



CAMBRIDGE

English

Cambridge

English Teaching

**TKT: Content and  
Language Integrated  
Learning (CLIL)**

Teaching Knowledge Test

Handbook for teachers

# Make the most of your handbook

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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](https://cambridgeenglish.org/teaching-qualifications)

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# About us

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We are part of Cambridge University Press & Assessment, a department of the University of Cambridge.

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world. Our unique learning resources and assessments engage and inspire millions of learners throughout their entire learning journey.

**Where  
your world  
grows**

## A world ready for you, created by Cambridge

Our unique approach meets the real-life needs of everyone we work with through inclusive and accessible products and services. There's not just one thing that helps us do this, it's a combination of listening, collaborating and partnering with our entire community that shapes what we do.

## Our unique approach

We create learning experiences for you that could only come from Cambridge.

Our solutions for teaching and assessment are empowering millions of learners everywhere and are built on unique insights from our research and expertise.

[cambridge.org/english](https://cambridge.org/english)

## Supporting learners

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 focused on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

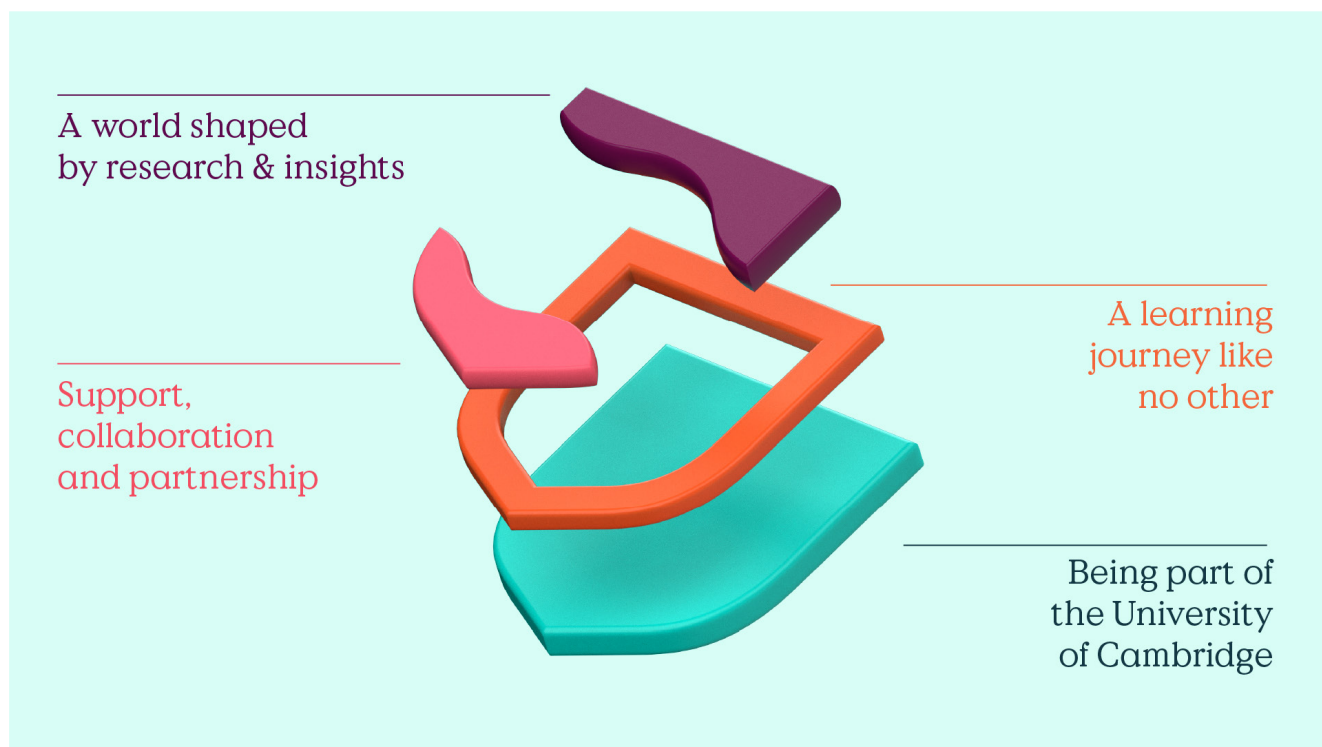
[cambridgeenglish.org/qualifications](https://cambridgeenglish.org/qualifications)

## Supporting teachers

We provide a comprehensive range of industry-leading teaching qualifications, professional development and resources for teachers, wherever they are in their professional journey. We work with teachers and partners like you, to ensure we're learning from your classrooms so we can give you the best quality help and support available.

[cambridgeenglish.org/teaching-english](https://cambridgeenglish.org/teaching-english)

## Our approach



# 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
<b>TKT: Modules 1, 2 and 3</b> Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	○				○
<b>TKT: CLIL</b> (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	○				○
<b>TKT: Young Learners</b>	Not essential	Not required	Primary	○				○
<b>CELTA</b> Certificate in Teaching English to Speakers of Other Languages	Not required	Qualifications allowing access to higher education	Adults	○	○ Face-to-face, online and blended courses	○	○	
<b>DELTA Module One</b> Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualification	Primary, secondary or adults					○
<b>DELTA Module Two</b>	Required	Initial teaching qualification	Primary, secondary or adults		○ Face-to-face, online and blended courses	○	○	
<b>DELTA Module Three</b>	Recommended	Initial teaching qualification	Primary, secondary or adults				Extended Assignment	

# 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](https://cambridgeenglish.org/teaching-framework)

Stages	Foundation	Developing
<b>Learning and the learner</b>	<ul style="list-style-type: none"> <li>• Has a basic understanding of some language-learning concepts.</li> <li>• Demonstrates a little of this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a reasonable understanding of many language-learning concepts.</li> <li>• Demonstrates some of this understanding when planning and teaching.</li> </ul>
<b>Teaching, learning and assessment</b>	<ul style="list-style-type: none"> <li>• Has a basic understanding of some key principles of teaching, learning and assessment.</li> <li>• Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</li> <li>• Can use available tests and basic assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a reasonable understanding of many key principles of teaching, learning and assessment.</li> <li>• Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</li> <li>• Can design simple tests and use some assessment procedures to support and promote learning.</li> </ul>
<b>Language ability</b>	<ul style="list-style-type: none"> <li>• Provides accurate examples of language points taught at A1 and A2 levels.</li> <li>• Uses basic classroom language which is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides accurate examples of language points taught at A1, A2 and B1 levels.</li> <li>• Uses classroom language which is mostly accurate.</li> </ul>
<b>Language knowledge and awareness</b>	<ul style="list-style-type: none"> <li>• Is aware of some key terms for describing language.</li> <li>• Can answer simple learner questions with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Has reasonable knowledge of many key terms for describing language.</li> <li>• Can answer most learner questions with the help of reference materials.</li> </ul>
<b>Professional development and values</b>	<ul style="list-style-type: none"> <li>• Can reflect on a lesson with guidance and learn from feedback.</li> <li>• Requires guidance in self-assessing own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Can reflect on a lesson without guidance and respond positively to feedback.</li> <li>• Can self-assess own needs and identify some areas for improvement.</li> </ul>

Proficient	Expert
<ul style="list-style-type: none"> <li>• Has a good understanding of many language-learning concepts.</li> <li>• Frequently demonstrates this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a sophisticated understanding of language-learning concepts.</li> <li>• Consistently demonstrates this understanding when planning and teaching.</li> </ul>
<ul style="list-style-type: none"> <li>• Has a good understanding of key principles of teaching, learning and assessment.</li> <li>• Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</li> <li>• Can design effective tests and use a range of assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a sophisticated understanding of key principles of teaching, learning and assessment.</li> <li>• Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</li> <li>• Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</li> <li>• Uses classroom language which is consistently accurate throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides accurate examples of language points taught at A1–C2 levels.</li> <li>• Uses a wide range of classroom language which is consistently accurate throughout the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>• Has good knowledge of key terms for describing language.</li> <li>• Can answer most learner questions with minimal use of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Has sophisticated knowledge of key terms for describing language.</li> <li>• Can answer most learner questions in detail with minimal use of reference materials.</li> </ul>
<ul style="list-style-type: none"> <li>• Can reflect critically and actively seeks feedback.</li> <li>• Can identify own strengths and weaknesses as a teacher, and can support other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently reflects critically, observes other colleagues and is highly committed to professional development.</li> <li>• Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</li> </ul>

# Content and Language Integrated Learning (CLIL) explained

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## 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 (EPI)*. Available at [scilt.org.uk/Portals/24/Library/research/eppi\\_book.pdf](http://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](http://researchgate.net/publication/290828891_Why_and_how_CLIL_works_An_outline_for_a_CLIL_theory) (accessed 12 July 2019).

# Introduction to TKT

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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

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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](https://cambridgeenglish.org/Images/22184-tkt-glossary-document.pdf) and [cambridgeenglish.org/images/22194-tkt-clil-glossary-document.pdf](https://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](https://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](https://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](https://cambridgeenglish.org/webinars)

Seminars and events:  
[cambridgeenglish.org/events](https://cambridgeenglish.org/events)

Cambridge English TV:  
[youtube.com/cambridgeenglishtv](https://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](https://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](https://cambridgeenglish.org/about-pretesting)

### Further information

Contact your local authorised exam centre or teaching qualification centre, or our helpdesk at [cambridgeenglish.org/helpdesk](https://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](https://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](https://cambridgeenglish.org/help/enquiries-and-appeals)

## Special Circumstances

Cambridge English teaching qualifications 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](https://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
<b>Knowledge of CLIL and principles of CLIL</b>	<ul style="list-style-type: none"> <li>• aims of and rationale for CLIL knowledge</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>	<ul style="list-style-type: none"> <li>• 4 tasks consisting of 25 questions.</li> <li>• tasks include matching and multiple choice.</li> </ul>
<b>Lesson preparation</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 multimedia and visual organisers</li> <li>• materials selection and adaptation</li> <li>• activity types and their purposes</li> </ul>	<ul style="list-style-type: none"> <li>• 4 tasks consisting of 25 questions.</li> <li>• tasks include matching and multiple choice.</li> </ul>
<b>Lesson delivery</b>	<ul style="list-style-type: none"> <li>• classroom language</li> <li>• scaffolding content and language</li> <li>• methods to help learners develop learning strategies</li> <li>• consolidating learning and differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• 3 tasks consisting of 20 questions.</li> <li>• tasks include matching and multiple choice.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• focus of assessment</li> <li>• types of assessment</li> <li>• support strategies</li> </ul>	<ul style="list-style-type: none"> <li>• 2 tasks consisting of 10 questions.</li> <li>• tasks include matching and multiple choice.</li> </ul>

## 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. scientific, 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
    - flowchart
    - grid
    - identification 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-specific language
  - developing communicative and/or cognitive skills
  - developing accuracy
  - developing fluency
  - 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
  - (modified 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**

- |          |                                 |
|----------|---------------------------------|
| <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 culture   |

**Classroom activities**

- |          |   |
|----------|---|
| <b>1</b> | Learners find out about attitudes to keeping fit in different societies.  |
| <b>2</b> | Learners put the names of different habitats in the spaces on the world map.  |
| <b>3</b> | Learners observe the effect that different weights have on the length of a steel spring, and consider why this happens. |
| <b>4</b> | Learners find out how their classmates gathered information for their marketing projects.                               |
| <b>5</b> | Learners label a diagram of the digestive system.   |
| <b>6</b> | Learners research how musical instruments are used to celebrate different national days.                                |
| <b>7</b> | 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.

- |           |   |   |
|-----------|---|---|
| <b>8</b>  | Describing how a fridge works and writing an essay about the history of the first motor cars                  | <b>A</b> passive forms<br><b>B</b> negative imperatives<br><b>C</b> modal verbs for expressing obligation           |
| <b>9</b>  | Interviewing another student about the sports they like/dislike and describing a landscape                    | <b>A</b> sequencing words<br><b>B</b> present tenses<br><b>C</b> adverbs of frequency                               |
| <b>10</b> | Producing a leaflet about saving energy in the home and writing instructions for using a computer game        | <b>A</b> the past tense<br><b>B</b> positive imperatives<br><b>C</b> modal verbs for inviting                       |
| <b>11</b> | Writing a maths problem and designing a class survey about transport  | <b>A</b> modal verbs for giving advice<br><b>B</b> superlatives<br><b>C</b> question forms                          |
| <b>12</b> | Predicting the results of a science experiment and planning who does what for the next group history project  | <b>A</b> future forms<br><b>B</b> prepositions of place<br><b>C</b> technical vocabulary                            |
| <b>13</b> | Writing recommendations about services offered by local banks and doing a group project about three countries | <b>A</b> prepositions of time<br><b>B</b> comparatives<br><b>C</b> reported speech                                  |
| <b>14</b> | Labelling a poster about the sections of an orchestra and talking with a partner about daily eating habits    | <b>A</b> vocabulary for expressing feelings<br><b>B</b> conditionals<br><b>C</b> 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 **NOI**.  
Mark the way (A, B or C) which does **NOI** 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**

- |          |                            |
|----------|----------------------------|
| <b>A</b> | Intended learning outcomes |
| <b>B</b> | Activities                 |
| <b>C</b> | Resources                  |
| <b>D</b> | Language of learning       |
| <b>E</b> | Thinking skills            |
| <b>F</b> | Classroom assessment       |
| <b>G</b> | Differentiation            |

**Extracts from a lesson plan**

- |           |   |
|-----------|---|
| <b>26</b> | deciding, recalling, analysing                      |
| <b>27</b> | Most learners can identify quadrilaterals.          |
| <b>28</b> | 2-D/sides/angles                                    |
| <b>29</b> | a selection of 2-D shapes, including quadrilaterals |
| <b>30</b> | sort shapes into two groups with a partner          |
| <b>31</b> | 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**

- |          |               |
|----------|---------------|
| <b>A</b> | article       |
| <b>B</b> | song          |
| <b>C</b> | report        |
| <b>D</b> | narrative     |
| <b>E</b> | description   |
| <b>F</b> | advertisement |
| <b>G</b> | instructions  |
| <b>H</b> | letter        |

**Teachers' lesson aims**

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

- |          |                        |
|----------|------------------------|
| <b>A</b> | include a glossary     |
| <b>B</b> | include visual support |
| <b>C</b> | 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

- |          |                      |
|----------|----------------------|
| <b>A</b> | information transfer |
| <b>B</b> | jumbled sentences    |
| <b>C</b> | brainstorming        |
| <b>D</b> | visualisation        |
| <b>E</b> | survey               |
| <b>F</b> | 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

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

57

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

58

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

59

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

60

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

61

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

62

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

63

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

64

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

- |          |  |
|----------|--|
| <b>A</b> | reviewing                                |
| <b>B</b> | planning                                 |
| <b>C</b> | organising                               |
| <b>D</b> | using L1 knowledge to understand L2      |
| <b>E</b> | guessing from context                    |
| <b>F</b> | identifying and using chunks of language |
| <b>G</b> | 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

- |          |                        |
|----------|------------------------|
| <b>A</b> | portfolio              |
| <b>B</b> | formative              |
| <b>C</b> | summative              |
| <b>D</b> | self-assessment        |
| <b>E</b> | peer assessment        |
| <b>F</b> | 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

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:



1	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	A	B	C	D	E	F	G	H	I
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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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