

HOT (high-order thinking) tasks for BE learners



**going beyond traditional reading &
listening comprehension tasks**

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HOTS vs. LOTS

TASKS

TIPS & RESOURCES



- 1. 21st century skills** a) Information is not applied to real life examples, it only needs to be recalled and slightly understood.
- 2. High-order thinking skills** b) A system distinguishing different learning objectives. Split into 3 domains: cognitive, affective and psychomotor. The cognitive domain involves six levels / sub-skills involving knowledge, comprehension and critical thinking.
- 3. Low-order thinking skills** c) Core competencies: collaboration, digital literacy, critical thinking, and problem-solving to help students in today's world.
- 4. Critical thinking skills** d) Thinking beyond rote memorization. Working with information: understanding, finding connections and putting facts together in new ways.
- 5. Bloom's taxonomy** e) A term describing the ability to question, search for evidence and evaluate information.

LOTS

HOTS

remember

understand

apply

analyse

evaluate

create



Tell

Discuss

Solve

Inspect

Justify

Create

Find

Explain

Use

Examine

Rate

Plan

Write

Compare

Complete

Reflect

Decide

Imagine

Name

Restate

Show

Contrast

Prioritize

Invent

List

Outline

Identify

Assess

Choose

Design

Recall

Rephrase

Classify

Consider

Suggest

Construct

Task One: First impressions

Objective: To develop the skill of evaluating people whilst interacting

Language focus: Personality adjectives

Instructions: Circle the adjectives that best describe the person speaking.

Compare your evaluation with a partner and justify your choices with clear examples and analysis.

capable

industrious

dynamic

productive

self-assured

unrealistic

egotistical

agreeable

knowledgeable

fake

hesitant

trustworthy

Task Two: Anecdote that!

Objective: To invent an experience based on contextual evidence

Language focus: Narrating stories / experiences

Instructions: Listen to the person speaking and identify their basic beliefs about life and business. With a partner, imagine the experience that led to these beliefs and write the story of that experience. When you are finished, tell your story to the others in the group.

Example: One day she was talking in a meeting when her boss shouted at her about a missed deadline. After this meeting, she decided to talk to her boss about his behaviour and went to his office. When she got to his office door...



**financial
trader**



**evil
banker**



**drug
dealer**

Task Three: Paint me a picture

Objective: To develop the skill of justifying personal choices

Language focus: Expressing reasoning and interpretation

Instructions: Listen to the person speaking. As the person speaks, draw him / her as you imagine him / her.

Compare your drawing with a partner and explain your picture with clear examples and reasoning.



Task Four: Read between the lines

Objective: To develop the skill of scrutinizing underlying attitudes and beliefs

Language focus: Comparing and contrasting information

Instructions: Listen to the person speaking. Note down what you think he / she is thinking but *not* saying. Imagine the words, phrases and opinions she / he is thinking but has chosen *not* to say.

Discuss your conclusions with your partner, comparing what was said and unsaid.

Create two belief sentences for the person – one with their explicit spoken belief and one with their implicit unspoken belief.



foreigners fix
problems
better

she feels alone



too many
time zones to
handle

Tips

1. Slowly

2. Explicit

3. Flip it!

4. Beyond text

5. Simple

6. Investigate

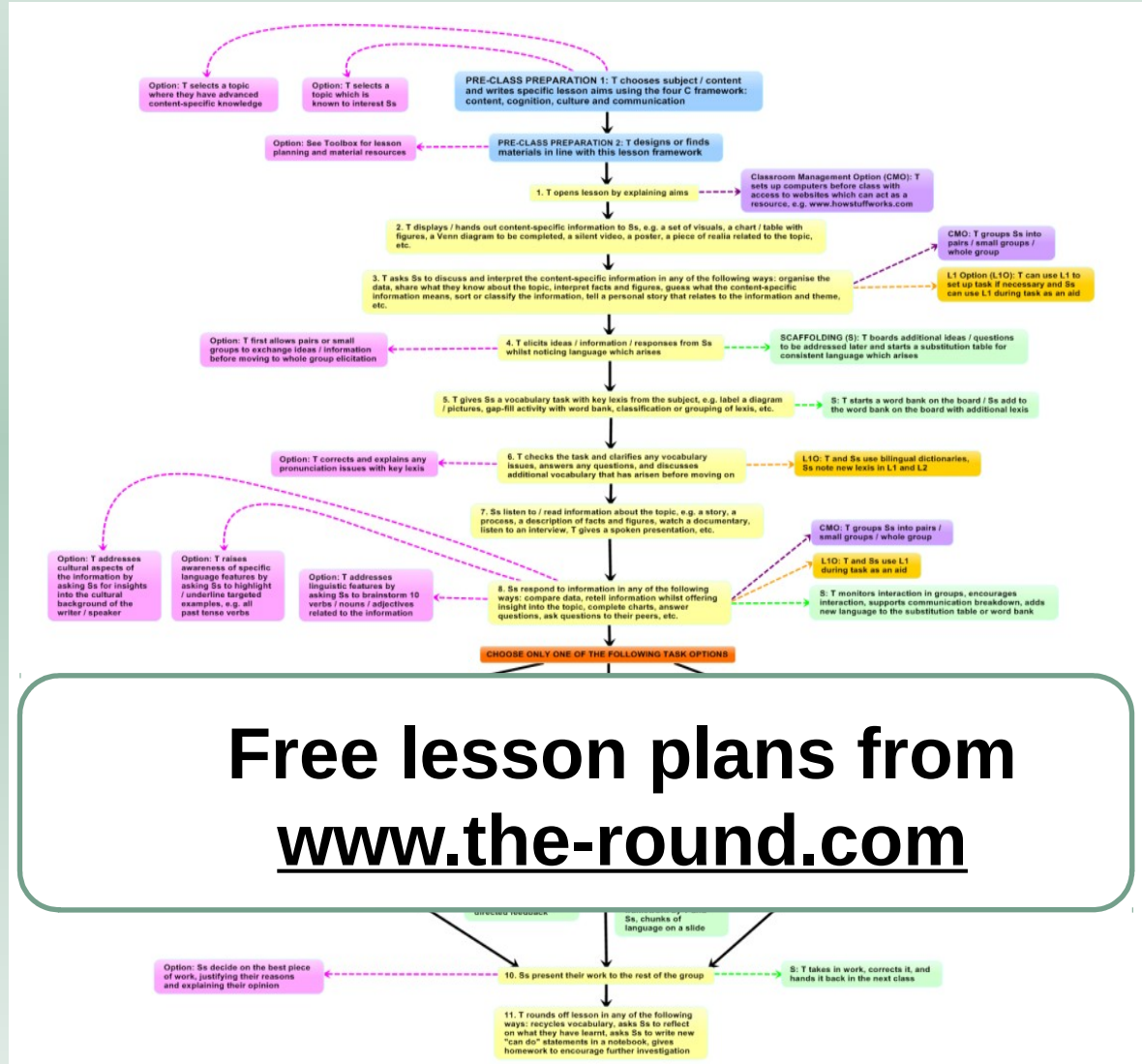


- **Macmillan Life Skills Day (recordings & slides):**
<http://www.macmillanenglish.com/events/life-skills-day/>
- **John Hughes:**
<http://elteachertrainer.com/>
<http://www.elionline.com/eng/teachers-area/critical-thinking>
- **CLIL resources:**
<http://the-round.com/resource/experimental-practice-in-elt/>
<http://www.onestopenglish.com/clil/>
- **Bloom's Taxonomy:**
<http://ilearntechnology.com>



Experimental Practice in ELT: Walk on the wild side

1. Dogme
2. Lexical Chunking
3. Corpora
4. Translation 2.0
5. CLIL



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