



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

- 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

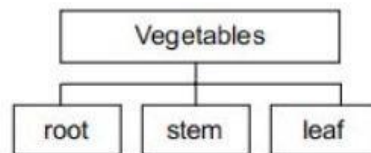
- A** thought bubble
- B** column table
- C** Carroll diagram
- D** pie chart
- E** Venn diagram
- F** bar chart
- G** cycle
- H** tree diagram

Visual organisers

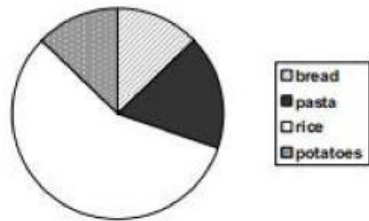
32



33



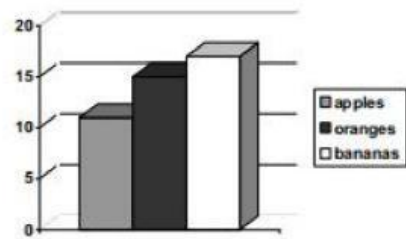
34



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

