

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

- | |
|---|
| <p>A categorising</p> <p>B sequencing</p> <p>C predicting</p> |
|---|

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.

Exercise 2. Match the definition with the correct term.

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

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Conversation between characters

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inspire with confidence

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

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To draw a conclusion from fact; to infer

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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.

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

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express warm approval or admiration of

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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

☐

to make people conscious about something

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

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

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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.

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suggest someone's name for participation

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check attendance