




ENGLISH COURSE
FOR
CAREER PURPOSE

Di era globalisasi, penggunaan bahasa Inggris sangatlah umum bagi para pekerja dan pebisnis untuk berseluncur di ombak persaingan era digital yang semakin ketat. Juga untuk membangun jaringan bisnis yang lebih luas dengan negara-negara berbahasa Inggris atau dengan perusahaan yang menggunakan bahasa Inggris sebagai media komunikasi.

Kompetensi bahasa Inggris merupakan hal yang sangat penting, misalnya untuk melamar pekerjaan. Bahasa Inggris merupakan bahasa asing yang paling populer. Karena, bahasa Inggris adalah bahasa internasional dan juga merupakan alat komunikasi antar bangsa.





Keterampilan berbahasa Inggris sebagai bahasa internasional menjadi salah satu modal untuk membuat karier berkembang. Dengan fasih berbahasa Inggris, kesempatan terhadap perkembangan karir tak hanya terbuka secara nasional, tetapi juga secara internasional.

Bahkan ketika seseorang mencoba melamar pekerjaan, banyak perusahaan melakukan wawancara bahasa Inggris untuk mengetahui kompetensi calon karyawannya.

Beberapa pekerja profesional hingga pimpinan perusahaan membeberkan bahwa bahasa Inggris sangat berperan dalam kesuksesan karier.



PERSONAL GROWTH

Motivation

Vision

Planning

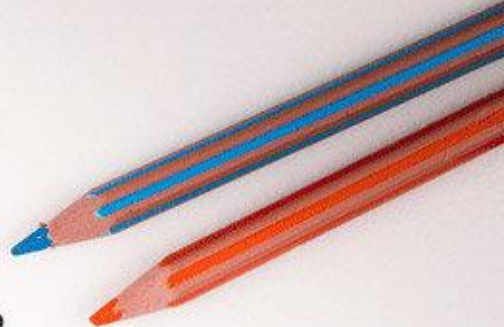
Learning

Training

Creativity

Develop

Goals

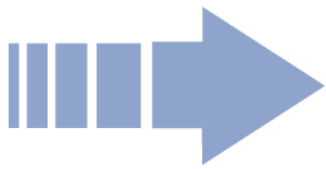


"Learning is a treasure
that will follow its owner everywhere."

Belajar Bahasa Inggris untuk siapapun di era globalisasi, terutama dalam hal mengembangkan keterampilan berkomunikasi sangatlah penting.

Biasanya para pekerja dengan keterampilan berbahasa Inggris memiliki keunggulan untuk mengembangkan potensi kariernya.





www.bit.ly/elfexercise

1. Listening

Ability to understand simple information, the main points of conversation and request.

2. Reading

Ability to understand information in simple materials (short article, procedure, memo etc.)

3. Speaking

Ability to speak in simple ways and convey information easily.

4. Writing

Ability to write simple notes and messages clearly with relevant information.

Communication

Ability to communicate in various conditions and situations.

COURSE TARGET



Antoni Pratama



Education Background

- Bachelor's Degree in English Education
- Diploma in Tourism

English Learning Facilitator (ELF) Experiences

- English Coach for Hotel Employees
- English Teacher for Worker Classes
- English Learning Facilitator for in-Company Training Program

Job Experiences

- Public Relations at a Cambridge Affiliated School
- Training Coordinator at International Hotel Chain
- CX Auditor at National Hotel Chain
- Customer Service at an International Aviation Company





ELF Photo Gallery



**English
Learning
Facilitator**

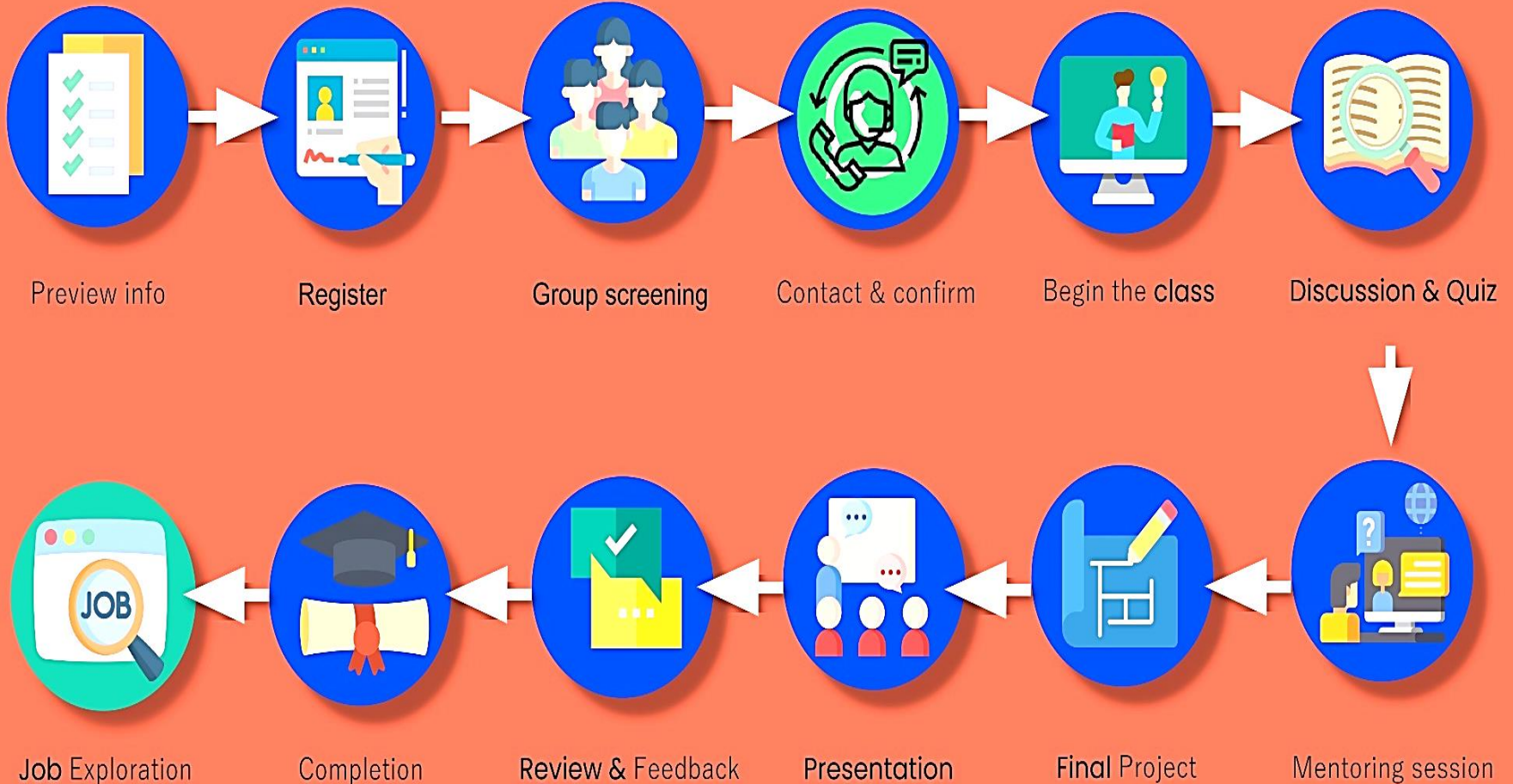
PENATAMA



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Learning Experience



Program Curriculum

English for Career Purpose

Part 1: English Basics

Introduction to Business English

Differences between regular and business English

Basic English for Career

Vocabulary and grammar part 1

Basic English for Profession

Vocabulary and grammar part 2

Basic English for Professional

Business-specific language phrases

Part 2: Reading & Writing Skill

Business Enquiries

Inbound & outbound call for customer service and telemarketing

Business Correspondence

News feed, letters, emails, and memos

Program Curriculum

English for Career Purpose

Part 3: Listening & Speaking Skill

Social Conversation

The first 15 minutes, speed networking & discussion

Social Conversation (Practice)

Chat in group (practice & exercise)

Meetings

Case study and practice in groups

Meetings (Practice)

Case study and practice in groups

Presentations

Introducing your topic and responding to questions

Presentations (Practice)

Presenting a topic and practice (group / individual task)

Negotiations

Negotiation with companies and customers

Program Curriculum

English for Career Purpose

SCHEDULE PLAN: (optional)

- Saturday: 13.30 - 15.00
- Saturday: 16.00 - 17.30
- Saturday: 19.30 - 21.00

Comfortable in Communication

How to be comfortable in English communication

Part 4: Job Preparation

Job Application

Resume, CV and job applications review for improvement

Browsing For Job Opportunity

Knowing career ads, job vacancies, requirements & qualifications

Career Prospect

Preparation for job interview and responding to job invitation

General English Level 1: Common European Framework A1 (Beginner) Learning Objectives & Typical Syllabus

Area	Objectives (adapted from descriptors from <i>Common European Framework</i> and <i>European Language Portfolio level A1</i>)	Grammar Syllabus	Vocabulary and Topical Syllabus	Functional Syllabus
Speaking interaction and production objectives	<p>You will be able to:</p> <ul style="list-style-type: none"> • Ask and answer simple questions on very familiar topics. • Use simple phrases and sentences to describe where you live and people you know. 	<ul style="list-style-type: none"> • Present Simple • Pronouns • Articles • Prepositions of place and time • Conjunctions / linkers: and / but / because / or • Irregular plurals • Possessive Adjectives • Too/ very • Can (ability / possibility) • Short form answers • Going to (future plans) • will (offers) • Adverbs of Frequency • Imperatives • Past Simple • Present Continuous • Comparatives • Superlatives • Irregular Adverbs 	<ul style="list-style-type: none"> • Numbers (cardinal / ordinal) and money • Countries, nationalities and languages • Times • Days, dates, months, years and seasons • Shops and places • Interests, sports and activities • Jobs • Rooms and furniture • Colours • Size and weight • Body parts and appearance • Food, meals, cooking • Weather • Transport • Health • Feelings and emotions • Street directions • Clothes 	<ul style="list-style-type: none"> • Greeting and Introducing • Buying and asking prices • Asking about personal information • Describing people and objects • Telling the time • Talking about routines • Talking about frequency and time duration • Talking about likes and dislikes • Giving opinions • Talking about past experiences • Inviting/ refusing/ accepting/ thanking • Requesting/ offering • Asking permission • Giving instructions • Making suggestions • Talking about future arrangements • Applying for a job
Listening objectives	<p>You will be able to:</p> <ul style="list-style-type: none"> • Understand familiar words and very basic phrases about yourself, your family and immediate surroundings when people speak slowly and clearly and repeats. 			
Reading objectives	<p>You will be able to:</p> <ul style="list-style-type: none"> • Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. 			
Writing objectives	<p>You will be able to:</p> <ul style="list-style-type: none"> • Write a short, simple postcard, for example holiday postcards. • Fill in forms with personal details, for example entering your name, nationality and address on a hotel registration form. 			

General English Level 2: Common European Framework A1+ (Elementary) Learning Objectives & Typical Syllabus

Area	Objectives (adapted from descriptors from <i>Common European Framework</i> and <i>European Language Portfolio level A1+</i>)	Grammar Syllabus	Vocabulary and Topical Syllabus	Functional Syllabus
Speaking interaction and production objectives	You will be able to: <ul style="list-style-type: none"> Communicate in simple and routine tasks on familiar topics and activities. Simply describe your family and other people, living conditions, your educational background and your present or most recent job. 	<ul style="list-style-type: none"> Present Simple Articles Pronouns Countable / uncountable nouns Adverbs of frequency and manner <i>Too/ not</i> enough <i>Can / could</i> for requests Adjectives and modifiers Past Simple Present Continuous for temporary situations and things happening now and future arrangements Comparative and superlative Present Perfect and participles Imperatives <i>Should</i> for advice <i>Have to / need to</i> for obligation <i>Be like</i> for descriptions Present Simple for future facts Future Simple for future facts 	<ul style="list-style-type: none"> Families Food and meals Clothing and shopping Prices Daily routines Personality Appearance Present and childhood abilities Basic suffixes Work and jobs Transport Travel Machines and inventions Festivals and celebrations Hotel situations Weather and climate 	<ul style="list-style-type: none"> Giving / justifying opinions Talking about routines and habits Talking about intentions Describing experiences Talking about feelings Making comparisons Inviting Making decisions Describing and buying things Talking about possibility Expressing hopes Talking about rules and obligations Giving instructions Making offers Advising and suggesting Apologising Congratulating
Listening objectives	You will be able to: <ul style="list-style-type: none"> Understand phrases and common vocabulary on common areas e.g. very basic personal and family information, shopping, the local area, and employment. Understand the main point in short, clear, simple messages and announcements. 			
Reading objectives	You will be able to: <ul style="list-style-type: none"> Read very short, simple texts. Find specific, predictable information in advertisements, prospectuses, menus and timetables. Understand short simple personal letters. 			
Writing objectives	You will be able to: <ul style="list-style-type: none"> Write short, simple notes and messages. Write a simple personal letter, for example thanking someone. 			

General English Level 3: Common European Framework A2 (Pre-Intermediate) Learning Objectives / Typical Syllabus

Area	Objectives <small>(adapted from descriptors from <i>Common European Framework</i> and <i>European Language Portfolio level A2</i>)</small>	Grammar Syllabus	Vocabulary and Topical Syllabus	Functional Syllabus
Speaking interaction and production objectives	You will be able to: <ul style="list-style-type: none"> Deal with most situations when you travel in an area where people speak English. Talk about family, hobbies, work, travel and current events. Talk about experiences and events, dreams, hopes and ambitions. Give reasons and explanations for opinions and plans. Tell the story of a book or film and describe your reactions. 	<ul style="list-style-type: none"> Present Simple Present Continuous Comparative and superlative Past Simple Past Simple Continuous Present Perfect <i>Going to</i> and <i>will</i> for predictions and future events and spontaneous decisions Adverbs of frequency and manner Reflexive pronouns <i>So/ such</i> <i>Have to/ need to</i> for obligation Present Simple Passive <i>When / while</i> <i>Must / might</i> for deductions <i>As soon as</i> <i>Be able to / good at</i> <i>Although / however</i> First Conditional Used to + verb Relative clauses 	<ul style="list-style-type: none"> Families Restaurants and leisure venues Personality Biographical information Buildings and monuments Weather Clothes and accessories Large numbers Travel and tourism Work and careers Hobbies, sports and interests Education Life changes and events Political systems and change Animals Descriptions of people, health, fitness and illnesses Types of music and concerts Household equipment 	<ul style="list-style-type: none"> Asking personal questions Talking about personal experiences Asking directions Describing personality Making travel arrangements Ordering in a restaurant Talking about preferences Expressing preferences Making deductions Making predictions Offering and suggesting Talking about obligation Requesting
Listening objectives	You will be able to: <ul style="list-style-type: none"> Understand the main points of clear speech on work, school and leisure. Understand the main point on many radio or TV programmes on current affairs or familiar topics, when the speaker speaks slowly and clearly. 			
Reading objectives	You will be able to: <ul style="list-style-type: none"> Understand common, basic or job-related language. Understand the description of events, feelings and wishes in personal letters. 			
Writing objectives	You will be able to: <ul style="list-style-type: none"> Write simply about familiar topics. Write personal letters describing experiences and impressions. 			

General English Level 4: Common European Framework B1 (Intermediate) Learning Objectives / Typical Syllabus

Area	Objectives <small>(adapted from descriptors from <i>Common European Framework</i> and <i>European Language Portfolio level B1</i>)</small>	Grammar Syllabus	Vocabulary and Topical Syllabus	Functional Syllabus
Speaking interaction and production objectives	You will be able to: <ul style="list-style-type: none"> • Speak regularly with native speakers. • Discuss familiar topics in detail. • Give your opinions and explain advantages and disadvantages. 	<ul style="list-style-type: none"> • <i>Used to</i> + infinitive • Past Simple and Present Perfect • <i>Neither / so do I</i> • Modal verbs • Reported speech • First, second conditional • Adverbs of manner and modifiers • Relative clauses • Adjectives and their connotations • Present Perfect Continuous • <i>Look</i> + adjective, <i>look like</i> + noun • <i>Be able to/ can/ manage to</i> • Passives • Past Perfect Simple • <i>Have</i> and <i>have got</i> • <i>Be allowed to</i> and <i>be supposed to</i> • <i>A / few</i> and <i>a / little</i> • <i>Although / in spite of / despite</i> • Question tags 	<ul style="list-style-type: none"> • Education • Appearances • Clothes • Character • <i>Make</i> and <i>do</i> • Housework • Holidays and travel brochures • Illness • Cooking • Weather • Furniture and appliances • Types of books, films, and TV programmes • Crime and punishment • Political systems • Family relationships • Pets and animals • Consumer services • Hotel facilities • Affixes • Participles 	<ul style="list-style-type: none"> • Describing location, people and things • Stating preferences and opinions • Talking about obligation • Reporting requests and orders • Advising • Making deductions • Guessing • Talking about possibility / probability and certainty • Refusing • Describing faulty goods
Listening objectives	You will be able to: <ul style="list-style-type: none"> • Understand long speech and lectures and follow complex arguments if the topic is reasonably familiar. • Understand most TV news and current affairs programmes. • Understand the majority of films in common accents. 			
Reading objectives	You will be able to: <ul style="list-style-type: none"> • Read articles and reports about common topics • Understand modern novels. 			
Writing objectives	You will be able to: <ul style="list-style-type: none"> • Write clearly and in detail about a wide range of subjects. • Write an essay or report. • Write letters about events and personal experiences. 			

General English Level 5: Common European Framework B2 (Upper-Intermediate) Learning Objectives & Typical Syllabus

Area	Objectives <small>(adapted from descriptors from <i>Common European Framework</i> and <i>European Language Portfolio level B2</i>)</small>	Grammar Syllabus	Vocabulary and Topical Syllabus	Functional Syllabus
Speaking interaction and production objectives	You will be able to: <ul style="list-style-type: none"> • Speak fluently without searching for language. • Communicate effectively in social and professional situations. • Give ideas and opinions and relate your ideas to those of other speakers. • Talk about of complex subjects and develop arguments. 	<ul style="list-style-type: none"> • Habit in the Present and the Past • Present Perfect Simple and Present Perfect Continuous • Past Simple and Past Continuous and Past Perfect • Question tags • <i>Will. going to</i>, Present Simple, Present Continuous for the future • Future Perfect • Phrasal verbs • Zero, first, second and third conditionals • <i>Wish and if only</i> • Passive • Compounds of <i>some, any, no, every</i>. • Reported speech • Relative clauses • Conjunctions: <i>although, despite, in spite of, otherwise, unless</i> • Modals: present and perfect • <i>Always</i> for frequency /+ present continuous 	<ul style="list-style-type: none"> • Affixes • Collocations • Work, working conditions • Approximations with -ish • Transport and exploration • Phrasal verbs • Crime and punishment • Relationships • Festivals and celebrations • Connotation • Homonyms • Idiomatic expressions • Sport and leisure • Euphemisms • Adverbs of manner and modifiers • Geography and climate • Participle adjectives • Banks / money • Colloquial expressions and slang 	<ul style="list-style-type: none"> • Giving opinions • Summarising • Expressing regret • Drawing conclusions • Making offers • Describing cause and effect • Stating purpose • Emphasising • Stating contrast • Adding information • Congratulating • Commiserating • Clarifying • Guessing • Order arguments • Giving examples
Listening objectives	You will be able to: <ul style="list-style-type: none"> • Understand long complex speech. • Understand most television programmes and films. 			
Reading objectives	You will be able to: <ul style="list-style-type: none"> • Understand long and complex factual and literary texts, with different styles. • Understand specialised articles and long technical instructions. 			
Writing objectives	You will be able to: <ul style="list-style-type: none"> • Write long, clear, well-structured text to express your points of view. • Write about complex subjects in a letter, an essay or a report. • Write in an appropriate style. 			

General English Level 6: Common European Framework C1 (Advanced) Learning Objectives & Typical Syllabus

Area	Objectives (adapted from descriptors from <i>Common European Framework</i> and <i>European Language Portfolio level C1/C2</i>)	Grammar Syllabus	Vocabulary and Topical Syllabus	Functional Syllabus
Speaking interaction and production objectives	You will be able to: <ul style="list-style-type: none"> • Take part fluently and effortlessly in any conversation and have a good familiarity with idiomatic expressions and colloquialisms. • Present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure. 	<ul style="list-style-type: none"> • Uses of continuous tenses • Uses of <i>would</i> • Articles • Past Perfect • Order of adverbs • Order of adjectives • Participles • Modal verbs • Ellipsis and elision • Question tags • Future Continuous • Relative clauses • Mixed conditionals • Passive • Inversions and negative adverbials • Reported speech 	<ul style="list-style-type: none"> • Astrology and religions • Nostalgia • Coincidences and experiences • Learning and educational systems • Eccentricity and individuality • Creativity • Age and cultural differences • Gender • Current affairs • Diet and health • Types of communication • Moral and personal dilemmas • Road and home safety and risk • Environmental issues • Children's development • Advertising • Architecture 	<ul style="list-style-type: none"> • Contradicting • Instructing • Describing • Advising • Expressing opinions formally and informally • Checking and clarifying information • Paraphrasing • Expanding and exemplifying • Persuading and convincing • Speculating • Expressing annoyance • Expressing regrets • Comparing and contrasting • Describing people and things and situations
Listening objectives	You will be able to: <ul style="list-style-type: none"> • Understand any kind of spoken language, live or broadcast, at fast native speed, when you have some time to get familiar with the accent. 			
Reading objectives	You will be able to: <ul style="list-style-type: none"> • Read with ease abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. 			
Writing objectives	You will be able to: <ul style="list-style-type: none"> • Write clear, smoothly-flowing text in an appropriate style. • Write complex letters, reports or articles which present a case with an effective logical structure. • Write summaries and reviews of professional or literary works. 			

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

- Choose
- Copy
- Define
- Duplicate
- Find
- How
- Identify
- Label
- List
- Listen
- Locate
- Match
- Memorise
- Name
- Observe
- Omit
- Quote
- Read
- Recall
- Recite
- Recognise
- Record
- Relate
- Remember
- Repeat
- Retell
- Select
- Show
- Spell
- State
- Tell
- Trace
- What
- When
- Where
- Which
- Who
- Why
- Write

Key words:

- Ask
- Cite
- Classify
- Compare
- Contrast
- Demonstrate
- Discuss
- Estimate
- Explain
- Express
- Extend
- Generalise
- Give examples
- Illustrate
- Indicate
- Infer
- Interpret
- Match
- Observe
- Outline
- Predict
- Purpose
- Relate
- Rephrase
- Report
- Restate
- Review
- Show
- Summarise
- Translate

Key words:

- Act
- Administer
- Apply
- Associate
- Build
- Calculate
- Categorise
- Choose
- Classify
- Connect
- Construct
- Correlate
- Demonstrate
- Develop
- Dramatise
- Employ
- Experiment
- Group
- Identify
- Interpret
- Interview
- Link
- Make use of
- Manipulate
- Model
- Organise
- Perform
- Plan
- Practice
- Relate
- Represent
- Select
- Show
- Simulate
- Solve
- Summarise
- Teach
- Transfer
- Translate
- Use

Key words:

- Analyse
- Appraise
- Arrange
- Assumption
- Breakdown
- Categorise
- Cause and effect
- Choose
- Classify
- Differences
- Discover
- Discriminate
- Dissect
- Distinction
- Distinguish
- Divide
- Establish
- Examine
- Find
- Focus
- Function
- Group
- Highlight
- In-depth
- discussion
- Inference
- Inspect
- Investigate
- Isolate
- List
- Motive
- Omit
- Order
- Organise
- Point out
- Prioritize
- Question
- Rank
- Reason
- Relationships
- Reorganise
- Research
- See
- Select
- Separate
- Similar to
- Simplify
- Survey
- Take part in
- Test for
- Theme
- Comparing

Key words:

- Adapt
- Add to
- Build
- Change
- Choose
- Combine
- Compile
- Construct
- Convert
- Create
- Delete
- Design
- Develop
- Devise
- Discover
- Discuss
- Elaborate
- Estimate
- Experiment
- Extend
- Formulate
- Happen
- Hypothesise
- Imagine
- Improve
- Innovate
- Integrate
- Invent
- Make up
- Maximise
- Minimise
- Model
- Modify
- Original
- Originate
- Plan
- Predict
- Produce
- Propose
- Reframe
- Revise
- Rewrite
- Simplify
- Solve
- Speculate
- Substitute
- Suppose
- Tabulate
- Test
- Theorise
- Think
- Transform
- Visualise

Key words:

- Agree
- Appraise
- Argue
- Assess
- Award
- Bad
- Choose
- Compare
- Conclude
- Consider
- Convince
- Criteria
- Criticise
- Debate
- Decide
- Deduct
- Defend
- Determine
- Disprove
- Dispute
- Effective
- Estimate
- Evaluate
- Explain
- Give reasons
- Good
- Grade
- How do we
- know?
- Importance
- Infer
- Influence
- Interpret
- Judge
- Justify
- Mark
- Measure
- Opinion
- Perceive
- Persuade
- Prioritise
- Prove
- Rate
- Recommend
- Rule on
- Select
- Support
- Test
- Useful
- Validate
- Value
- Why

Actions:

- Describing
- Finding
- Identifying
- Listing
- Locating
- Naming
- Recognising
- Retrieving

Outcomes:

- Definition
- Fact
- Label
- List
- Quiz
- Reproduction
- Test
- Workbook
- Worksheet

Actions:

- Classifying
- Comparing
- Exemplifying
- Explaining
- Infering
- Interpreting
- Paraphrasing
- Summarising

Outcomes:

- Collection
- Examples
- Explanation
- Label
- List
- Outline
- Quiz
- Show and tell
- Summary

Actions:

- Carrying out
- Executing
- Implementing
- Using

Outcomes:

- Demonstration
- Diary
- Illustrations
- Interview
- Journal
- Performance
- Presentation
- Sculpture
- Simulation

Actions:

- Attributing
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring

Outcomes:

- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey

Actions:

- Constructing
- Designing
- Devising
- Inventing
- Making
- Planning
- Producing

Outcomes:

- Advertisement
- Film
- Media product
- New game
- Painting
- Plan
- Project
- Song
- Story

Actions:

- Attributing
- Checking
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring

Outcomes:

- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey

Questions:

- Can you list three ...?
- Can you recall ...?
- Can you select ...?
- How did ___ happen?
- How is ...?
- How would you describe ...?
- How would you explain ...?
- How would you show ...?
- What is ...?
- When did ...?
- When did ___ happen?
- Where is ...?
- Which one ...?
- Who was ...?
- Who were the main ...?
- Why did ...?

Questions:

- Can you explain what is happening ... what is meant ...?
- How would you classify the type of ...?
- How would you compare ...? Contrast ...?
- How would you rephrase the meaning ...?
- How would you summarise ...?
- What can you say about ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Will you state or interpret in your own words ...?

Questions:

- How would you use ...?
- What examples can you find to ...?
- How would you solve ___ using what you have learned ...?
- How would you organise ___ to show ...?
- How would you show your understanding of ...?
- What approach would you use to ...?
- How would you apply what you learned to develop ...?
- What other way would you plan to ...?
- What would result if ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

Questions:

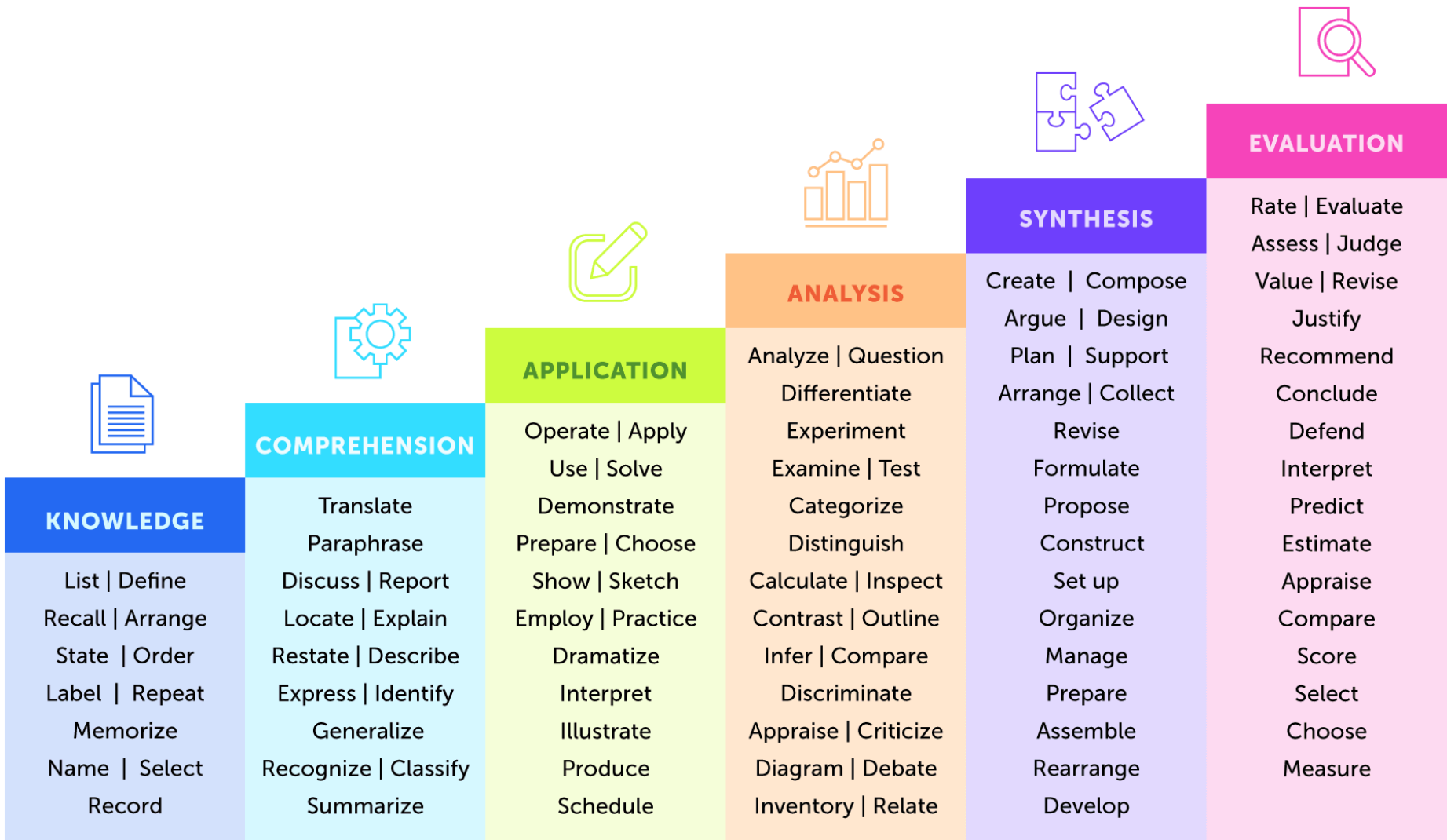
- What are the parts or features of ...?
- How is ___ related to ...?
- Why do you think ...?
- What is the theme ...?
- What motive is there ...?
- Can you list the parts ...?
- How would you make ...?
- What conclusions can you draw ...?
- How would you classify ...?
- How would you categorise ...?
- Can you identify the difference parts ...?
- What inference can you find ...?
- What is the relationship between ...?
- Can you make a distinction between ...?
- What is the function of ...?
- What ideas justify ...?

Questions:

- What changes would you make to solve ...?
- How would you improve ...?
- What would happen if ...?
- Can you elaborate on the reason ...?
- Can you propose an alternative ...?
- Can you invent ...?
- How would you adapt ___ to create a different ...?
- How could you change (modify) the plot (plan) ...?
- What could be done to minimise (maximise) ...?
- What way would you design ...?
- Suppose you could ___ what would you do ...?
- How would you test ...?
- Can you formulate a theory for ...?
- Can you predict the outcome if ...?
- How would you estimate the results for ...?
- What facts can you compile ...?
- Can you construct a model that would change ...?
- Can you think of an original way for the ...?







Questions:

- Do you agree with the actions/outcomes ...?
- What is your opinion of ...?
- How would you prove/disprove ...?
- Can you assess the value/importance of ...?
- Would it be better if ...?
- Why did they (the character) choose ...?
- What would you recommend ...?
- How would you rate the ...?
- What would you cite to defend the actions ...?
- How would you evaluate ...?
- How could you determine ...?
- What choice would you have made ...?
- What would you select ...?
- How would you prioritise ...?
- What judgement would you make about ...?
- Based on what you know, how would you explain ...?
- What information would you use to support the view ...?
- How would you justify ...?
- What data was used to make the conclusion ...?



LOWER ORDER THINKING SKILLS

HIGHER ORDER THINKING SKILLS

					
Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieving relevant knowledge from long-term memory.	Determining the meaning of instructional messages, including oral, written, and graphic communication.	Carrying out or using a procedure in a given situation.	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.	Making judgments based on criteria and standards.	Putting elements together to form a novel, coherent whole or make an original product.
<i>Example verbs:</i> <i>Recognizing</i> <i>Recalling</i>	<i>Example verbs:</i> <i>Interpreting</i> <i>Exemplifying</i> <i>Classifying</i> <i>Summarizing</i> <i>Inferring</i> <i>Comparing</i> <i>Explaining</i>	<i>Example verbs:</i> <i>Executing</i> <i>Implementing</i>	<i>Example verbs:</i> <i>Differentiating</i> <i>Organizing</i> <i>Attributing</i>	<i>Example verbs:</i> <i>Checking</i> <i>Critiquing</i>	<i>Example verbs:</i> <i>Generating</i> <i>Planning</i> <i>Producing</i>

Bloom's Taxonomy

1956

Evaluation

appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, select, support, value

Synthesis

arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write

Analysis

analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

Application

apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write

Comprehension

classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate

Knowledge

arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state

Bloom's Revised Taxonomy

2001

Creating

designing, constructing, planning, producing, inventing, devising, making

Evaluating

checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring

Analyzing

comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating

Applying

implementing, carrying out, using, executing

Understanding

interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying

Remembering

recognizing, listing, describing, identifying, retrieving, naming, locating, finding

Bloom's Digital Taxonomy

2008

Creating

programming, filming, animating, blogging, video blogging, mixing, remixing, wikis, publishing, videoconferencing, podcasting

Evaluating

blog/vlog commenting, reviewing, posting, moderating, ~~collaborating~~, networking, refactoring, alpha/beta testing

Analyzing

mashing, linking, validating, reverse-engineering, cracking

Applying

running, loading, playing, operating, hacking, uploading, sharing, editing

Understanding

advanced searches, boolean searches, blog journaling, categorizing, tagging, commenting, annotating, subscribing

Remembering

bookmarking, social networking, social bookmarking, favoriting, searching, googling

Collaboration

Moderating
Debating
Commenting
Net meeting
Skyping
Video conferencing
Reviewing
Questioning
Commenting
Posting
Networking
Contributing
Chatting
Emailing
Twitching
Texting
Instant messaging

Bloom's Digital Taxonomy

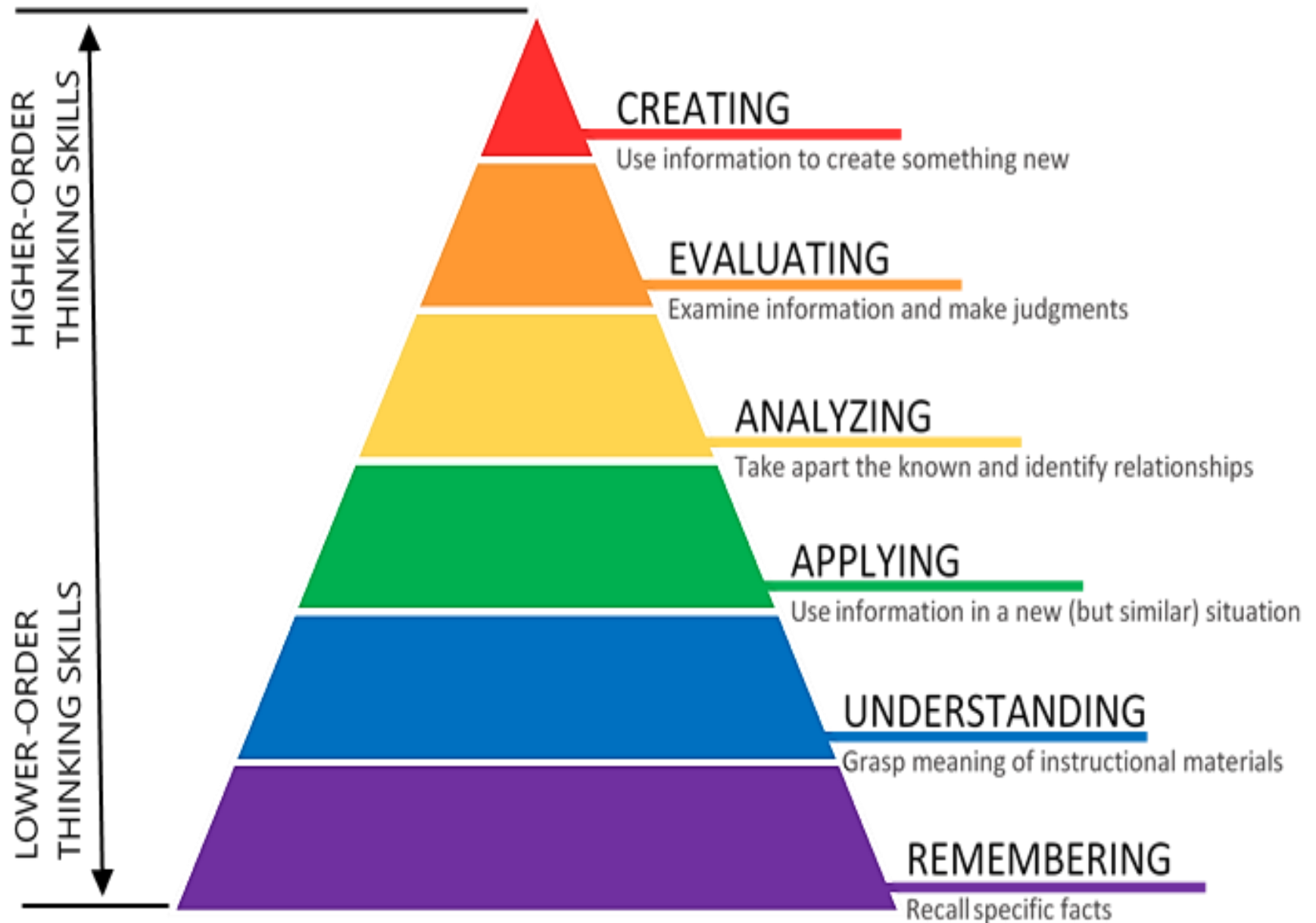
Activities with Digital Tools



Higher Order
Thinking
Skills

Lower Order
Thinking
Skills

BLOOM'S TAXONOMY – COGNITIVE DOMAIN



Good Luck