



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

TEACHING AWARDS

Teaching Knowledge Test (TKT)  
Content and  
Language Integrated  
Learning (CLIL)

***Handbook for teachers***

# Preface

This handbook is intended for course providers who are, or intend to become, involved in preparing candidates for TKT: Content and Language Integrated Learning (CLIL).

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# Introduction

## ■ Introduction to Cambridge ESOL

TKT: Content and Language Integrated Learning (CLIL) is designed and produced by University of Cambridge ESOL Examinations (Cambridge ESOL), a department of the University of Cambridge and part of the University of Cambridge Local Examinations Syndicate, which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English, taken by over 3 million people a year, in more than 130 countries.

## ■ Introduction to TKT: Content and Language Integrated Learning – a test of professional knowledge for English language teachers and also subject teachers who use English as a medium for teaching their curriculum subject

### ■ What is CLIL?

CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non-native language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. In CLIL, learning a curriculum subject in a second, third or sometimes fourth language involves drawing on effective pedagogical practice from a range of different educational contexts. Curriculum subjects apart from languages are taught through the target language. These include: Art, Citizenship, Classics, Design Technology, Economics, Environmental Studies, Geography, History, Information and Communication Technology (ICT), Literacy, Maths, Music, Physical Education (PE), Philosophy, Politics, Religious Education (RE), Science, Social Science.

There are many different types of CLIL programmes, ranging from full immersion (Canada) through partial immersion, about 50% of the curriculum (parts of Spain), to language showers and regular 20–30 minute subject lessons in the target language (parts of Germany). In Secondary schools, subjects are usually taught in the target language by non-native speaker subject or language teachers. In Primary contexts, CLIL programmes are commonly delivered by non-native subject specialists or by English language teachers. In some countries native speaker classroom assistants support the learners too. There are also contexts where native speakers teach English to non-native learners (often from minority language groups) to enable them to integrate into mainstream classes. Examples of these programmes are EAL (English as an Additional Language in Britain) and CBI (Content Based Instruction in the US).

### ■ Why CLIL?

There are many advantages to the CLIL approach: it develops confident learners and enhances academic cognitive processes and communication skills. CLIL encourages intercultural

understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. In the target language, learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in TEYL programmes. This success is shown in ICT skills too. See Johnstone, R and McKinstry, R (2008) *Evaluation of Early Primary Partial Immersion* document.

In Secondary schools, research indicates that, 'CLIL leads to better English proficiency, that it has no negative effect on L1 proficiency, nor on the pupils' subject knowledge.' Coleman, L (2006) *CLIL behind the dykes; the Dutch bilingual model* in IATEFL YLSIG Journal.

'CLIL induces the learner to be more cognitively active during the learning process', Van de Craen, P, Mondt, K, Allain, L and Gao, Y (2008) *Why and How CLIL Works*.

Available at <http://www.univie.ac.at/Anglistik/ViewS> (Accessed 26 April 2008)

**TKT: CLIL** is an optional extension module of the Teaching Knowledge Test (TKT). It tests knowledge of Content and Language Integrated Learning and concepts related to a CLIL approach. It tests knowledge about subject teaching in a target language and the learning, thinking and language skills which are developed across different curriculum subjects. It tests knowledge of how to plan lessons as well as knowledge of activities and resources used to support a CLIL approach. It also tests knowledge of teaching strategies and how assessment is carried out in CLIL contexts.

The CLIL module is designed to offer maximum flexibility and accessibility for candidates and therefore does not test subject specific knowledge nor include compulsory teaching practice. It is intended to be a platform for professional development. However, it is likely that centres and other institutions will offer courses for TKT: CLIL preparation. These may include practical issues arising from specific CLIL contexts and some teaching practice. The CLIL module tests knowledge of a CLIL approach and the skills that are taught across all subjects. It should be noted that it does not test teaching ability.

The CLIL module offers candidates a step in their professional development as teachers. As a result of the global need for language learning, particularly for English, candidates who are teachers of other curriculum subjects as well as candidates who are language teachers can add TKT: CLIL to their existing qualifications. This will demonstrate their understanding of how to teach a broader range of subjects for the 21<sup>st</sup> century.

The CLIL module can be taken at any stage in a teacher's career. It is suitable for pre- or in-service teachers of English or teachers of other subjects who use the medium of English in a variety of teaching contexts e.g. primary, secondary or adult sectors. It is intended for international candidates who may be non-first language or first language teachers. It is also suitable for teachers who are moving to English teaching after teaching another subject or those who are moving from teaching their subject in the first language to teaching it in English. The CLIL module forms part of a framework of teaching awards and tests for teachers offered by Cambridge ESOL.

## Cambridge ESOL teaching awards and tests for teachers

	<b>TKT Module 1 TKT Module 2 TKT Module 3</b>	<b>TKT: CLIL</b>	<b>TKT: KAL</b>	<b>TKT: Practical</b>	<b>CELTA CELTYL</b>	<b>ICELT</b>	<b>Delta Module One</b>	<b>Delta Module Two</b>	<b>Delta Module Three</b>
<b>Teaching experience</b>	not essential	not essential	not essential	required	not required	required	recommended	required	recommended
<b>Previous qualifications / training</b>	not essential	not essential	not essential	not essential	qualifications which allow access to higher education	local requirements apply	an initial teaching qualification	an initial teaching qualification	an initial teaching qualification
<b>Suggested language level</b>	minimum of Council of Europe B1	minimum of Council of Europe B1	minimum of Council of Europe B2	minimum of Council of Europe B1	minimum of Council of Europe C2/C1	minimum of Council of Europe B2	minimum of Council of Europe C2/C1	minimum of Council of Europe C2/C1	minimum of Council of Europe C2/C1
<b>Teaching age group</b>	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	CELTA: adults (16+) CELTYL: primary or secondary	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults
<b>Can be taken pre-service</b>	yes	yes	yes	no	yes	no	not recommended	no	not recommended
<b>Course attendance</b>	not required	not required	not required	not required	yes	yes	not required	yes	not required
<b>Assessed teaching practice</b>	no	no	no	yes	yes	yes	no	yes	no
<b>Continuous assessment</b>	no	no	no	no	yes	yes	no	yes	no
<b>Involves coursework</b>	no	no	no	no	yes	yes	no	yes	no
<b>Written test / examination</b>	yes	yes	yes	no	no	no	yes	no	no

Note: Cambridge ESOL also offers IDLTM and the Young Learner Extension to CELTA. IDLTM is an educational management qualification. The Young Learner Extension to CELTA shares similarities with CELTYL, except that entry is conditional on candidates having completed CELTA.

Cambridge ESOL's tests for teachers include:

- The Teaching Knowledge Test (TKT)
- TKT: Knowledge about Language (KAL)
- TKT: Content and Language Integrated Learning (CLIL)
- TKT: Practical

Cambridge ESOL's practical, course-based qualifications for teachers include:

- CELTA (Certificate in English Language Teaching to Adults)
- CELTYL (Certificate in English Language Teaching to Young Learners)
- ICELT (In-service Certificate in English Language Teaching)

Cambridge ESOL also offers the Delta Modules, which cover all areas of knowledge at an advanced level and include teaching practice. The Delta Modules are:

- Delta Module One: a written examination
- Delta Module Two: a course-based qualification
- Delta Module Three: an extended assignment

Other teaching qualifications offered by Cambridge ESOL include two specifically designed for the further education and skills sector within the UK.

A summary of the entry requirements and content of Cambridge ESOL's Teaching Awards and tests for teachers can be found on page 3.

## An overview of TKT: Content and Language Integrated Learning

### ■ The aims of TKT: CLIL

- to test candidates' knowledge of concepts related to a CLIL approach and knowledge of the practice of planning, teaching and assessing curriculum subjects taught in a second, third or fourth language
- to provide an easily accessible test about CLIL to speakers of other languages, which is prepared and delivered to international standards, and could be used by candidates to access further training, and enhance career opportunities
- to encourage teachers in their professional development by providing a step in a developmental framework of awards for teachers of English.

### ■ TKT: Content and Language Integrated Learning candidature

TKT: CLIL is suitable for:

- subject teachers who need to teach their subjects in English and who want to add language teaching to their portfolio of skills
- English language teachers who teach curricular subjects in a second, third or fourth language
- classroom assistants working in CLIL contexts
- classroom teachers who teach curriculum subjects

- English as an Additional Language (EAL) teachers who work with non-native speaker learners (often from minority language groups) in mainstream classes.

Candidates taking TKT: CLIL will normally have some experience of teaching English to speakers of other languages. TKT: CLIL may also be taken by:

- pre-service teachers
- teachers involved in training programmes
- candidates studying for teaching qualifications who may have non-native learners in their classrooms.

To access TKT: CLIL, teachers need at least an intermediate level of English – Level B1 of the Council of Europe's Common European Framework of Reference for Languages (CEFR) – e.g. PET, IELTS band score of 4. However, candidates are not required to have taken any English language examinations.

**Candidates taking the CLIL module are expected to be familiar with the language of teaching as represented in the separate TKT glossary** as well as the terminology related to the description of language, subject vocabulary and concepts for TKT: CLIL. These are found in the syllabus description on pages 5–7, in the **separate CLIL glossary** (see also wordlist on page 22), and in the subject vocabulary lists on pages 23–26.

Candidates are not required to take any other modules of TKT or to fulfil any specific entry requirements for the CLIL module. Successful candidates are likely to have some experience of teaching school subjects through the medium of English.

### ■ Test format

The CLIL module consists of 80 questions in two parts. Candidates are required to answer the questions by selecting a letter for the correct answer. As it tests candidates' knowledge of concepts related to a CLIL approach rather than their subject knowledge, proficiency in the English language or their performance in classroom situations, candidates are not required to listen, speak or produce extended writing when taking TKT: CLIL.

### ■ Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test material. Approaches which might bias against candidates from particular backgrounds or teaching contexts are avoided. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with common ELT terminology.

### ■ Sources and text types used in TKT: CLIL

Extracts, original or adapted, from the following sources may feature in the CLIL module:

- CLIL coursebooks, activity books or supplementary materials including CLIL materials found on the web
- articles relating to CLIL from journals, magazines and the internet
- diagrams and other visuals (see CLIL glossary for examples of visual organisers which may be included in the test tasks)
- descriptions of classroom situations.

# TKT: CONTENT AND LANGUAGE INTEGRATED LEARNING

## GENERAL DESCRIPTION

<b>Examination format</b>	TKT: CLIL consists of two parts
<b>Timing</b>	1 hour 20 minutes
<b>Number of items</b>	80
<b>Task types</b>	3-option multiple choice; 1-1 matching; 3/4/5-option matching; odd one out; ordering; sequencing
<b>Answer format</b>	For all parts, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
<b>Marks</b>	Each item carries one mark.

## SYLLABUS

TKT: CLIL is an examination for both subject teachers and English language teachers involved in CLIL programmes. It tests knowledge of the aims and rationale of a CLIL approach and knowledge of CLIL from a teaching perspective: the planning, teaching and assessment of CLIL. It also focuses on teachers' awareness of learning demands (content, language, communication, cognition) and support strategies for learners in CLIL programmes.

### PART 1

<b>Title</b>	Knowledge of CLIL and Principles of CLIL
<b>Number of items</b>	25
<b>Areas of knowledge</b>	<ul style="list-style-type: none"> <li>• aims of and rationale for CLIL</li> <li>• language across the curriculum</li> <li>• communication skills across the curriculum</li> <li>• cognitive skills across the curriculum</li> <li>• learning skills across the curriculum</li> </ul>
<b>Task types</b>	4 tasks of 5–8 items each: 1-1 matching; 3-option multiple-choice; 3/4/5-option matching; odd one out

### PART 2

<b>Title</b>	Lesson Preparation
<b>Number of items</b>	25
<b>Areas of knowledge</b>	<ul style="list-style-type: none"> <li>• planning a lesson or a series of lessons</li> <li>• language demands of subject content and accompanying tasks</li> <li>• resources including multi-media and visual organisers</li> <li>• materials selection and adaptation</li> <li>• activity types</li> </ul>
<b>Task types</b>	4 tasks of 5–8 items each: 1-1 matching; 3-option multiple-choice; 3/4/5-option matching; odd one out; ordering; sequencing

### PART 2

<b>Title</b>	Lesson Delivery
<b>Number of items</b>	20
<b>Areas of knowledge</b>	<ul style="list-style-type: none"> <li>• classroom language</li> <li>• scaffolding content and language learning</li> <li>• methods to help learners develop learning strategies</li> <li>• consolidating learning and differentiation</li> </ul>
<b>Task types</b>	3 tasks of 5–8 items each: 1-1 matching; 3-option multiple-choice; 3/4/5-option matching; odd one out

### PART 2

<b>Title</b>	Assessment
<b>Number of items</b>	10
<b>Areas of knowledge</b>	<ul style="list-style-type: none"> <li>• focus of assessment</li> <li>• types of assessment</li> <li>• support strategies</li> </ul>
<b>Task types</b>	2 tasks of 5 items each: 1-1 matching; 3-option multiple-choice; odd one out

## ■ Part 1

This part of the CLIL module tests candidates' knowledge of a CLIL approach and knowledge of the learning, cognitive, language and communication skills across the curriculum.

■ **Syllabus area** Knowledge of CLIL and Principles of CLIL

### ■ Possible testing focus

- **CLIL aims:** The 4 Cs (Coyle) – Content, Communication, Cognition and Culture (the 4th C is sometimes called Citizenship or Community).  
BICS and CALP (Cummins) – Differences in cognitive demands of teaching materials (*see separate CLIL glossary*)  
CLIL aims to:
  - introduce learners to new ideas and concepts in curriculum subjects
  - improve learners' performance in both curriculum subjects and the target language
  - encourage stronger links with the citizenship curriculum
  - increase learners' confidence in the target language
  - make the content subject the primary focus of classroom materials
  - enable learners to access curriculum subjects by modifying lesson plans to take into account pupils' ability in the target language
  - provide cognitively challenging materials from the beginning
  - provide scaffolding to support learning of content and language
- **Language across the curriculum** – the language demands of curriculum subjects so that learners can participate (listening, speaking, reading and writing). These include features such as:
  - the use of: present, past and future forms (but **not** in any more detail e.g. present perfect continuous)
  - comparative / superlative forms
  - 'will' prediction
  - modal verbs for expressing: ability; certainty; deduction; obligation; permission; preference; possibility; probability; prohibition; speculating
  - conditionals
  - passive forms
  - imperatives
  - questions
  - reported speech
  - personal and impersonal pronouns
  - time expressions
  - connectors (and, but, or, because)

- collocations
- synonyms
- opposites
- use of specialist subject vocabulary

- **Communication skills across the curriculum** e.g. agreeing or disagreeing; asking questions; clarifying what has been said; comparing and contrasting; demonstrating; describing cause and effect; describing a process; explaining a point of view; evaluating work (self and others); expressing ideas; generalising; giving examples; giving information; hypothesising; instructing; interpreting data; persuading; predicting and justifying predictions; presenting solutions; presenting work; suggesting
- **Cognitive skills across the curriculum** e.g. **remembering** (list; name; recall; recite; recognise; relate; spell; state; tell), **ordering** (What happens next? order; organise; sequence; rank), **defining** (What is X? What is the function of . . .? analyse; define; describe; explain; identify; outline; show; translate), **comparing – contrasting** (What is X and what is not X? similarities and differences; compare; contrast; distinguish; investigate), **dividing** (What does X belong to? divide; separate; share; sort), **classifying** (How many classes of X are there? classify; categorise; decide which group; put into), **predicting** (What will / would / could happen to X? predict; think about . . .; guess; hypothesise), **reasoning** (Why X? What causes X? What comes as a result of X? What justifies X to do Y? choose; conclude; decide; explain; justify; recommend; solve), **creative thinking/synthesis** (What if . . .? imagine; build; change; compose; design; invent; make up; plan; produce; suppose), **evaluating** (What do you think about X? assess; give opinion; judge; rate; prove; what's the value of . . .?)

*See details in the CLIL glossary and the list on page 22 of this handbook.*

- **Learning skills across the curriculum** e.g. locating, organising and interpreting information; note taking, drafting; editing; guessing from context; processing and using knowledge; stating facts and opinions; transferring information; carrying out investigations; considering layout; recording results; reviewing; skimming and scanning skills; summarising

## ■ Part 2

This part of the CLIL module tests candidates' knowledge of planning, teaching and assessing curriculum subjects taught through the medium of English.

■ **Syllabus area** Lesson Preparation

### ■ Possible testing focus

- Planning a lesson and a series of lessons: learning outcomes (knowledge – to know; understanding – to

understand; ability – to be able to; awareness – to be aware of). Activating prior knowledge, statement of goals, activities, plenary, classroom interaction, syllabus fit, personal teaching aims.

- Language needed to deliver subject content at word, sentence and text levels. Genre texts: advertisements; argument; article; autobiography; biography; description; discussion; essays; explanation; instruction; letters; narrative; notices; persuasion; poem; process; proposal; recount; report; review; song
- Resources required: multimedia; visual / graphic organisers such as timelines, flow charts, maps, graphs, tables, charts, diagrams; key concept maps (to show relationships between ideas) such as cause-effect, classification, hierarchy, process, time sequence (see CLIL glossary).

Identifying ways to integrate ICT into the curriculum: PowerPoint presentations; word processing; web searches; adding graphics; using a database to sort, question and present information; designing a database; using, interpreting and manipulating digital images; using spreadsheets to collate information and plot graphs; use 'draw' or 'paint' software.

The purposes for using resources and ICT: to encourage student talking time (STT) – exchanging and sharing information; to present and revisit subject vocabulary; to encourage learner autonomy; to provide learning support; to handle data; to develop enquiry skills; to be creative.

- Materials selection and adaptation: ways of using materials, ways of adapting native speaker materials and web pages: adding visuals, omitting unnecessary detail, simplifying, paraphrasing language, personalisation, underlining key words, including word banks, providing glossaries (L1 / target language) reordering to accommodate syllabus, using a variety of layout and print designs: font sizes and styles.
- Activity types: classification; cloze; dictation; feature identification; freeze frames (drama 'stills'); gap-fill; information / data transfer; interviews; labelling; matching; multiple choice; ordering words, sentences, text; poster presentations; predicting from words, titles, first sentences and visuals; questionnaires; skimming, scanning; summarising; table completion; true – false; sentence completion; text completion; word completion; word puzzles and word searches.

## ■ Part 2

■ Syllabus area Lesson Delivery

### ■ Possible testing focus

- Classroom language
  - Use of questions to scaffold and promote thinking: lower order talk (what, where, when, who) → higher

order talk (why, how, what is the evidence, what do you think of . . .?)

- Purpose – developing communicative skills, encouraging peer feedback, explaining, giving practical demonstrations, instructing, making associations, modelling, relaying knowledge, recasting, questioning
- Ways of encouraging student talking time: pair work; task-based learning; group presentations; role play; explaining results; peer and group feedback.
- Scaffolding content and language:
  - breaking down tasks into small steps, creating interest, providing constructive feedback, use of language frames, substitution tables, word banks, glossaries, use of L1, use of models for production of language.
- Methods to help learners develop learning strategies:
  - developing predicting skills, drafting, encouraging risk taking, identifying key content vocabulary, setting learning goals, use of visual prompts to aid memory, teaching study skills: note taking, planning, organising, reviewing work.
- Consolidating learning:
  - demonstrating again, directing to further practice, directing learners to help others, monitoring, reminding, repeating, reviewing.
- Differentiation:
  - least advanced learners
    - (modified input) provide additional language frames, word banks, glossaries in L1 and target language, additional visual support, simplified texts
    - (modified output) answering fewer questions, producing shorter texts,
    - (modified outcome) e.g. produce a simple design rather than a complex one.
  - most advanced learners – check own work, help peers, do extension activities, design activities for others.

## ■ Part 2

■ Syllabus area Assessment

### ■ Possible testing focus

- Focus of assessment: content; language; content and language; cognitive skills; learning skills; communication skills.
- Types: formative, summative, peer, self, portfolio, performance, 'Can Do' statements.
- Support strategies: change vocabulary, simplify language structures, add visuals, some use of L1 or target language glossaries, modify test instructions, additional examples, extra time, oral instructions repeated in L1, instructions read aloud, instructions explained, questions from learners in L1.



# Preparing for TKT: CLIL

## General

■ TKT: CLIL is concerned with knowledge about teaching curriculum subjects in English. It would therefore be useful for candidates to exploit their teaching situation for opportunities to prepare for the test. They could use every opportunity to become aware of issues arising from the planning, delivery and assessment of their subjects in English. This would include awareness of the use of target language in the classroom by both the teacher and the learners at different stages of teaching a lesson e.g. lesson preparation, lesson delivery, evaluation of work as well as during classroom interaction.

While preparing for the test candidates could look at their lesson preparation and for example:

- examine the subject material, note key words needed for the lesson, practise saying them, decide how they will be presented and how the learners will incorporate them into their active vocabulary
- look at the language demands of the lesson and decide what kind of support is needed so that learners can produce the language in spoken and written English
- notice any particular difficulties and include additional support for the least able learners
- think about extension activities for the most able learners
- write lesson objectives and key subject vocabulary on the board
- plan a plenary question at the end of the lesson so learners can reflect on the learning outcome.

While delivering a lesson, candidates could:

- activate prior knowledge by asking some general questions about the lesson content before the learners start reading or writing
- use a selection of different types of visual support to help learners understand new lesson content
- note the conceptual difficulties learners are having with learning new subject content
- note what kinds of problems learners are having in using key content vocabulary
- note the use of L1 and target language when learners are involved in pair or group work.

After a lesson, teachers could:

- note the achievements made by the learners
- note problems learners have with content and language
- think about possible reasons for those problems
- consider learner feedback for whole class as well as for individuals.

■ Make use of subject material written in English. There are many useful materials available for teachers both in book form and on the web. When looking at these materials it would be useful to think about how the learner can access them by asking questions such as: What needs to be adapted, what needs to be omitted and what needs to be inserted? Do the learners need to know all the information given? What aspects of the material are difficult for my learners to understand and use? Why? Do I need to teach my learners all the language for this lesson or is it unnecessary for them to understand every word?

■ Become fully familiar with the exam format and task types for TKT: CLIL. See page 5 for details of the number of sections the test contains, the number of tasks in each section and the task types that could be used in each section. Look too at the sample paper on pages 10–17 of this handbook. The task types used are:

- 1-1 matching (See sample paper page 11 for example)
- 3/4/5/-option matching (See sample paper pages 2 and 12 for example)
- 3-option multiple choice
- odd one out (See sample paper page 3 for example)
- ordering
- sequencing

Notice the instructions for each task, read them carefully and always do as instructed.

■ Check that you can complete the questions in the given time limit (80 minutes) and make sure you know how to record your answers on the answer sheet. (See page 21 for a sample answer sheet.) Remember that all answers must be given on the answer sheet by lozenging the correct letter.

## By part

### ■ Part 1: Knowledge of CLIL and Principles of CLIL

Candidates

- can read articles about CLIL online
- can build up their awareness of different language features mentioned in the syllabus by noting these features in the materials used in the classroom
- can develop an awareness of what, when and how they communicate with their learners and what, when and how the learners communicate with each other
- can study the cognitive demands of the curriculum and consult websites on different types of thinking skills
- can become aware of the range of learning skills needed and used while learners study particular curriculum subjects.

## ■ Part 2: Lesson Preparation

Candidates

- can look at what has to be planned before delivering a lesson and a series of lessons in a CLIL context
- can look at the language demands of their subject materials and check these with the features mentioned in the syllabus
- can study the types of resources used in the classroom and become familiar with the use of multimedia and visual organisers for supporting the delivery of subject content
- can consult books and websites on a range of subject materials and activities written in English.

## ■ Part 2: Lesson Delivery

Candidates

- can take advantage of their teaching context to raise awareness of their own and a colleague's classroom language and that of their learners
- can note how and why they use support materials or graded language to help learners understand the content of their curriculum subjects
- can analyse methods used to encourage learners to develop and use different learning strategies
- can become aware of how learning is consolidated and how materials and outcomes can be differentiated (adjusted) for the least able and most able learners.

## ■ Part 2: Assessment

Candidates

- can look at assessment used in school then analyse what is being assessed, when, how and why.
- can consult reference books and materials in websites to know about different types of assessment
- can become aware of a range of strategies to support learners who are assessed through the target language.

# Sample test

2

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

- |          |                                   |
|----------|-----------------------------------|
| <b>A</b> | to focus on content vocabulary    |
| <b>B</b> | to develop communication skills   |
| <b>C</b> | to develop cognitive skills       |
| <b>D</b> | to raise awareness of citizenship |

### Classroom activities

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

Centre Number

Candidate Name

Candidate Number

## UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

### TEACHING KNOWLEDGE TEST

004

### CONTENT AND LANGUAGE INTEGRATED LEARNING

Sample Test

1 hour 20 minutes

Additional material:  
Answer sheet

**TIME** 1 hour 20 minutes

### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, Centre number and candidate number on your answer sheet if they are not already there.**

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Mark your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both the question paper and the answer sheet.

### INFORMATION FOR CANDIDATES

There are 80 questions on this paper.

Each question carries one mark.

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

- |          |                           |
|----------|---------------------------|
| <b>A</b> | locating information      |
| <b>B</b> | organising information    |
| <b>C</b> | 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<sup>th</sup>-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.

#### Lesson plan headings

- | Extracts   | Lesson plan headings                |
|--|-------------------------------------|
| <b>26</b> To be able to explain how rivers are formed  | <b>A</b> Syllabus fit               |
| <b>27</b> Identifying processes, identifying cause and effect, predicting consequences   | <b>B</b> Target language            |
| <b>28</b> A model of mountains and a valley, a tub of water  | <b>C</b> Intended learning outcomes |
| <b>29</b> 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. | <b>D</b> Procedure                  |
| <b>30</b> A valley, it cuts through, an estuary, it runs down/towards, steep, deep, it wears away  | <b>E</b> Thinking skills            |
| <b>31</b> 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.  | <b>F</b> Teacher's personal aims    |
|  | <b>G</b> Resources                  |

7

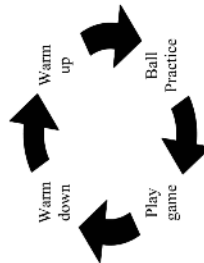
For questions 32 – 38, match the visual organisers with their names listed A – H.  
 Mark the correct letter (A – H) on your answer sheet.  
 There is one extra option which you do not need to use.

**Visual organiser names**

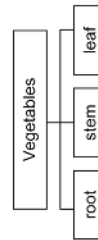
- A thought bubble
- B column table
- C Carroll diagram
- D pie chart
- E Venn diagram
- F bar chart
- G cycle
- H tree diagram

**Visual organisers**

32

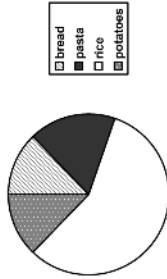


33



8

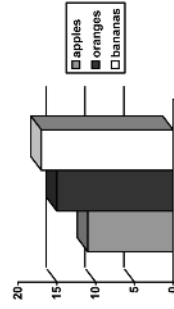
34



35

	Food	Drink
Natural	apples	water
Manufactured	pasta	coke

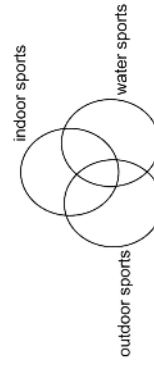
36



37

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

38



For questions 39 – 44, match the ways of focusing on content with the examples from a coursebook 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.

**Coursebook examples**

<b>A</b> What are teeth for? What kinds of teeth are there?	<b>B</b> An adult has 32 teeth. These are three types: • Incisors <b>cut</b> food • Canines <b>tear</b> food • Molars <b>crush</b> and <b>grind</b> food There are 8 incisors, 4 canines and 20 molars.	<b>C</b> 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

For questions 45 – 50, match the science activities with the examples of activity types 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.

**Activity types**

<b>A</b>	classifying
<b>B</b>	matching
<b>C</b>	ordering
<b>D</b>	odd one out
<b>E</b>	labelling
<b>F</b>	information transfer
<b>G</b>	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

For questions 51 – 57, match the teacher's language with its teaching purpose listed A – H.

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

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

#### Teaching purposes

- |          |                                    |
|----------|------------------------------------|
| <b>A</b> | giving a practical demonstration   |
| <b>B</b> | developing learner independence    |
| <b>C</b> | activating prior knowledge         |
| <b>D</b> | encouraging use of first language  |
| <b>E</b> | pre-teaching vocabulary            |
| <b>F</b> | developing communicative skills    |
| <b>G</b> | giving feedback                    |
| <b>H</b> | 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.

For questions 58 – 64, match the learners' language with the scaffolding strategies they use during groupwork 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.

#### Scaffolding strategies

- |          |  |
|----------|--|
| <b>A</b> | giving positive feedback                 |
| <b>B</b> | breaking a task down into steps          |
| <b>C</b> | 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.



For questions 65 – 70, match the teaching instructions to the learning strategies listed A – G that they aim to develop.

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

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

#### 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.

For questions 71 – 75, match the assessment activities with the types of assessment listed A – F.

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

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

#### 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.

15

For questions 76 – 80 match the language problems a teacher can face when writing a CLIL test with the possible support strategies listed A – F.

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

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

**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.

16

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# TKT: Content and Language Integrated Learning test administration

## ■ Entry procedure

Candidates must enter through an authorised Cambridge ESOL Centre. A list of Cambridge ESOL Examination Centres is available from Cambridge ESOL from the address on page 1. Institutions wishing to become Cambridge ESOL Examination Centres should contact the Centre Registration Unit at Cambridge ESOL.

TKT: CLIL is available throughout the year and Centres contact Cambridge ESOL to arrange a test date. Candidate details must be submitted to Cambridge ESOL at least six weeks prior to running the session. Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see below).

Copies of the Regulations and more details on entry procedure, current fees and further information about this and other Cambridge ESOL examinations can be obtained from the Cambridge ESOL Centre Exams Manager in your area, or from the address on page 1.

## ■ Answer sheet completion

Candidates mark all their answers on OMR (Optical Mark Reader) answer sheets, which are scanned by computer in Cambridge. Candidates must fill in all their answers within the time allowed for the test.

A sample OMR answer sheet can be found on page 21 of this Handbook, and it is useful for candidates to practise filling in an OMR sheet before taking the examination so that they are familiar with the procedure.

## Grading and results

### ■ Grading

Candidates receive a certificate for TKT: CLIL.

Each question carries one mark, so the maximum mark for the CLIL module is 80. Candidate performance is reported using four bands.

Our trialling research indicates that for a candidate to achieve Band 3, a score of at least 45–50 marks (out of 80) is required.

---

**BAND** A candidate at this level demonstrates

---

**1** limited knowledge of CLIL content areas

---

**2** basic, but systematic knowledge of CLIL content areas

---

**3** breadth and depth of knowledge of CLIL content areas

---

**4** extensive knowledge of CLIL content areas

---

The reporting of results for TKT: CLIL is subject to ongoing research. Further guidance on the interpretation of results will be issued in the future.

## ■ Notification of results

Certificates are despatched to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL. Please note that despatch of candidates' results will be delayed if they need special consideration or are suspected of malpractice (see below).

Enquiries on results may be made through Cambridge ESOL Centre Exams Managers within a month of the issue of certificates.

## ■ Appeals procedure

Cambridge ESOL provides a service to enable Centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their Cambridge ESOL Centre Exams Manager for advice. Further information about the appeals procedure can be found at [www.CambridgeESOL.org/support](http://www.CambridgeESOL.org/support)

## Special Circumstances

Special Circumstances cover three main areas: special arrangements, special consideration and malpractice.

### ■ Special arrangements

These are available for candidates with disabilities. They may include extra time, separate accommodation or equipment, Braille versions of question papers, etc. If you think you may need special arrangements, you must contact the Cambridge ESOL Centre Exams Manager in your area as soon as possible so that the application can be sent to Cambridge ESOL in time (usually 8–12 weeks before the examination, depending on what is required).

### ■ Special consideration

Cambridge ESOL will give special consideration to candidates affected by adverse circumstances before or during an examination. Special consideration can be given where an application is sent through the Centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are cases of illness or other unexpected events.

### ■ Malpractice

The Malpractice Committee will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results are being investigated.

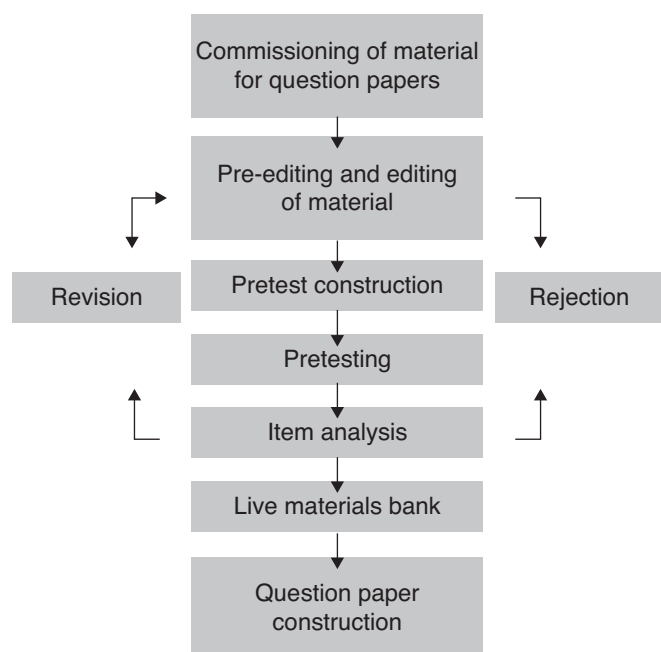
# The production of TKT: Content and Language Integrated Learning

Cambridge ESOL is committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

The production process for TKT: CLIL is the same as that for the Cambridge ESOL language examinations. It begins with the commissioning of materials and ends with the printing of question papers.

There are five main stages in the production process:

- commissioning
- pre-editing and editing
- pretesting
- analysis and banking of materials
- question paper construction



## ■ Question paper production cycle

Pretesting of CLIL test material provides Cambridge ESOL with valuable information about candidates' performance on particular tasks. Pretesting is also useful for Centres or institutions as it gives candidates the opportunity to familiarise themselves with the standard task-types under test conditions and to receive feedback on areas of strength and weakness.

If your Centre or institution would like to be involved in the pretesting of materials for the CLIL module, please contact the Pretesting Unit TKT Administrator on + 44 (0) 1223 558454 or [TKTpretesting@CambridgeESOL.org](mailto:TKTpretesting@CambridgeESOL.org).

# Support for TKT: Content and Language Integrated Learning candidates and course providers

General information on TKT: CLIL, including administration details and downloadable versions of this Handbook, the CLIL glossary and sample materials, can be found by visiting [www.CambridgeESOL.org/CLIL](http://www.CambridgeESOL.org/CLIL)

Support material for teacher trainers will be available on the Teaching Resources website [www.CambridgeESOL.org/teach/CLIL](http://www.CambridgeESOL.org/teach/CLIL)

Further support is also available in the form of seminar programmes in different countries. Contact Cambridge ESOL Information for further details by emailing: [ESOLhelpdesk@CambridgeESOL.org](mailto:ESOLhelpdesk@CambridgeESOL.org)

## Common questions and answers

### *Can candidates make notes on the question paper?*

Candidates may write on the question paper during the examination, but their notes will not be marked. Candidates must complete an answer sheet, which is then scanned.

### *Does it matter if candidates write in pen or pencil?*

Candidates must use a pencil to mark their answers on the answer sheet. Answer sheets marked in pen cannot be read by computer.

### *Is the use of dictionaries allowed?*

No.

### *What is the mark allocation?*

One mark is given for each correct answer.

### *Do candidates have to take the other TKT modules?*

No. The CLIL module is free-standing. Candidates are not required to take TKT Modules 1, 2 and 3 in addition to TKT: CLIL.

### *What is the pass mark?*

Results are reported in four bands. There is no pass or fail. Candidates receive a certificate stating which band has been achieved.

### *What is the date of the TKT: CLIL examination?*

Dates are set by Centres in consultation with Cambridge ESOL, taking into account local needs and conditions.

### *Where can candidates enrol?*

Your Cambridge ESOL Centre Exams Manager can give you information about Centres where the examination is taken. Candidates enrol through approved local Centres, and not through the Cambridge ESOL office in Cambridge. Fees are payable to the local Centre.

### *How do candidates get their results?*

TKT: CLIL certificates are issued to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL.

### *Do candidates need to have taken a particular English language examination before taking TKT: CLIL?*

No. However, it is advisable for candidates to have a minimum language level of Council of Europe Framework level B1.

### *What kind of teaching terminology will be tested in TKT: CLIL?*

See syllabus guidelines on pages 6–7 and the wordlist on page 22. Candidates are expected to be familiar with the contents of both the TKT glossary and the CLIL glossary.

## Sample test answer key

1	B	41	C
2	D	42	C
3	A	43	B
4	B	44	A
5	C		
6	C	45	E
7	D	46	C
		47	G
8	C	48	A
9	A	49	F
10	A	50	B
11	A		
12	B	51	C
13	C	52	E
		53	F
14	A	54	A
15	A	55	H
16	C	56	B
17	B	57	G
18	B		
19	C	58	B
		59	A
20	C	60	C
21	A	61	C
22	B	62	B
23	B	63	C
24	A	64	A
25	C		
		65	F
26	C	66	B
27	E	67	G
28	G	68	A
29	A	69	E
30	B	70	C
31	D		
		71	D
32	G	72	A
33	H	73	E
34	D	74	C
35	C	75	F
36	F		
37	B	76	D
38	E	77	F
		78	A
39	B	79	C
40	A	80	E



# TKT: Content and Language Integrated Learning Wordlist

■ **TKT: CLIL candidates are expected to be familiar with the language of teaching as represented in the separate TKT glossary.**

The list below is indicative only. (For definitions see separate TKT: CLIL glossary.) Other terms may also be used in TKT: CLIL.

activating previous / prior knowledge

animated

BICS (Basic Interpersonal Communicative Skills)

CALP (Cognitive Academic Language Proficiency)

category

chronological order

citizenship

classify

closed questions

code switching

cognitive skills

collaborate

combine / combination

compare and contrast

compose

concept maps

content words / content obligatory

creative thinking

criteria

critical thinking

cue

culture

diagram: Carroll / Venn / tree

enable

enquiry

evidence

expand

fair test

findings

flow diagram

frames (speaking and writing)

genre based teaching

grid

higher order thinking skills (HOTS) and

lower order thinking skills (LOTS)

hot seat

ICT / IT skills

immersion programme

information processing

investigate

justify

keys (binary)

learning outcome

list (v)

loop / domino game

modify / modification

oracy

partial immersion

performance assessment

pie charts

plenary

primary language

puzzle

pyramid discussion

quadrants

query

questions: open / closed / display

reasoning

recite

response partners

revisit

scaffolding

sentence builder

sentence stems

sequencing

shared writing

sort

speech bubbles

story board

structure (v)

support

synthesis

target language

technical terms

template

theory

thought bubbles

treasure hunt

visual organisers / graphic organisers

volunteer

wait time

whiteboard / interactive whiteboard (IWB)

# TKT: Content and Language Integrated Learning

## subject-specific vocabulary

The list is indicative only. Other subject related vocabulary may also be used in TKT: CLIL.

Candidates will **not** be tested on these items.

### ■ Art and Craft / Design

abstract  
carve  
collage  
complementary colour  
composition  
decorate  
dye  
engraving  
fabric  
foreground  
impressionist  
(mixed) media  
mosaic  
mould  
ornamental  
painting  
pastel  
perspective  
portrait  
primary colours  
repeated pattern  
secondary colours  
sketch  
still life  
synthetic  
texture  
tone  
watercolour  
zigzag

### ■ Economics / Business Studies

balance sheet  
budget  
capital  
cash flow  
commerce  
cooperative  
corporate  
debt  
earnings  
economy  
export  
funding  
global market  
import  
inflation  
interest rate  
loss  
manufacture  
marketing  
mass produce  
negotiate

overheads  
partnership  
peak  
process  
profit  
retail  
revenue  
sector  
shares  
takeover  
trends  
workforce

### ■ Environment / Geography

adapted  
archipelago  
atmospheric pressure  
biodegradable  
biofuel  
carbon footprint  
climate change  
community  
compass  
crop  
distribution  
ecology / ecological  
endangered  
energy efficient  
equator  
erosion  
flooding  
fossil fuel  
glacier / glaciated  
global warming  
GM (genetically modified) crops  
greenhouse effect  
habitat  
hail  
horizon  
hurricane  
infrastructure  
irrigation  
lava  
migrate  
natural disaster  
organic  
ozone layer  
packaging  
pond  
recycling  
rural  
settlement  
solar power  
sustainable  
tornado  
typhoon  
urban  
volcano  
weather fronts  
well  
windmill  
wind farm  
wind turbines



## ■ History / Politics

ancient  
archaeologist  
archaeology  
artefact  
authority  
campaign  
capitalism  
civilisation  
community  
conflict  
constitution  
coronation  
democracy  
era  
expansion  
expedition  
fort  
hunters  
independence  
legislation  
Middle Ages  
monarchy  
Prehistoric Times  
rebellion  
reform  
reign  
republic  
revolution  
Roman Empire  
source  
treaty

## ■ ICT

align  
application  
backup  
blog  
browse  
bullet points  
column  
computer controlled  
crop  
data  
database  
download  
drag and drop  
Excel  
folder  
font size  
format  
Google  
grammar-check  
graphic  
hardware  
icon  
image  
input / output  
layout  
malware  
modem  
motherboard

multimedia  
MySpace  
operating system  
output  
paste  
PowerPoint  
processor  
row  
scanner  
search engine  
server  
sentence builder  
Skype  
software  
spell-check  
spreadsheet  
spyware  
surf the net  
toolbar  
Twitter  
upload  
URL (Uniform Resource Locator)  
USB (Universal Serial Bus) / memory stick  
virus  
web search  
Word  
YouTube

## ■ Literacy

alphabetical order  
anthology  
autobiography  
chant  
chronological  
comedy  
dialogue  
distinguish  
extracts  
facts  
fantasy  
genre  
glossary  
identify  
image  
initials  
motive  
myth  
narrative  
non-fiction  
opinions  
playscript  
procedure  
proposal  
recount  
repetition  
rhyme  
setting  
tragedy

## ■ Mathematics

algebra  
angle  
axis (axes)

bar graph  
calculate  
calculator  
chart  
circumference  
column graph  
compasses  
coordinates  
cube  
diameter  
equation  
estimate  
formula  
fractions  
geometry  
grid  
line graph  
parallel  
percentage  
perimeter  
pie chart  
protractor  
quadrilateral  
radius  
rectangle  
rhombus  
rotate  
set  
sphere  
statistics  
symbol  
symmetry / symmetrical  
triangle  
working out

### ■ Music

Baroque  
bass  
beat  
brass  
choir  
chord  
clef  
crotchet  
duet  
harmony  
key  
lyrics  
major  
march  
melody  
minor  
notes  
percussion  
pitch  
rap  
rhythm  
Romantic  
scale  
score  
tango  
tempo

tune  
vocal  
waltz  
woodwind

### ■ PE (Physical Education)

aerobic  
anaerobic  
apparatus  
badminton  
beanbag  
bounce  
circuit training  
coordination  
dodge  
fielding  
footwork  
intercept  
keep fit  
league  
marathon  
momentum  
physical  
pitch  
racket  
relay  
rope  
shot (e.g. tennis / golf / football)  
sit-ups  
sprint  
stamina  
stretch  
tackle  
tactic  
tournament  
twist

### ■ Science

absorb / absorbent  
acceleration  
acid  
adaptation  
algae  
alkali  
arachnid  
artery  
bacteria  
beaker  
blood cell  
butterfly  
cartilage  
caterpillar  
chemical  
cocoon  
condense  
conductor  
digest / digestion / digestive system  
dissolve  
ecosystem  
electrical circuit  
element  
evaporate  
evolution  
fertiliser

flammable  
flexible  
friction  
gas  
genes  
germinate / germination  
gravity  
hydro-electric  
inherited  
life cycle  
liquid  
magnet / magnetic attraction  
matter  
micro-organisms  
microscope  
mineral  
molecules  
mould  
nutrition  
organ  
organism  
oxygen  
penicillin  
Periodic table  
photosynthesis  
precipitation  
predator  
prey  
receiver  
reflect  
respiration / respiratory system  
ribs  
rodent  
skeleton  
skull  
socket  
solid  
solve / solution  
source  
species  
surface  
test tube  
transmitter  
transparent  
vacuum  
veins  
vibrate / vibration  
vitamin  
waterproof  
water vapour  
yeast

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