Cambridge Assessment English

Cambridge English Teaching

TKT: Content and Language Integrated Learning (CLIL)

Teaching Knowledge Test

Handbook for teachers

Make the most of your handbook

This handbook is intended for tutors and candidates and provides information to help prepare for the TKT: CLIL (Content and Language Integrated Learning) module.

For further information on any of our teaching qualifications and courses, please go to **cambridgeenglish.org/teaching-qualifications**

If you need further copies of this handbook, please email **marketingsupport@cambridgeenglish.org**

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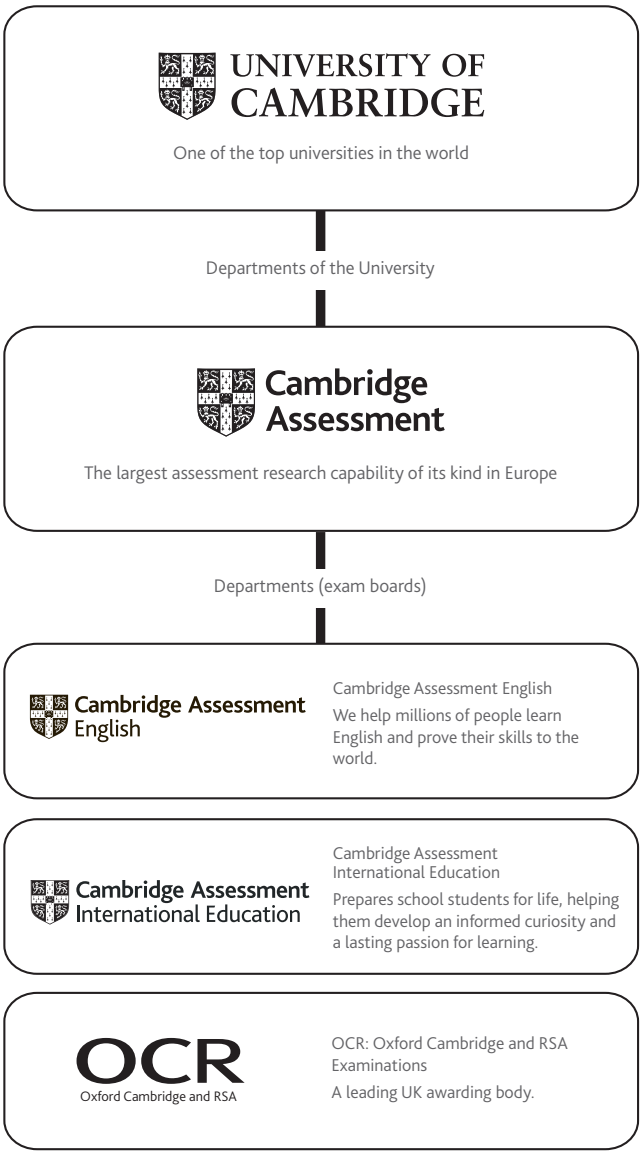
About Cambridge Assessment English

We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

We deliver qualifications and tests in over 130 countries to over 5.5 million people every year.



The world's most valuable range of English qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

To find out more about Cambridge English Qualifications and the CEFR, go to **cambridgeenglish.org/cefr**

Cambridge English teaching qualifications

We provide a comprehensive range of industry-leading qualifications, professional development and resources for teachers, wherever they are in their professional journey.

Clear progression

All our teaching qualifications are mapped to the Cambridge English Teaching Framework, which helps teachers identify where they are in their career development, where they want to be, and how to get there.

Proven quality

Our commitment to providing assessment of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all our exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2015 standard for quality management and are designed around five essential principles:

- **Validity** – are our exams an authentic test of real-life English or teaching knowledge?
- **Reliability** – do our exams behave consistently and fairly?
- **Impact** – does our assessment have a positive effect on teaching and learning?
- **Practicality** – does our assessment meet candidates' needs within available resources?
- **Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from **cambridgeenglish.org/principles**

Cambridge English teaching qualifications – an overview

The following qualifications are available to teachers through Cambridge English teaching qualification centres:

	Candidate requirements		Qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/ coursework	Paper-based test
TKT: Modules 1, 2 and 3 Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	○				○
TKT: CLIL (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	○				○
TKT: Young Learners	Not essential	Not required	Primary	○				○
CELTA Certificate in Teaching English to Speakers of Other Languages	Not required	Qualifications allowing access to higher education	Adults	○	○ face-to-face or online/blended options	○	○	
DELTA Module One Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualification	Primary, secondary or adults					○
DELTA Module Two	Required	Initial teaching qualification	Primary, secondary or adults		○	○	○	
DELTA Module Three	Recommended	Initial teaching qualification	Primary, secondary or adults				Extended Assignment	

The following courses and qualifications are available to teachers through institutions and educational authorities:

	Candidate requirements		Course/qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/ coursework	Online/ blended learning course option
CELT-P Certificate in English Language Teaching – Primary	Required	Local requirements for teachers apply	Primary	○	○	○	○	○
CELT-S Certificate in English Language Teaching – Secondary	Required	Local requirements for teachers apply	Secondary	○	○	○	○	○
Train the Trainer	Required	Teaching qualification	N/A		○			○
Certificate in EMI Skills English as a Medium of Instruction	Required	Local requirements apply	Students in higher education contexts		○		○	○
Language for Teaching – A2	N/A	A1 level English	Primary, secondary	○	○		○	○
Language for Teaching – B1	N/A	A2 level English	Primary, secondary	○	○		○	○
Language for Teaching – B2	N/A	B1 level English	Primary, secondary	○	○		○	○

Cambridge English Teaching Framework

We developed the Cambridge English Teaching Framework:

- to help teachers identify where they are in their professional career
- to help teachers and their employers think about where they want to go next and identify development activities to get there.

See the full version of the framework for detailed competency statements: **cambridgeenglish.org/teaching-framework**

Stages	Foundation	Developing
Learning and the learner	• Has a basic understanding of some language-learning concepts. • Demonstrates a little of this understanding when planning and teaching.	• Has a reasonable understanding of many language-learning concepts. • Demonstrates some of this understanding when planning and teaching.
Teaching, learning and assessment	• Has a basic understanding of some key principles of teaching, learning and assessment. • Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. • Can use available tests and basic assessment procedures to support and promote learning.	• Has a reasonable understanding of many key principles of teaching, learning and assessment. • Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. • Can design simple tests and use some assessment procedures to support and promote learning.
Language ability	• Provides accurate examples of language points taught at A1 and A2 levels. • Uses basic classroom language which is mostly accurate.	• Provides accurate examples of language points taught at A1, A2 and B1 levels. • Uses classroom language which is mostly accurate.
Language knowledge and awareness	• Is aware of some key terms for describing language. • Can answer simple learner questions with the help of reference materials.	• Has reasonable knowledge of many key terms for describing language. • Can answer most learner questions with the help of reference materials.
Professional development and values	• Can reflect on a lesson with guidance and learn from feedback. • Requires guidance in self-assessing own needs.	• Can reflect on a lesson without guidance and respond positively to feedback. • Can self-assess own needs and identify some areas for improvement.

Proficient	Expert
• Has a good understanding of many language-learning concepts. • Frequently demonstrates this understanding when planning and teaching.	• Has a sophisticated understanding of language-learning concepts. • Consistently demonstrates this understanding when planning and teaching.
• Has a good understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. • Can design effective tests and use a range of assessment procedures to support and promote learning.	• Has a sophisticated understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. • Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
• Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. • Uses classroom language which is consistently accurate throughout the lesson.	• Provides accurate examples of language points taught at A1–C2 levels. • Uses a wide range of classroom language which is consistently accurate throughout the lesson.
• Has good knowledge of key terms for describing language. • Can answer most learner questions with minimal use of reference materials.	• Has sophisticated knowledge of key terms for describing language. • Can answer most learner questions in detail with minimal use of reference materials.
• Can reflect critically and actively seeks feedback. • Can identify own strengths and weaknesses as a teacher, and can support other teachers.	• Consistently reflects critically, observes other colleagues and is highly committed to professional development. • Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

Content and Language Integrated Learning (CLIL) explained

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 can be more challenging and intensive than conventional language lessons. Learners are exposed to a broader range of language while simultaneously gaining knowledge and skills in different areas of the curriculum. In CLIL, learning a curricular subject (Geography for example) in a second or third language involves drawing on effective pedagogical practice from a range of different educational contexts.

CLIL – a variety of approaches

There are many different types of CLIL programmes around the world, ranging from full immersion to short 20–30-minute subject lessons in the target language. Subjects may be taught by subject specialists or by language teachers. In some countries classroom assistants support the learners too. There are also contexts where CLIL is used to integrate learners (often from minority language groups) into mainstream classes. Examples of these programmes are English as an Additional Language (EAL) in Britain and Content Based Instruction (CBI) in the US.

The benefits of CLIL

There are many advantages to the CLIL approach: it develops confident learners, enhances academic cognitive processes and communication skills, and encourages inter-cultural 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. Learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in other English programmes for young learners. This success is shown in ICT skills too.*

In secondary schools, research indicates that effects are beneficial, and that: 'CLIL leads to better English proficiency, that it has no negative effect on L1 proficiency, nor on the pupils' subject knowledge'**; and that it 'induces the learner to be more cognitively active during the learning process'***.

The global need for language learning, particularly for English, has created a demand for new ways of teaching languages. CLIL is a flexible and effective approach which is being used to respond to this need. Many teachers of curricular subjects are finding they can develop professionally by adding CLIL to their range of skills.

* Johnstone, R and McKinstry, R (2008) *Evaluation of Early Primary Partial Immersion (EPPI)*. Available at scilt.org.uk/Portals/24/Library/research/eppi_book.pdf (accessed 12 July 2019).

** Coleman, L (2006) CLIL behind the dykes; the Dutch bilingual model in IATEFL, *YLSIG Journal*.

*** Van de Craen, P, Mondt, K, Allain, L and Gao, Y (2008) Why and How CLIL Works, *Vienna English Working Papers* 16, 70–78. Available at researchgate.net/publication/290828891_Why_and_how_CLIL_works_An_outline_for_a_CLIL_theory (accessed 12 July 2019).

Introduction to TKT

TKT tests knowledge about English language teaching. The tests are designed to encourage teachers in their professional development by providing a step in their progression on the Cambridge English Teaching Framework. Candidates can also use TKT to access further training and enhance career opportunities.

TKT – an overview

TKT is divided into separate modules. Candidates can take them all, or choose the modules that meet their needs. A certificate is received for each module completed.

The **core modules** are designed to provide a foundation in the principles and practice of English language teaching:

- TKT: Module 1 – Language and background to language learning and teaching
- TKT: Module 2 – Lesson planning and use of resources for language teaching
- TKT: Module 3 – Managing the teaching and learning process.

Teaching knowledge is assessed by means of objective-format tests, which are simple to administer and to take.

There are further **specialist modules**, which can be taken separately or added to the core modules:

- TKT: CLIL (Content and Language Integrated Learning)
- TKT: Young Learners (YL).

The aims of the modular format

The format is designed to be accessible and offer candidates maximum flexibility, and therefore does not include a compulsory course component. However, it is likely that centres and other institutions will wish to offer courses for TKT preparation.

What can successful candidates do with TKT?

TKT increases teachers' confidence and enables them to progress to other Cambridge English teaching qualifications.

TKT is recognised as an English language teaching qualification by many organisations and institutions around the world.

TKT: CLIL – an overview

TKT: CLIL is a test of knowledge of Content and Language Integrated Learning and concepts related to a CLIL approach. It tests knowledge about teaching subjects in English to speakers of other languages and the learning, thinking and language skills which are developed across different curriculum subjects.

TKT: CLIL 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.

Who is TKT: CLIL suitable for?

TKT: CLIL is suitable for subject teachers who need to teach their curricular subjects in English, English language teachers who teach curricular subjects in a second language and English as an Additional Language (EAL) teachers working within mainstream classes.

It can also be taken by:

- pre-service teachers
- teachers who wish to refresh their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

Entry criteria and language requirements

Candidates are not required to fulfil any specific entry criteria for TKT: CLIL. There are no formal English language requirements; however, candidates are expected to be familiar with language relating to the practice of English language teaching. The TKT Glossary and TKT: CLIL Glossary can also be downloaded from **cambridgeenglish.org/Images/22184-tkt-glossary-document.pdf** and **cambridgeenglish.org/images/22194-tkt-clil-glossary-document.pdf**

Test structure

The TKT: CLIL module consists of a timed pencil-and-paper test, featuring 80 multiple-choice questions.

It tests candidates' knowledge of concepts related to a CLIL approach to teaching and learning, rather than their subject knowledge, proficiency in the English language, or their performance in classroom situations.

Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test. Materials are carefully selected so that they are fair to candidates from all backgrounds and teaching contexts. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with the common terminology of English language teaching (a non-exhaustive list of teaching terminology and definitions is provided in the TKT Glossary and TKT: CLIL Glossary).

Sources and text types for TKT: CLIL preparation

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

- CLIL coursebooks, activity books or supplementary materials, including CLIL materials found online
- the TKT Glossary and the TKT: CLIL Glossary
- articles relating to CLIL from journals, magazines and the internet
- diagrams and other visuals
- descriptions of classroom situations.

Support for candidates and course providers

Support and general information for TKT: CLIL, including a downloadable version of this handbook, can be found at **cambridgeenglish.org/tkt**

Materials for course providers

For course providers, teacher training session plans and other trainer resources can be found at **cambridgeenglish.org/resources-for-teachers**

We also run free seminars and webinars for teachers, with replays available on Cambridge English TV:

Webinars for teachers:
cambridgeenglish.org/webinars

Seminars and events:
cambridgeenglish.org/events

Cambridge English TV:
youtube.com/cambridgeenglishtv

Preparing for TKT: CLIL

It is not necessary to complete a course to enter for TKT: CLIL. Candidates can prepare for their exam independently, or can if they prefer, follow a course provided by an exam or teaching qualification centre.

Official Cambridge English preparation materials for TKT: CLIL have been jointly developed by Cambridge English and Cambridge University: **cambridge.org/cambridgeenglish**

Pretesting

Pretesting of TKT test material provides us 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 TKT 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 TKT pretesting, find out more at **cambridgeenglish.org/about-pretesting**

Further information

Contact your local authorised exam centre or teaching qualification centre, or our helpdesk at **cambridgeenglish.org/helpdesk** for:

- current fees
- details of exam sessions
- more information about TKT and other Cambridge English teaching qualifications and exams.

TKT: CLIL administration

Entry procedure

Candidates must enter through an authorised Cambridge English examination or teaching qualification centre. For a list of centres, go to **cambridgeenglish.org/teachingcentresearch**

TKT: CLIL is available throughout the year and examination centres select their own test dates. Entries must be made at least six weeks in advance of a test date.

Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see section on Special Circumstances).

For copies of the Regulations and more details on entry procedure, current fees and further information about this and our other examinations, contact your local examination centre.

Results

Candidates receive a certificate for each module taken. Candidate performance is reported using four bands.

Band	A candidate at this level demonstrates
4	extensive knowledge of TKT: CLIL content areas
3	breadth and depth of knowledge of TKT: CLIL content areas
2	basic, but systematic knowledge of TKT: CLIL content areas
1	limited knowledge of TKT: CLIL content areas

Notification of results

TKT results are issued to centres approximately two to four weeks after we receive the answer sheets in Cambridge.

Please note that despatch of candidates' results will be delayed if they need special consideration or if malpractice is suspected (see section on Special Circumstances).

Enquiries on results must be made through the candidate's centre.

Appeals procedure

We provide 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 centre for advice.
For more information about the appeals procedure, go to **cambridgeenglish.org/help/enquiries-and-appeals**

Special Circumstances

Cambridge English teaching qualifcations are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
  These are available for candidates with a permanent or long-term disability. Consult your Centre Exams Manager (CEM) for more details.
- **Special consideration**
  We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
  We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about Special Circumstances go to **cambridgeenglish.org/help**

1 hour 20 mins

TKT: CLIL test overview

Paper	Number of questions	Number of marks	Task types	Answer format
1	80	80	Objective tasks, such as matching and multiple choice.	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.

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.

Title	Areas of teaching knowledge	Task types and format
Knowledge of CLIL and principles of CLIL	• aims of and rationale for CLIL knowledge • language across the curriculum • communication skills across the curriculum • cognitive skills across the curriculum • learning skills across the curriculum	• 4 tasks consisting of 25 questions. • tasks include matching and multiple choice.
Lesson preparation	• planning a lesson or a series of lessons • language demands of subject content and accompanying tasks • resources including multimedia and visual organisers • materials selection and adaptation • activity types and their purposes	• 4 tasks consisting of 25 questions. • tasks include matching and multiple choice.
Lesson delivery	• classroom language • scaffolding content and language • methods to help learners develop learning strategies • consolidating learning and differentiation	• 3 tasks consisting of 20 questions. • tasks include matching and multiple choice.
Assessment	• focus of assessment • types of assessment • support strategies	• 2 tasks consisting of 10 questions. • tasks include matching and multiple choice.

Knowledge of CLIL and principles of CLIL

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

Possible testing focus

- **CLIL aims**
  The 4 Cs (Coyle) – Content, Communication, Cognition and Culture (the 4th C is sometimes called Citizenship or Community).
- BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins) – differences in cognitive demands of teaching materials (see separate TKT: CLIL Glossary).

CLIL aims to:

- introduce learners to new ideas and concepts in curricular subjects
- improve learners' performance in both curricular 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 curricular 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 curricular subjects so that learners can understand and communicate (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
  - modal verbs for expressing: ability; certainty; deduction; obligation; permission; prediction; preference; possibility; probability; prohibition; speculation
  - 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**

  This includes features such as:

  - agreeing or disagreeing
  - asking questions
  - clarifying what has been said
  - comparing and contrasting
  - describing cause and effect; diagrams; images; a process
  - evaluating work (own and others')
  - expressing ideas
  - giving examples; information; reasons
  - hypothesising
  - instructing
  - interpreting data
  - justifying answers or opinions
  - persuading
  - predicting

- presenting solutions; presenting work
- stating facts and opinions
- suggesting changes; ideas.

- **Cognitive skills across the curriculum**

  *The six main cognitive processes are listed below with associated verbs and examples of activities which develop these thinking skills:

  - remembering: recognise, recall (activities: label, list, identify, match, name, recite, spell, state facts, tell)
  - understanding: explain, interpret (activities: classify, compare, define, describe, draw, give examples, order, predict, sequence, translate)
  - applying: carry out, do (activities: calculate, experiment, find out, interview, prepare, present, research, show)
  - analysing: examine, reason (activities: analyse, choose, decide, deduce, examine, give reasons, justify, show the difference between, solve)
  - evaluating: evaluate, assess (activities: conclude, consider, give an opinion, judge, prove, rate, recommend)
  - creating: make, produce (activities: build, change, compose, create, design, imagine, invent).

  *Adapted from Coyle, D, Hood, P and Marsh, D (2010) *CLIL: Content and Language Integrated Learning,* Cambridge: Cambridge University Press.

- **Learning skills across the curriculum**

  This includes features such as:

  - carrying out investigations
  - drafting, writing and editing work
  - estimating then checking or measuring
  - guessing from context
  - locating, organising and interpreting information
  - note-taking
  - planning
  - recording results
  - reviewing
  - setting own learning goals
  - scanning and skimming text
  - selecting and using reference materials
  - summarising
  - transferring information from one source to another.

Lesson preparation

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

Possible testing focus

- **Planning a lesson or series of lessons**
  - teaching objectives
  - learning outcomes
  - activating prior knowledge
  - tasks to develop the 4Cs: content, communicative and cognitive skills, focus on culture
  - differentiation
  - support strategies
  - learner interaction
  - resources
  - Can Do statements
  - links to other curricular subjects.

- **Language needed to deliver subject content and accompanying tasks**
  - word and sentence-level features of oral and written language
  - text types (genre) in CLIL and their features: layout, organisation, purpose:
    - discussion: balanced argument, essay, one-sided argument
    - explanation: process, cycle, cause and effect
    - procedure: instructions (technical or general)
    - persuasion: advertisement, notice, proposal, review
    - recount: account of an event or an experiment, autobiography, biography, diary
    - report: article, description of characteristics of something e.g. scienti c, historical, geographical
  - other text types: letter, narrative, email.

- **Resources**
  - multimedia: visual, auditory, digital
  - graphs: bar chart, pie chart and line graph
  - visual organisers and their purposes:
    - Carroll diagram
    - cause–effect or process diagram
    - cycle
    - owchart
    - grid
    - identi cation key (binary)
    - mind map
    - quadrant
    - storyboard
    - T-chart
    - table
    - timeline
    - tree diagram
    - Venn diagram

  (See TKT: CLIL Glossary for examples and purposes of visual organisers)

  - ICT in CLIL:
    - adding animation
    - still images and diagrams
    - changing and interpreting digital images
    - collating information on spreadsheets
    - creating PowerPoint presentations
    - designing and using a database
    - doing web searches
    - using draw or paint software
    - word processing
  - 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 and adapting materials for CLIL:
  - adding visuals and diagrams
  - omitting unnecessary detail
  - simplifying language
  - paraphrasing vocabulary
  - highlighting key subject vocabulary
  - inserting a word bank or glossary
  - reordering activities to progress from least to most demanding
  - using a variety of layout designs, font sizes and styles
  - personalising topics
  - adding web links.
- **Activity types and their purposes**
  - classifying words, numbers or objects into groups
  - dictation: whole class, group and pair
  - feature identification
  - freeze frames
  - gap-fill
  - information transfer (to use subject-specific language in a different content or medium)
  - interviews and hot seat
  - labelling
  - matching
  - multiple choice
  - ordering letters, words, sentences and paragraphs
  - poster presentations
  - predicting from images, words, titles, sentences, sound or objects
  - pyramid discussion
  - questionnaires
  - summarising
  - true/false; yes/no
  - word, sentence, diagram, text completion
  - word searches
  - Purposes of activities could include:
    - revisiting subject-speci c language
    - developing communicative and/or cognitive skills
    - developing accuracy
    - developing uency
    - encouraging collaborative learning
    - developing creativity
    - personalising learning
    - encouraging learner autonomy.

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: presenting subject content, developing understanding, commenting on what's happening during practical work, developing learners' communicative and/or cognitive skills, discussing ideas, encouraging learners, explaining subject concepts, instructing, modelling subject language, questioning, recasting, classroom management.
  - 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**

  This includes features such as:
  - allowing longer wait time(s)
  - breaking down tasks into small steps
  - creating interest in the subject
  - doing practical demonstrations
  - giving constructive feedback
  - providing word banks, glossaries, sentence support and language frames for input and output of content and language
  - providing models of effective work
  - relating subject topics to personal experience
  - allowing some use of the L1 (code switching).
- **Methods to help learners develop learning strategies**

  This includes features such as:
  - encouraging predicting and estimating skills
  - encouraging personalising of content
  - encouraging risk taking – not worrying about mistakes
  - encouraging guessing from context
  - helping set learners' own learning goals
  - helping develop study skills – using dictionaries, the internet, reading around subject concepts
  - encouraging use of visual prompts to aid memory
  - helping take quick and accurate notes
  - encouraging reviewing of vocabulary and ideas
  - encouraging questions and problem solving.
- **Consolidating learning**

  This includes features such as:
  - reminding; repeating; demonstrating again
  - directing to further practice; directing learners to help others
  - revisiting concepts through a different medium
  - making links with other curricular subjects.
- **Differentiation**

  Providing less challenge:
  - (modified input) providing additional language frames, word banks, glossaries in L1 and target language, additional visual support, simplified texts

- (modified output) answering fewer questions, producing shorter texts
  - (modi ed outcome) e.g. produce a simple design rather than a complex one.

Providing more challenge:

- checking own work
- helping peers
- doing extension activities
- designing activities for others.

Assessment

Possible testing focus

- Focus of assessment: content and/or language; cognitive skills; learning skills; practical skills; communication skills.
- Types of assessment: formative, summative, peer, self, portfolio, performance.
- Use of Can Do statements, use of criteria.
- Support strategies:
  - changing vocabulary
  - simplifying language structures
  - adding visuals
  - some use of L1 or target language glossaries
  - modifying test instructions
  - providing additional examples
  - allowing extra time
  - repeating oral instructions in L1
  - reading instructions aloud
  - explaining instructions
  - allowing questions from learners in L1.

For questions **1 – 7**, match the classroom activities with the main learning objectives listed **A – D**.

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

Main learning objectives

A	to focus on content vocabulary
B	to develop communication skills
C	to develop cognitive skills
D	to raise awareness of culture

Classroom activities

1 Learners find out about attitudes to keeping fit in different societies.

2 Learners put the names of different habitats in the spaces on the world map.

3 Learners observe the effect that different weights have on the length of a steel spring, and consider why this happens.

4 Learners find out how their classmates gathered information for their marketing projects.

5 Learners label a diagram of the digestive system.

6 Learners research how musical instruments are used to celebrate different national days.

7 Learners rank the factors leading to the unification of Italy in order of importance.

For questions **8 – 14**, look at the tasks and the three features of language (**A**, **B** and **C**).

Choose the feature of language which matches the task.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

---

8 Describing how a fridge works and writing an essay about the history of the first motor cars

A passive forms
B negative imperatives
C modal verbs for expressing obligation

9 Interviewing another student about the sports they like/dislike and describing a landscape

A sequencing words
B present tenses
C adverbs of frequency

10 Producing a leaflet about saving energy in the home and writing instructions for using a computer game

A the past tense
B positive imperatives
C modal verbs for inviting

11 Writing a maths problem and designing a class survey about transport

A modal verbs for giving advice
B superlatives
C question forms

12 Predicting the results of a science experiment and planning who does what for the next group history project

A future forms
B prepositions of place
C technical vocabulary

13 Writing recommendations about services offered by local banks and doing a group project about three countries

A prepositions of time
B comparatives
C reported speech

14 Labelling a poster about the sections of an orchestra and talking with a partner about daily eating habits

A vocabulary for expressing feelings
B conditionals
C singular and plural forms of nouns

For questions **15 – 19**, look at the communicative functions and the three ways of expressing them, listed **A**, **B** and **C**.

Two of the ways are appropriate for each function. One of the ways is **NOT**.

Mark the way (**A**, **B** or **C**) which does **NOT** express the function on your answer sheet.

---

15 Clarifying what you want to say

A 'What I mean is that the economy is likely to improve next year.'
B 'I think the main point is that employers should increase wages.'
C 'To give an example, I believe employees need to co-operate with employers.'

16 Presenting solutions

A 'One thing we could do is measure the amounts shown in the charts.'
B 'Solving the equation is really important for working out the answers.'
C 'The best way of dealing with the data is to present it in a line graph.'

17 Disagreeing

A 'That might be the reason for using Excel. I think, however, we need to check the data first.'
B 'I see what you're saying. On the other hand, word processing is quicker.'
C 'Actually, it's not a bad idea. I believe trying different search engines will help us.'

18 Inviting others' opinions

A 'Have you got any suggestions about what his motives might be?'
B 'Could you just think about his motives for a few minutes?'
C 'Can you tell us what you think about his motives?'

19 Asking for clarification

A 'Did you understand it?'
B 'Do you mean that it's wrong?'
C 'That's what you're trying to say, isn't it?'

For questions **20 – 25**, look at the activities and the three cognitive skills listed **A**, **B** and **C**.

Choose the cognitive skill which matches each activity.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

---

20 Read your partner's description of a rainforest ecosystem, and then suggest four improvements to the description.

A planning
B evaluating
C categorising

21 Look at the four musical instruments in the picture, and discuss why they are used in different musical contexts.

A analysing
B ranking
C predicting

22 Look at the three descriptions of fish that live in caves. Write down the similarities, and say why you think these fish have all evolved in these ways.

A imagining
B contrasting
C reasoning

23 In your groups, design a diagram to go on a poster about wasting water.

A calculating
B composing
C distinguishing

24 Change the percentage for the amount of tax each person pays, and see if their income is what you calculated.

A classifying
B defining a problem
C testing a hypothesis

25 Look at these rules for how eye colour is inherited, and work out how likely the children are to have brown eyes.

A deducing from data
B comparing information
C recognising a hypothesis

For questions **26 – 31**, match the extracts from a lesson plan with the planning 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.

Planning headings

A	Intended learning outcomes
B	Activities
C	Resources
D	Language of learning
E	Thinking skills
F	Classroom assessment
G	Differentiation

Extracts from a lesson plan

26	deciding, recalling, analysing
27	Most learners can identify quadrilaterals.
28	2-D/sides/angles
29	a selection of 2-D shapes, including quadrilaterals
30	sort shapes into two groups with a partner
31	know that quadrilaterals have four sides

For questions **32 – 38**, match the teachers' lesson aims with the types of text genre 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.

Text genres

A	article
B	song
C	report
D	narrative
E	description
F	advertisement
G	instructions
H	letter

Teachers' lesson aims

32	To enable learners to write about the features of a landscape.
33	To enable learners to write a sports news item in the school magazine.
34	To enable learners to produce typical business communication with customers.
35	To enable learners to tell a personal story in the past tense in a literacy class.
36	To enable learners to express themselves through music.
37	To enable learners to write about the results of an investigation in a science class.
38	To enable learners to write down a recipe they have created.

For questions **39 – 45**, match the learners' comments on materials with the ways of adapting materials listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

Ways of adapting materials

A	include a glossary
B	include visual support
C	modify the text

Learners' comments

39 I couldn't fully understand the text about how the heart works. It was hard to imagine how all the different veins and arteries are connected to the heart.

40 I had to look up so many words to try to understand the labels on the diagram that I didn't have time to finish the report.

41 The teacher told us to write down facts about the important dates, but there was so much information I couldn't work out which dates these were.

42 The stories of the explorers were really exciting, but I wanted it to be clearer which route they all followed on their journeys around the world.

43 The video about volcanoes was really good but reading the coursebook afterwards was boring and took a long time.

44 I spent such a long time talking to my partner about the meaning of the vocabulary in the text about classical art that we didn't have time to work out the answers.

45 The business report was very confusing because there were so many technical terms that I hadn't seen before.

For questions **46 – 50**, match the CLIL activities with the activity types 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.

Activity types

A	information transfer
B	jumbled sentences
C	brainstorming
D	visualisation
E	survey
F	ranking

CLIL activities

46 **Which of these inventions is most useful to humans? Number them from most useful (1) to least useful (5).**
the light bulb penicillin the wheel the mobile phone plastic

47 Think of as many ways as you can for the school to save energy.

48 **Put this text into the correct order.**
Then, like electricity, it goes into a meter.
Thin pipes take the gas to different parts of the house.
In towns, gas, like water, often comes into a building from an underground pipe.

49 You are ready to start a 1500-metre race. Take time to remember all the training and preparation you have done. Now you are walking up to the starting line. Think about your start. Will you start quickly or go slowly at first? What will your strategy be in the final part of the race? It's nearly time to start.

50 Many objects around you contain electromagnets. They are found in electrical motors and loudspeakers. Very large and powerful electromagnets are used as lifting magnets to pick up, then drop old cars, and other old iron and steel.

Where you can find electromagnets	What you can use electromagnets for

For questions **51 – 56**, look at the cognitive demands and the three questions a teacher could ask (**A**, **B** and **C**).

Choose the teacher's question which matches the cognitive demand.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

---

51 Comparing and contrasting

A 'Where is the fastest part of the river in this picture?'
B 'What are the main similarities and differences between the two rivers on your map?'
C 'What do you think happens to the speed of the water when the river gets wider?'

52 Reasoning

A 'Which sports rule would it be hardest to explain to someone who didn't know how to play?'
B 'Can you tell your partner which equipment she needs to bring to play badminton?'
C 'How do we hold the racket when we are going to serve in tennis?'

53 Evaluating

A 'Why is it harder to walk up a hill than it is to walk down a hill?'
B 'What happens to your pencil if you drop it?'
C 'Which of these bikes is best for mountain biking?'

54 Recalling

A 'Who led the first voyage of exploration to sail round the world?'
B 'Why might sixteenth-century adventurers to the New World have felt afraid?'
C 'How do you think the compass revolutionised sea voyages?'

55 Analysing

A 'Can you remember who this woman is, the employer or the employee?'
B 'When is an employer able to break her contract with an employee?'
C 'What makes you think the employer's decision affected the employees' rights in this case?'

56 Creative thinking

A 'Which colours are the primary colours in this abstract painting?'
B 'Are there more warm colours than cold colours in this landscape?'
C 'How would you change the artist's use of colour in this portrait?'

For questions **57 – 64**, match the teachers' words with the scaffolding techniques listed **A – E**.

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

Scaffolding techniques

A	showing learners how to do the task
B	stating the learning outcome of the task
C	encouraging learners to do the task
D	checking and clarifying understanding during the task
E	reviewing the process involved in doing the task

Teachers' words

57 'Just try the new paint and we can check it when it has dried.'

58 'OK, so the first thing I do is click on the icon here, and then drag it into the desktop.'

59 'So, what was the most difficult part of working out the percentage?'

60 'Let's look at how you organised the data.'

61 'So, what we're going to do is learn about how the engine of the car works.'

62 'Why don't you go to the internet and find out the date Shakespeare was born?'

63 'OK, can anyone tell me why we are using the passive to describe how the wind turbine works?'

64 'Are you trying to find out the number of people in the class with brown eyes or brown hair?'

For questions **65 – 70**, match the learners' comments about their work with the learning strategies listed **A – G**.

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

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

Learning strategies

A	reviewing
B	planning
C	organising
D	using L1 knowledge to understand L2
E	guessing from context
F	identifying and using chunks of language
G	notetaking

Learners' comments

65 'Before doing the experiment, we talked about the equipment we would need.'

66 'I put the biology notes into different folders according to the topics in our coursebook.'

67 'I noticed that the text sometimes said 'is made of' so I included that in my report, too.'

68 '"Mousemat" is a strange word, but I used the diagram to work out its meaning.'

69 'I wrote down the important points about respiration, as I thought they might be useful when I had to explain it in my own words.'

70 'I looked through my notes on algebra, and tried to remember how to do the equations.'

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	portfolio
B	formative
C	summative
D	self-assessment
E	peer assessment
F	performance assessment

Assessment activities

71 The teacher gives the learners feedback about how far they have achieved the learning outcomes during the lesson.

72 Learners keep examples of their best IT work and show them all together at the end of the term or year.

73 Learners read each other's projects on local politics and write comments on them.

74 The teacher gives a history test at the end of term that covers all the work that has been done that term.

75 Learners go through a checklist and decide which areas of technical graphics they understand, and which they need to work on more.

For questions **76 – 80**, match the assessment situations with the assessment scaffolding 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.

Assessment scaffolding strategies

A	provide writing frames
B	simplify language structures
C	provide a glossary of subject-specific vocabulary
D	read instructions more than once
E	give examples
F	provide extra time

Assessment situations

You want to help learners

76 understand key words.

77 process and write down all their ideas in the target language.

78 see the kinds of answer they are required to give.

79 understand exactly what they need to do.

80 draft a well-organised report.

Answer key

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

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Cambridge Assessment English

Candidate Name		**Candidate Number**	
Centre Name		**Centre Number**	
Examination Title		**Examination Details**	
Candidate Signature		**Assessment Date**	

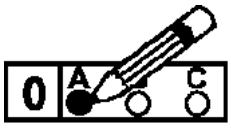
Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Teaching Knowledge Test Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:
Mark ONE letter for each answer.
For example: If you think A is the right answer to the question, mark your answer sheet like this:



	A	B	C	D	E	F	G	H	I
1	○	○	○	○	○	○	○	○	○
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3	○	○	○	○	○	○	○	○	○
4	○	○	○	○	○	○	○	○	○
5	○	○	○	○	○	○	○	○	○
6	○	○	○	○	○	○	○	○	○
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11	○	○	○	○	○	○	○	○	○
12	○	○	○	○	○	○	○	○	○

	A	B	C	D	E	F	G	H	I
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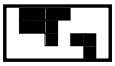

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	A	B	C	D	E	F	G	H	I
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80	○	○	○	○	○	○	○	○	○

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TKT: CLIL subject-specific vocabulary

This list is indicative only. Other subject-related vocabulary may also be used in TKT: CLIL. The subject-specific terms listed here will not be the focus of testing but may appear in TKT: CLIL tasks.

Art and Craft/Design

abstract
carve
classical
collage
complementary colour
composition
decorate
dye
engraving
fabric
foreground
horizon
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
supply and demand
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
hurricane
infrastructure
irrigation
lava
migrate
natural disaster
organic
ozone layer
packaging
pollution
pond
recycling
rural
settlement
solar power
sustainable
tornado
typhoon
urban
volcano
weather fronts
well
wind farm
wind turbines
windmill

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
operating system
output
paste
PowerPoint
processor
row
scanner
search engine
sentence builder
server
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 order
comedy
dialogue
extracts
facts
fantasy
genre
glossary
image
initials
motive
myth
narrative
non-fiction
opinions
playscript
procedure
proposal
recount
repetition
rhyme
setting
tragedy

Mathematics

algebra
angle
axis (axes)
bar graph/chart
calculate
calculator
chart
circumference
column graph
compasses
co-ordinates
cube
diameter
equation
estimate
formula
fraction
geometry
grid
line graph
parallel
percentage
perimeter
pie chart
protractor
quadrilateral
radius
rectangle
rhombus
rotate
set
sphere
statistics
symbol
symmetry/symmetrical
triangle
work 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
co-ordination
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-organism
microscope
mineral
molecule
mould
nutrition
organ
organism
oxygen
penicillin
periodic table
photosynthesis
precipitation
predator
prey
receiver
reflect
respiration/respiratory system
rib
rodent
skeleton
skull
socket
solid
solve/solution
source
species
surface
test tube
transmitter
transparent
vacuum
vein
vibrate/vibration
vitamin
water vapour
waterproof
yeast

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