

TKT tests

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. |

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

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? |

Learning skills

- | | |
|----------|---------------------------|
| A | locating information |
| B | organising information |
| C | communicating information |

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 15 th -century Italian art and explain four of the symbols in it. |

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

Visual organiser names

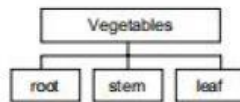
- A thought bubble
- B column table
- C Carroll diagram
- D pie chart
- E Venn diagram
- F bar chart
- G cycle
- H tree diagram

Visual organisers

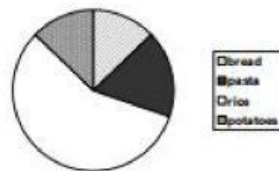
32



33



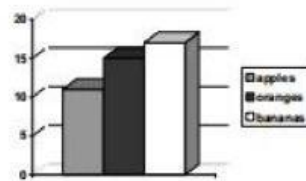
34



35

	Food	Drink
Natural	apples	water
Manufactured	pasta	coke

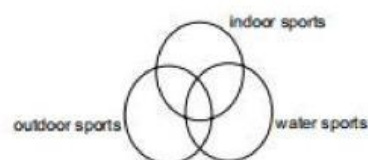
36



37

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

38



Coursebook examples

A	B	C
What are teeth for? What kinds of teeth are there?	An adult has 32 teeth. These are three types: • Incisors <i>cut</i> food • Canines <i>tear</i> food • Molars <i>crush</i> and <i>grind</i> food There are 8 incisors, 4 canines and 20 molars.	Make a drawing of your friend's teeth. Colour: red: incisors blue: canines green: molars

Adapted from: Science 3 (2006) Madrid: Richmond Santillana (sample materials)

Ways of focusing on content

- | | |
|----|---|
| 39 | variety of font styles |
| 40 | activating prior knowledge |
| 41 | classification task |
| 42 | personalisation |
| 43 | repetition of key vocabulary |
| 44 | encouraging production of the target language |

Activity types

A	classifying
B	matching
C	ordering
D	odd one out
E	labelling
F	information transfer
G	word completion

Science activities

- | | |
|----|---|
| 45 | Read the text then add the key words to the diagram of the ear. |
| 46 | Look at the description again. Number the stages as they occur in the design process. |
| 47 | There are three states of matter: s _____. l _____ and g ____. |

- | | |
|----|--|
| 48 | Put the materials into the correct column. |
|----|--|

animal	mineral	plant
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- | | |
|----|--|
| 49 | Listen to the recording about planets and complete the table in your coursebook. |
|----|--|

- | | |
|----------------|---|
| 50 | Draw a line from the adjectives to the definitions. |
| 1. fragile | a. it bends |
| 2. transparent | b. it doesn't absorb liquid |
| 3. flexible | c. it can be seen through |
| 4. waterproof | d. it breaks easily |

Teaching purposes

- A giving a practical demonstration
- B developing learner independence
- C activating prior knowledge
- D encouraging use of first language
- E pre-teaching vocabulary
- F developing communicative skills
- G giving feedback
- H providing a language support frame

Teacher's language

- 51 Let's brainstorm together different ways of recording information.
- 52 These are called databases. This is Excel. These are known as column graphs.
- 53 Discuss with a partner which of the databases will be the most effective for presenting average monthly temperatures.
- 54 Look at the screen as I explain. Open Excel. Click on the Chart Wizard button and using Column graph, write the temperatures. Click Finish to see the graph. Now you try.
- 55 Complete these sentences using the information from your graph.
January was _____ month.
July and August were _____ months.
November wasn't _____ month.
- 56 Use the internet to find the average monthly temperatures in two cities, one in Europe and one in Asia. Put the information into a spreadsheet using Excel.
- 57 You've missed out a column on your spreadsheet. Look at it again and tell me what it is.

Scaffolding strategies

- A giving positive feedback
- B breaking a task down into steps
- C reminding the group of the aim of a task

Learners' language

- 58 The first thing we have to do with the data is decide which criteria we'll use to sort it into different columns.
- 59 The weather map we've drawn should really help us with our homework.
- 60 We need to work out the fractions without using a calculator.
- 61 So the idea is to find out which material is the strongest, OK?
- 62 Right, we must make sure we've saved our results on the spreadsheet before we go on.
- 63 Come on. What we have to do is identify the healthiest food, not the three healthiest foods.
- 64 The pie chart's accurate but you need to add a title.

Learning strategies

- A setting learning goals
- B using visual prompts to aid memory
- C facilitating auditory learning
- D identifying key information
- E risk-taking
- F organising learning
- G seeking clarification

Teaching instructions

The teacher tells the students to...

- 65 divide their maths notebooks into separate sections for different topics.
- 66 write the key words in their geography notebook and illustrate them.
- 67 ask for help whenever they have not understood how to record data on graphs.
- 68 write a list of the things they want to achieve in economics by the end of term.
- 69 express their ideas about protecting the environment even when they are not sure of all the English words.
- 70 read their 'Keep Healthy' advertisements aloud to themselves at home.

4

Types of assessment

- A The teacher is assessing the learners' language skills.
- B The teacher is assessing the learners' understanding of content.
- C Each learner is self-assessing his or her own language skills.
- D Each learner is self-assessing his or her own understanding of content.
- E Learners are assessing each other's language skills.
- F Learners are assessing each other's understanding of content.

Activities

- 71 The learners are looking through their notebooks and answering questions to find out what they know and don't know about population growth.
- 72 The learners have written sentences using comparative forms which the teacher is now marking.
- 73 Learners are conducting interviews about what they did last week and making a note of their partner's use of sequencing words.
- 74 Each learner is re-reading a biography they have written for homework before handing it in to the teacher. They are checking whether it is well-paragraphed and has a clear introduction and conclusion.
- 75 The learners have written some quiz questions about historical events they studied this term and are now talking in groups, asking each other their questions.

Support strategies

- | | |
|---|---------------------------------------|
| A | Paraphrase parts of the instructions. |
| B | Use texts that motivate the learners. |
| C | Let learners use some L1. |
| D | Include a diagram of the text. |
| E | Allow learners more time. |
| F | Include a glossary. |

Language problems

- | | |
|----|---|
| 76 | Learners may not understand the general structure of a population report. |
| 77 | Learners may not understand key words in the report about the electricity experiments. |
| 78 | Learners may not understand what they need to do in answering the maths problems. |
| 79 | Learners may not have enough English to write full sentences for the economics questions. |
| 80 | Learners often take longer to process both content and target language when reading several long history texts. |