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.

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.

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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

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

LIVEWORKSHEETS

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

Visual organiser names

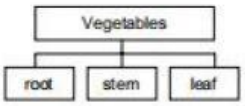
A	thought bubble
B	column table
C	Carroll diagram
D	pie chart
E	Venn diagram
F	bar chart
G	cycle
H	tree diagram

LIVEWORKSHEETS

Visual organisers

32

33

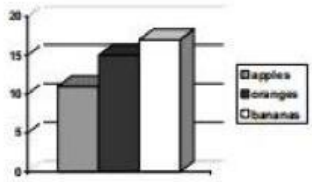


34

35

	Food	Drink
Natural	apples	water
Manufactured	pasta	coke

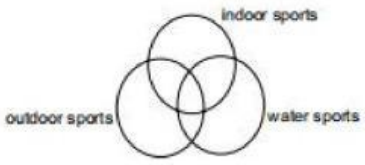
36



37

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

38



LIVEWORKSHEETS

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 ***cut*** food • Canines ***tear*** food • Molars ***crush*** and ***grind*** 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

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

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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.

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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS