Teaching Knowledge Test Young Learners

Unit 3

Homework 4

Exercise 1

For questions **1–6**, match the teachers' descriptions of classroom tasks involving pictures with the main cognitive strategies they focus on listed **A–C**.

Choose the correct letter (**A–C**).

Main cognitive strategies

A categorising
B sequencing
C predicting

Classroom tasks involving pictures

1 I asked children to look at the picture and tell me which activities are healthy and which activities are bad for your health.

2 I showed children one half of a picture of a house and asked them to guess what was in the other half.

3 As children listened to a song about a friendly dinosaur, they put three pictures describing the story in the right order.

4 Children looked at a picture of a forest, two children and a river, and told me what they thought the story would be about.

5 Children read a recipe for mushroom omelette and numbered pictures to describe the correct steps for making the omelette.

6 Children helped me to put the sports flashcards into two piles: summer and winter sports.

LIVEWORKSHEETS

Exercise 2. Match the definition with the correct term.

Skills such as analyzing, evaluating and creative thinking. These develop reasoning skills, critical judgement and producing new ideas

Conversation between characters

inspire with confidence

a point, period, or step in a process or development.

To draw a conclusion from fact; to infer

It is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

Narrowly focused questions that require only brief answers such as yes or no

express warm approval or admiration of

Skills such as remembering, understanding and applying new subject knowledge

A. Higher Order Thinking Skills (HOTS)

B. game-like activities

C. raise awareness

D. take the register

E. Think-Pair-Share (TPS)

F. Wait time (or wait and think time)

G. nominate

H. deduce

I. praise

J. encourage

K. differentiate

L. Dialogue

M. Lower-order thinking skills (LOTS)

N. stage

O. closed question

LIVEWORKSHEETS

to make people conscious about something

activities which have a clear purpose, structure, roles and often with scripts. They are usually fun.

Distinguish, tell apart, and recognize differences between two or more items.

Refers to pausing after asking a student a question to give him or her time to think about the question and the answer. This approach usually result in better quality, higher level answers from students.

suggest someone's name for participation

check attendance

LIVEWORKSHEETS