SOLO palīdz skolēniem mācīties mācīties.
- SOLO skaidri parāda mācību rezultātu, tas uzlabo skolēnu izpratni par darba/uzdevuma jēgu.
- SOLO izaicina skolēnus domāt dziļāk.
- Uzdevums un rezultāts var būt dažādos SOLO līmeņos.
- Izmantojot SOLO, var viegli diferencēt mācību uzdevumus un mācību rezultātus katram skolēnam.

Kā SOLO taksonomiju var izmantot?

Skolas, skolotāji un skolēni var izmantot SOLO jebkurā mācīšanās laikā.
Piemēram:

- plānojot mācību stundu;
- lai formulētu SR;
- kā monitoringa rīku, ar kuru sekot līdzi savam progresam;
- lai kopīgi ar skolēniem formulētu laba snieguma kritērijus;
- FV, pašvērtējumam (arī lai ieraudzītu nākamās darbības).

Daudzveidīgi uzdevumi SOLO līmeņa noteikšanai

SHOW WHAT YOU KNOW

1 Complete the sentences with the correct present forms of the verbs in brackets.

- 1 It's 11:00 and the bus hasn't arrived (not/arrive) yet.
Oh! Wait ... there it is. I can see it now.
It _____ (come) round the corner.
- 2 I ^a _____ (never/try) sushi.
I ^b _____ (not/like) fish.
- 3 Sorry, Emily ^a _____ (not/be) here now. She ^b _____ (run) in the park. Can you call back later?
- 4 Your dad ^a _____ (already/have) breakfast. He ^b _____ (walk) the dog. He'll be back in ten minutes.
- 5 Leroy ^a _____ (read) a very good book at the moment. He always ^b _____ (buy) his books online.

1 Choose the correct answers A–C.

- 1 We ____ town on Saturday afternoons. We hate shopping when it's busy.
A avoid B miss C decide
- 2 I ____ a burger, medium fries and a chocolate milkshake, please.
A like B 'd like C love
- 3 They usually eat in the most expensive restaurants, but we ____ it. We don't have enough money.
A don't mind B enjoy C can't afford
- 4 My little brother ____ that he's riding a motorbike. He makes motorbike noises and runs around the house.
A enjoys B pretends C spends time
- 5 Dad still goes running in the winter, but Mum ____ to. She won't go because it's too cold.
A prefers B refuses C agrees
- 6 I don't know how I'll ____ to finish all this homework before school on Monday, but I'll try.
A hope B consider C manage

Put the words below in the correct columns to form different life events.

a business a family divorced engaged home married school (x2)

get	leave	start

Write the words in the correct order to make sentences.

1 you / went / eaten / Had / you / breakfast / out / before / ?

2 long / They / bus / waiting / the / hadn't / arrived / been / when

3 been / swimming / because / just / was / He / cold / he'd

4 before / London / he / living / to / Where / he / had / been / moved / ?

5 so / expected / presents / get / hadn't / She / to / many

6 before / for / long / married / they / dating / they / Had / been / got / ?

Solo 1 un solo 2

3 Choose the correct phrase 1–7 from Exercise 2 to replace the underlined formal phrases a–g in the email.

Dear Ms Jones, Hi Becky

^aI enjoyed reading your recent email.

^bI hope you and your family are very well.

I'm excited ¹about / for / at your visit next month, and ^cI am writing to give you some information about myself and my life.

I'm sixteen and I live with my parents in Kraków. I'm not crazy ²at / to / about living here but it's OK.

I go to school in the city and I'm involved ³in / with / on lots of after-school activities. I'm not keen ⁴at / on / to studying, but I'm worried ⁵for / at / about my exams – I don't want Dad to be disappointed ⁶on / with / at me, so I work hard. Do you like school?

Sorry it's only a short email, but ^dI need to stop writing now.

^ePlease give my best wishes to your family.

^fI look forward to receiving a reply from you soon.

^gI will see you next month.

Kamila

Some family friends from the UK and their teenage son are coming to stay with you and your family this summer. You would like to learn something about him before their visit. Write a personal email to him giving some information about yourself. Include and develop these points:

- Introduce yourself and say why you are writing.
- Tell him some basic information about yourself (age, the place where you live, etc.)
- Tell him about your hobbies.
- Ask him about his interests.

Solo 2 un solo3

Find and correct the mistakes.

He was clicking on an icon and nothing happened.
clicked

- 1 Tom was downloading music when his computer was getting the virus. _____
- 2 Annabelle visited the zoo when she saw an elephant for the first time. _____
- 3 Grandma, were you watching television when Apollo 11 was landing on the moon? _____
- 4 They were waiting for the bus when it was starting to snow. _____
- 5 The girls were playing tennis when Helen was breaking her arm. _____
- 6 Was the computers working this morning when you arrived? _____

Correct the underlined mistakes in the sentences. Use the correct present or future tense.

- 1 Una's favourite food is Chinese, but I'm preferring Mexican.

- 2 The clouds in the distance are really black – there will be a storm.

- 3 The school term is going to end next Friday; I can't wait!

- 4 Ellie is practising the guitar for an hour each day.

- 5 The sun's just come out, so I think I'm going for a walk in the park.

- 6 When you'll find out the final score, let me know.

- 7 My sister has decided that she doesn't eat chocolate until the end of this month.

- 8 Trains to London will leave here every half an hour.

THE APE IN THE OFFICE

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Does the "office jungle" mirror behavior in the real jungle? New research shows people in offices may use conflict and cooperation in similar ways to primates in the jungle.

Animal behavior specialist Richard Conniff is the author of *The Ape in the Corner Office*. In his book, Conniff examines corporate behavior through the eyes of a primatologist. He suggests cooperation is the key to success for both humans and other primates. He sees similarities in the ways they use social networks and hierarchies to gain status. He also points out that while conflict can be effective at times, both humans and apes usually prefer to cooperate.

COOPERATION VERSUS CONFLICT

People often think that the animal world is full of conflict. However, conflict and aggression actually play a smaller role in the wild than cooperation. In fact, according to Conniff, both humans and other primates are social creatures, and both groups normally try to avoid conflict. Chimpanzees, for example, typically spend their days caring for their young and traveling together in small groups. Conniff points out that chimps spend about 5 percent of the day being aggressive, but 15 to 20 percent of the day grooming each other. For humans and other primates, conflict is rare and does not last long. For both species, cooperation is a more effective way to succeed and survive.

THE VALUE OF NETWORKING

Research also shows that people and other primates use similar social networking strategies to get ahead in life. They create tight social bonds by sharing resources, doing each other favors, building teams, and making friends. Employees with ambitious career goals, for example, often rely on powerful people in their office to help them get better jobs. In a similar way, chimps work to strengthen relationships with other chimps.

Frans de Waal, a primatologist at Emory University in Atlanta, Georgia, claims that for chimps, "you can never reach a high position in their world if you don't have friends who help you." In fact, research shows that chimps often create bonds to strengthen their status, or importance, in the community. They do favors for one another and share resources. They sometimes also use their cunning to get ahead. "In chimps a common strategy is to break up alliances that can be used against them," de Waal explains. "They see a main rival sitting with someone else and they try to break up [that meeting]."

*Grooming is the activity of animals cleaning each other.

*Cunning is the ability to achieve things in a clever way, often by deceiving other people.

THE IMPORTANCE OF HIERARCHIES

Groups of coworkers and primate groups have similar social rules. In both cases, the groups organize themselves into hierarchies, and individual members know their roles. Individuals in both human and ape groups have a particular position in relation to other group members. This decides their behavior in the group. For example, young people may speak softly or avoid eye contact when they talk to people with higher status. Similarly, Conniff explains that when chimpanzees approach a powerful or senior member, they try to make themselves look as small as they can.

THE LIMITS OF AGGRESSION

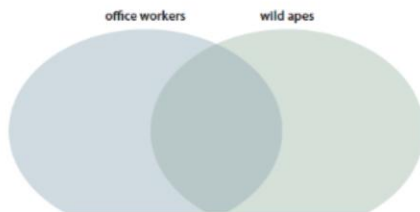
Although cooperation is more common in groups, both humans and other primates sometimes use conflict in order to gain status. Aggressive behaviors get attention, and they show an individual's power in the group. People sometimes shout or intimidate others to make a point or win an argument. Apes show aggression by pounding their chests, screeching, or hitting trees. However, Conniff notes that conflict does not gain long-term success for either species. When bosses criticize their employees, treat them unfairly, or make their working lives difficult, employees become stressed, lose motivation, and quit their jobs. When apes are aggressive, they chase other apes away. In both cases, aggressive individuals can become isolated, and neither humans nor apes want to be alone.

In his book, Conniff makes the case that interacting in a kind and polite way is more beneficial for both humans and primates. "The truth is we are completely dependent on other people emotionally as well as for our physical needs," Conniff concludes. "We function as part of a group rather than as individuals." Employees who cooperate in the office and primates who cooperate in the wild find themselves happier, more effective, and more likely to survive.

/Pathways 3/

C Complete the Venn diagram with examples (a–j) from the reading passage describing human and other primate behavior.

- | | |
|--------------------------------------|---|
| a. speak softly or avoid eye contact | f. travel together in groups |
| b. share resources | g. do well in groups |
| c. do favors | h. pound chests, screech, or hit trees |
| d. build teams | i. rely on powerful people to get better jobs |
| e. groom one another | j. reduce body size to look smaller |



D What evidence does the writer use in the passage to support their main idea in each section? Complete the chart with the key points of evidence.

CRITICAL THINKING:
ANALYZING
EVIDENCE

Section	Evidence
Cooperation versus Conflict	Statistics:
The Value of Networking	An expert / Research:
The Importance of Hierarchies	An example:
The Limits of Aggression	An example:

Lasīšana - SOLO ar skaidrojumu

Kompleksas situācijas	Mērķtiecīgi meklē nepieciešamo informāciju svešvalodā, lai izskaidrotu notikumu cēloņsakarības.	Izmantojot lasīšanas stratēģiju, izvēlas pareizo teksta galvenās domas aprakstu no piedāvātajiem formulējumiem.	III
		Izmantojot lasīšanas stratēģiju, atrod tekstā konkrētu informāciju, lai izskaidrotu, kā autors atklāj notikumu cēloņsakarības un veido ideju sasaisti, un to uzraksta.	
		Izmantojot lasīšanas stratēģiju, nosaka konkrēta vārda nozīmi un izvēlas piemērotāko vārda skaidrojumu no piedāvātajiem formulējumiem.	
		Izmantojot lasīšanas stratēģiju, izvēlas pareizo skaidrojumu, kā teksta autors analizē un pamato ideju.	

3. solo

Task instructions:

You are taking part in an English debate club discussion on mathematics. You should give a 3 to 5-minute talk in which you present your opinion on the issue. After the talk, I will ask you three questions.

Study the material provided below (content and arguments) to plan your talk.

You have 5 minutes to prepare. You can make notes on the paper. You can start earlier if you wish.

In your talk you should:

- formulate the issue raised in the material,
- compare the information provided in the material,
- state your opinion on the issue,
- support your opinion with at least two arguments, including reasons and examples,
- come to a conclusion.

Source 1:

Mathematics is the very definition for some people of "difficult". In fact, it has become acceptable for certain students to perform badly in this subject. However, there is an opinion that everything starts with one's attitude. If a student thinks from the beginning that they will not be able to perform well in the subject, they will end up developing a phobia towards mathematics. This in turn will affect their learning ability and performance. A positive attitude can make a lot of difference.

www.edsys.in

Source 2:

Students studying science or math in college have a higher employment rate and salary than other majors after graduation, according to a report from the Department of Education published in 2014. The report looked at four years of data on college graduates and found that STEM majors – science, technology, engineering, and math – on average earn \$65,000, while non-STEM majors earned about \$15,500 less. STEM majors were also more likely to be employed and hold only one full-time job, rather than a part-time job or multiple jobs.

www.businessinsider.com

4.solo

THE POWER OF CREATIVITY

2103

William Kamkwamba lives in Malawi, Africa, where most people don't have access to **electricity** or running water.¹ They have to cook over open fires and collect water from wells or streams. Poverty is very high; only 2 percent of Malawians can **afford** electricity. In addition, most people have to grow their own food. Life is difficult there, and many people **struggle** to survive.

In 2001, when William was 14 years old, life in Malawi became even more difficult. There was a severe drought,² and most families—including William's—couldn't grow enough food. He explains, "Within five months all Malawians began to starve to death. My family ate one meal per day, at night."

Because of the drought, William's family couldn't afford to send him to school anymore. However, William wanted to continue his education, so he went to the library near his home one day. He found a science book there called *Using Energy*. It included instructions for building a windmill. Windmills can be very **efficient** sources of electricity, and they can bring water up from underground. William didn't know much English, and he wasn't able to understand most of the book, but it was full of pictures and diagrams.³ Looking at the pictures, William thought he could build a windmill for his family.

¹Running water is water that is brought into a building through pipes.

²A drought is a long period of time with no rain.

³Diagrams are drawings that show how something (e.g., a machine) works.

Complete the chart below. Fill in the missing problems and solutions.

Problems				
William couldn't afford to go to school.	He couldn't read the book about windmills because he didn't know much English.		The village needed more water.	Other people wanted to build windmills but didn't know how.
↓	↓	↓	↓	↓
Solutions				
			William went to a junkyard.	

Choose one of the problems mentioned in exercise C. In what other way(s) could William have dealt with it? Discuss with a partner.