Cambridge Assessment English

TEACHING KNOWLEDGE TEST
CONTENT AND LANGUAGE INTEGRATED LEARNING

For questions **1 – 7**, match the classroom activities with the main aims of CLIL listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

You will need to use some of the options more than once.

Main aims of CLIL

A	to focus on content vocabulary
B	to develop communication skills
C	to develop cognitive skills
D	to raise awareness of citizenship

Classroom activities

1	Learners discuss in groups how they set up their science experiments.
2	Learners find out about different ways to reuse materials.
3	The teacher highlights the parts of a river from a geography text which the learners have just read.
4	In pairs, learners present their technology projects using PowerPoint.
5	Learners classify plants according to several criteria.
6	Learners predict the outcome of an electricity experiment.
7	Learners do a web search to see how to clean up a local pond.

LIVEWORKSHEETS

For questions **8 – 13**, look at the tasks and the three possible areas of language listed **A**, **B** and **C**.

Two of the areas of language are central to the tasks. One of the areas of language is **NOT**.

Mark the area of language which is **NOT** central on your answer sheet.

---

8 For writing about an experiment on gravity the learners did in the lab

A the past tense
B comparative forms
C question tags

9 For writing a quiz on 'Facts about Whales'

A exclamations
B question forms
C the present tense

10 For designing a poster describing the digestive process

A reported speech
B conjunctions of time
C impersonal pronouns

11 For working in groups to label parts of the body

A adverbs of frequency
B language for checking answers
C singular and plural forms of nouns

12 For taking part in a class discussion speculating about the climate in the future

A modal verbs expressing possibility or probability
B vocabulary for expressing feeling
C language for expressing opinions

13 For reconstructing a text on how glass is made

A passive forms
B sequencing words
C superlative forms

LIVEWORKSHEETS

For questions **14 – 19**, match the teacher's questions with the main thinking skills they aim to develop listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Main thinking skills

A	reasoning
B	creative thinking
C	evaluating

Teacher's questions

14	How would you assess the different rhythms you heard played on the percussion instruments?
15	According to the graph, which is the city with the highest rainfall?
16	Who do you think are the most interesting characters in the historical biography?
17	Which features would you like to have in your ideal ecological school?
18	What new sport would you invent which could be played in space?
19	Which Prime Minister behaved responsibly during the talks on the peace process?

For questions **20 – 25**, match the instructions with the learning skills listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Learning skills

A	locating information
B	organising information
C	communicating information

LIVEWORKSHEETS

Instructions

20	Listen to the music then beat out the rhythm to your partner.
21	Do a web search to help you find out how rubbish is recycled in different countries.
22	Decide which data to put on the x axis of the graph.
23	Put the pictures in order of the life cycle.
24	Use any classroom resources to discover if there are any birds which can't fly.
25	Show your example of 15th-century Italian art and explain four of the symbols in it.

For questions **26 – 31**, match the extracts from a geography lesson plan with the lesson plan headings listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

LIVEWORKSHEETS

Extracts	
26	To be able to explain how rivers are formed
27	Identifying processes, identifying cause and effect, predicting consequences
28	A model of mountains and a valley, a tub of water
29	We have studied how rain affects different soils (sand, clay, rock etc) and next lesson we will go on a trip to study our local river.
30	A valley, it cuts through, an estuary, it runs down/towards, steep, deep, it wears away
31	Learners take it in turns to pour water on to the tops of the model mountains, and then describe what happened and will happen to it.

Lesson plan headings

A Syllabus fit

B Target language

C Intended learning outcomes

D Procedure

E Thinking skills

F Teacher's personal aims

G Resources

For questions **32 – 38**, match the visual organisers with their names listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Visual organiser names

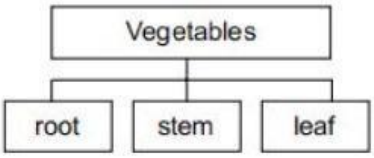
A	thought bubble
B	column table
C	Carroll diagram
D	pie chart
E	Venn diagram
F	bar chart
G	cycle
H	tree diagram

LIVEWORKSHEETS

Visual organisers

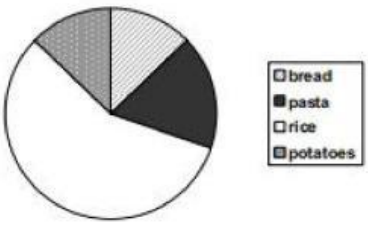
32

33



LIVEWORKSHEETS

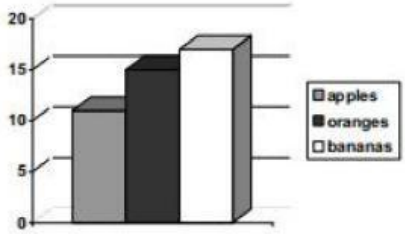
34



35

	Food	Drink
Natural	apples	water
Manufactured	pasta	coke

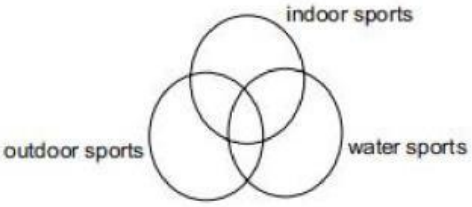
36



37

How often do you…	Me	Friend 1	Friend 2
go swimming?			
play tennis?			
do gymnastics?			

38



LIVEWORKSHEETS