



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.

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

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

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.

Extracts	Lesson plan headings
26 To be able to explain how rivers are formed	A Syllabus fit
27 Identifying processes, identifying cause and effect, predicting consequences	B Target language
28 A model of mountains and a valley, a tub of water	C Intended learning outcomes
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.	D Procedure
30 A valley, it cuts through, an estuary, it runs down/towards, steep, deep, it wears away	E Thinking skills
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.	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

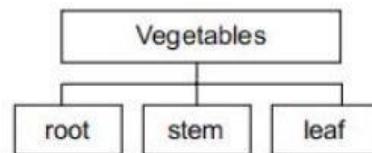
A thought bubble
B column table
C Carroll diagram
D pie chart
E Venn diagram
F bar chart
G cycle
H tree diagram

Visual organisers

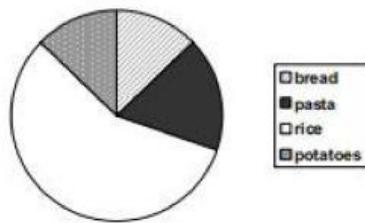
32



33



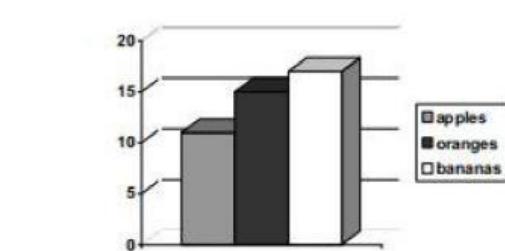
34



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

