

LOTS AND HOTS EXERCISE 1

CLIL teachers plan for both subject learning and language learning. Bloom's Taxonomy can help teachers decide the level of thinking a task requires. Lower-order thinking skills, or LOTS, include remembering, understanding and applying. These tasks may ask learners to identify terms, explain an idea, or use a familiar method.

Higher-order thinking skills, or HOTS, include analyzing, evaluating, and creating. These tasks ask learners to examine relationships, make judgments using evidence and criteria, or develop an original solution. A task is not automatically HOTS because it uses difficult vocabulary or requires a long answer. The thinking process matters most.

Fill in the blank with the correct word from the box:

create remember analyze understand evaluate

1. Asking students to list the stages of photosynthesis primarily requires them to _____ information.
2. Students who explain why an historical event had several effects primarily demonstrate _____
3. Comparing two economic policies to identify similarities, differences, and relationships requires students to _____
4. Judging which flood-prevention plan is strongest by using stated criteria requires students to _____
5. Designing a sustainable transport proposal for a community requires students to _____

Multiple Choice Questions

Choose the correct answer from the choices for each question:

1. Which task is the clearest example of LOTS in a CLIL geography lesson?
 - A. Defend one land-use plan using environmental and economic evidence.
 - B. Identify the definitions of erosion, deposition, and sediment.
 - C. Design a new coastal-protection strategy.
 - D. Judge competing tourism policies using sustainability criteria.

2. A science teacher asks students to use a formula to calculate density after modeling the method. Which Bloom's level is most strongly emphasized?

- A. Remember
- B. Understand
- C. Apply
- D. Create

3. Which revision raises a history task from LOTS to HOTS?

- A. Copy key dates from a timeline.
- B. Match historical terms with definitions.
- C. Explain one cause of an event using a sentence frame.
- D. Compare two sources and judge which is more reliable using evidence.

4. Which statement about language scaffolds is most accurate?

- A. Sentence frames always reduce a task to LOTS.
- B. Visuals and word banks can support HOTS when students still analyze evidence.
- C. Students must work without language support to demonstrate HOTS.
- D. HOTS tasks should avoid subject-specific vocabulary.

5. Which task best combines a HOTS process with a clear CLIL language objective?

- A. Students memorize ten chemistry terms silently.
- B. Students label a diagram using a word bank.
- C. Students calculate five answers using a demonstrated procedure.
- D. Students evaluate two energy sources and justify a recommendation using "however" and "therefore."