UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TEACHING AWARDS

Teaching Knowledge Test (TKT)

Content and Language Integrated Learning (CLIL)

Handbook for teachers

Preface

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

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Introduction

■ **Introduction to Cambridge ESOL**

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

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

■ **What is CLIL?**

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

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

■ **Why CLIL?**

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

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

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

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

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

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

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

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

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

Cambridge ESOL teaching awards and tests for teachers

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

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

Cambridge ESOL's tests for teachers include:

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

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

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

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

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

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

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

An overview of TKT: Content and Language Integrated Learning

■ The aims of TKT: CLIL

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

■ TKT: Content and Language Integrated Learning candidature

TKT: CLIL is suitable for:

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

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

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

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

To access TKT: CLIL, teachers need at least an intermediate level of English – Level B1 of the Council of Europe's Common European Framework of Reference for Languages (CEFR) – e.g. PET, IELTS band score of 4. However, candidates are not required to have taken any English language examinations. **Candidates taking the CLIL module are expected to be familiar with the language of teaching as represented in the separate TKT glossary** as well as the terminology related to the description of language, subject vocabulary and concepts for TKT: CLIL. These are found in the syllabus description on pages 5–7, in **the separate CLIL glossary** (see also wordlist on page 22), and in the subject vocabulary lists on pages 23–26.

Candidates are not required to take any other modules of TKT or to fulfil any specific entry requirements for the CLIL module.

Successful candidates are likely to have some experience of teaching school subjects through the medium of English.

■ Test format

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

■ Approaches to teaching and learning

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

■ Sources and text types used in TKT: CLIL

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

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

TKT: CONTENT AND LANGUAGE INTEGRATED LEARNING

GENERAL DESCRIPTION

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

SYLLABUS

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

PART 1

Title	Knowledge of CLIL and Principles of CLIL
Number of items	25
Areas of knowledge	• aims of and rationale for CLIL • language across the curriculum • communication skills across the curriculum • cognitive skills across the curriculum • learning skills across the curriculum
Task types	4 tasks of 5–8 items each: 1-1 matching; 3-option multiple-choice; 3/4/5-option matching; odd one out

PART 2

Title	Lesson Preparation
Number of items	25
Areas of knowledge	• planning a lesson or a series of lessons • language demands of subject content and accompanying tasks • resources including multi-media and visual organisers • materials selection and adaptation • activity types
Task types	4 tasks of 5–8 items each: 1-1 matching; 3-option multiple-choice; 3/4/5-option matching; odd one out; ordering; sequencing

PART 2

Title	Lesson Delivery
Number of items	20
Areas of knowledge	• classroom language • scaffolding content and language learning • methods to help learners develop learning strategies • consolidating learning and differentiation
Task types	3 tasks of 5–8 items each 1-1 matching; 3-option multiple-choice; 3/4/5-option matching; odd one out

PART 2

Title	Assessment
Number of items	10
Areas of knowledge	• focus of assessment • types of assessment • support strategies
Task types	2 tasks of 5 items each: 1-1 matching; 3-option multiple-choice; odd one out

■ Part 1

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

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

■ **Possible testing focus**

- **CLIL aims**: The 4 Cs (Coyle) – Content, Communication, Cognition and Culture (the 4th C is sometimes called Citizenship or Community).

  BICS and CALP (Cummins) – Differences in cognitive demands of teaching materials *(see separate CLIL glossary)*

  CLIL aims to:
  - ➢ introduce learners to new ideas and concepts in curriculum subjects
  - ➢ improve learners' performance in both curriculum subjects and the target language
  - ➢ encourage stronger links with the citizenship curriculum
  - ➢ increase learners' confidence in the target language
  - ➢ make the content subject the primary focus of classroom materials
  - ➢ enable learners to access curriculum subjects by modifying lesson plans to take into account pupils' ability in the target language
  - ➢ provide cognitively challenging materials from the beginning
  - ➢ provide scaffolding to support learning of content and language

- **Language across the curriculum** – the language demands of curriculum subjects so that learners can participate (listening, speaking, reading and writing). These include features such as:
  - ➢ the use of: present, past and future forms (but **not** in any more detail e.g. present perfect continuous)
  - ➢ comparative / superlative forms
  - ➢ 'will' prediction
  - ➢ modal verbs for expressing: ability; certainty; deduction; obligation; permission; preference; possibility; probability; prohibition; speculating
  - ➢ conditionals
  - ➢ passive forms
  - ➢ imperatives
  - ➢ questions
  - ➢ reported speech
  - ➢ personal and impersonal pronouns
  - ➢ time expressions
  - ➢ connectors (and, but, or, because)
  - ➢ collocations
  - ➢ synonyms
  - ➢ opposites
  - ➢ use of specialist subject vocabulary

- **Communication skills across the curriculum** e.g. agreeing or disagreeing; asking questions; clarifying what has been said; comparing and contrasting; demonstrating; describing cause and effect; describing a process; explaining a point of view; evaluating work (self and others); expressing ideas; generalising; giving examples; giving information; hypothesising; instructing; interpreting data; persuading; predicting and justifying predictions; presenting solutions; presenting work; suggesting

- **Cognitive skills across the curriculum** e.g. **remembering** (list; name; recall; recite; recognise; relate; spell; state; tell), **ordering** (What happens next? order; organise; sequence; rank), **defining** (What is X? What is the function of . . .? analyse; define; describe; explain; identify; outline; show; translate), **comparing – contrasting** (What is X and what is not X? similarities and differences; compare; contrast; distinguish; investigate), **dividing** (What does X belong to? divide; separate; share; sort), **classifying** (How many classes of X are there? classify; categorise; decide which group; put into), **predicting** (What will / would / could happen to X? predict; think about . . .; guess; hypothesise), **reasoning** (Why X? What causes X? What comes as a result of X? What justifies X to do Y? choose; conclude; decide; explain; justify; recommend; solve), **creative thinking/synthesis** (What if . . . ? imagine; build; change; compose; design; invent; make up; plan; produce; suppose), **evaluating** (What do you think about X? assess; give opinion; judge; rate; prove; what's the value of . . . ?)

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

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

■ Part 2

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

■ **Syllabus area** Lesson Preparation

■ **Possible testing focus**

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

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

- Language needed to deliver subject content at word, sentence and text levels. Genre texts: advertisements; argument; article; autobiography; biography; description; discussion; essays; explanation; instruction; letters; narrative; notices; persuasion; poem; process; proposal; recount; report; review; song

- Resources required: multimedia; visual / graphic organisers such as timelines, flow charts, maps, graphs, tables, charts, diagrams; key concept maps (to show relationships between ideas) such as cause-effect, classification, hierarchy, process, time sequence (see CLIL glossary).

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

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

- Materials selection and adaptation: ways of using materials, ways of adapting native speaker materials and web pages: adding visuals, omitting unnecessary detail, simplifying, paraphrasing language, personalisation, underlining key words, including word banks, providing glossaries (L1 / target language) reordering to accommodate syllabus, using a variety of layout and print designs: font sizes and styles.

- Activity types: classification; cloze; dictation; feature identification; freeze frames (drama 'stills'); gap-fill; information / data transfer; interviews; labelling; matching; multiple choice; ordering words, sentences, text; poster presentations; predicting from words, titles, first sentences and visuals; questionnaires; skimming, scanning; summarising; table completion; true – false; sentence completion; text completion; word completion; word puzzles and word searches.

■ **Part 2**

■ **Syllabus area**   Lesson Delivery

■ **Possible testing focus**

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

  order talk (why, how, what is the evidence, what do you think of . . .?)
  ➢ Purpose – developing communicative skills, encouraging peer feedback, explaining, giving practical demonstrations, instructing, making associations, modelling, relaying knowledge, recasting, questioning
  ➢ Ways of encouraging student talking time: pair work; task-based learning; group presentations; role play; explaining results; peer and group feedback.

- Scaffolding content and language:

  breaking down tasks into small steps, creating interest, providing constructive feedback, use of language frames, substitution tables, word banks, glossaries, use of L1, use of models for production of language.

- Methods to help learners develop learning strategies:

  developing predicting skills, drafting, encouraging risk taking, identifying key content vocabulary, setting learning goals, use of visual prompts to aid memory, teaching study skills: note taking, planning, organising, reviewing work.

- Consolidating learning:

  demonstrating again, directing to further practice, directing learners to help others, monitoring, reminding, repeating, reviewing.

- Differentiation:
  ➢ least advanced learners
     – (modified input) provide additional language frames, word banks, glossaries in L1 and target language, additional visual support, simplified texts
     – (modified output) answering fewer questions, producing shorter texts,
     – (modified outcome) e.g. produce a simple design rather than a complex one.
  ➢ most advanced learners – check own work, help peers, do extension activities, design activities for others.

■ **Part 2**

■ **Syllabus area**   Assessment

■ **Possible testing focus**

- Focus of assessment: content; language; content and language; cognitive skills; learning skills; communication skills.

- Types: formative, summative, peer, self, portfolio, performance, 'Can Do' statements.

- Support strategies: change vocabulary, simplify language structures, add visuals, some use of L1 or target language glossaries, modify test instructions, additional examples, extra time, oral instructions repeated in L1, instructions read aloud, instructions explained, questions from learners in L1.

Preparing for TKT: CLIL

General

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

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

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

While delivering a lesson, candidates could:

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

After a lesson, teachers could:

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

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

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

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

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

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

By part

■ Part 1: Knowledge of CLIL and Principles of CLIL

Candidates

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

■ **Part 2: Lesson Preparation**

Candidates

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

■ **Part 2: Lesson Delivery**

Candidates

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

■ **Part 2: Assessment**

Candidates

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

Sample test

Candidate name _____

Centre Number ☐ Candidate Number ☐

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST **004**

CONTENT AND LANGUAGE INTEGRATED LEARNING **Sample Test**

1 hour 20 minutes

Additional material:
Answer sheet

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

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

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

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

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

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

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

INFORMATION FOR CANDIDATES

There are 80 questions on this paper.

Each question carries one mark.

For questions **1 – 7**, match the classroom activities with the main aims of CLIL listed **A – D**.

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

You will need to use some of the options more than once.

Main aims of CLIL

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

Classroom activities

1 Learners discuss in groups how they set up their science experiments.

2 Learners find out about different ways to reuse materials.

3 The teacher highlights the parts of a river from a geography text which the learners have just read.

4 In pairs, learners present their technology projects using PowerPoint.

5 Learners classify plants according to several criteria.

6 Learners predict the outcome of an electricity experiment.

7 Learners do a web search to see how to clean up a local pond.

3

For questions **8 – 13**, look at the tasks and the three possible areas of language listed **A**, **B** and **C**.

Two of the areas of language are central to the tasks. One of the areas of language is **NOT**.

Mark the area of language which is **NOT** central on your answer sheet.

---

8 For writing about an experiment on gravity the learners did in the lab

   A the past tense
   B comparative forms
   C question tags

9 For writing a quiz on 'Facts about Whales'

   A exclamations
   B question forms
   C the present tense

10 For designing a poster describing the digestive process

   A reported speech
   B conjunctions of time
   C impersonal pronouns

11 For working in groups to label parts of the body

   A adverbs of frequency
   B language for checking answers
   C singular and plural forms of nouns

12 For taking part in a class discussion speculating about the climate in the future

   A modal verbs expressing possibility or probability
   B vocabulary for expressing feeling
   C language for expressing opinions

13 For reconstructing a text on how glass is made

   A passive forms
   B sequencing words
   C superlative forms

4

For questions **14 – 19**, match the teacher's questions with the main thinking skills they aim to develop listed **A**, **B** and **C**.

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

You will need to use some of the options more than once.

Main thinking skills

   A reasoning

   B creative thinking

   C evaluating

Teacher's questions

14 How would you assess the different rhythms you heard played on the percussion instruments?

15 According to the graph, which is the city with the highest rainfall?

16 Who do you think are the most interesting characters in the historical biography?

17 Which features would you like to have in your ideal ecological school?

18 What new sport would you invent which could be played in space?

19 Which Prime Minister behaved responsibly during the talks on the peace process?

6

For questions **26 – 31**, match the extracts from a geography lesson plan with the lesson plan headings listed **A – G**.

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

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

Extracts

26	To be able to explain how rivers are formed
27	Identifying processes, identifying cause and effect, predicting consequences
28	A model of mountains and a valley, a tub of water
29	We have studied how rain affects different soils (sand, clay, rock etc) and next lesson we will go on a trip to study our local river.
30	A valley, it cuts through, an estuary, it runs down/towards, steep, deep, it wears away
31	Learners take it in turns to pour water on to the tops of the model mountains, and then describe what happened and will happen to it.

Lesson plan headings

A   Syllabus fit

B   Target language

C   Intended learning outcomes

D   Procedure

E   Thinking skills

F   Teacher's personal aims

G   Resources

5

For questions **20 – 25**, match the instructions with the learning skills listed **A**, **B** and **C**.

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

You will need to use some of the options more than once.

Learning skills

> **A**   locating information
>
> **B**   organising information
>
> **C**   communicating information

Instructions

20	Listen to the music then beat out the rhythm to your partner.
21	Do a web search to help you find out how rubbish is recycled in different countries.
22	Decide which data to put on the x axis of the graph.
23	Put the pictures in order of the life cycle.
24	Use any classroom resources to discover if there are any birds which can't fly.
25	Show your example of 15th-century Italian art and explain four of the symbols in it.

For questions **32 – 38**, match the visual organisers with their names listed **A – H**.

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

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

Visual organiser names

A thought bubble

B column table

C Carroll diagram

D pie chart

E Venn diagram

F bar chart

G cycle

H tree diagram

Visual organisers

32

Warm up → Ball Practice → Play game → Warm down → (cycle)

33

Vegetables — root, stem, leaf

34

pie chart: bread, pasta, rice, potatoes
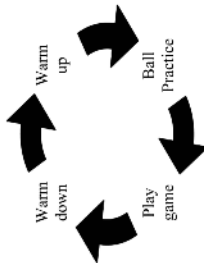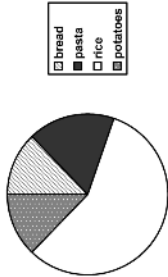
35

	Food	Drink
Natural	apples	water
Manufactured	pasta	coke

36

bar chart: apples, oranges, bananas (20, 15, 10, 5, 0)
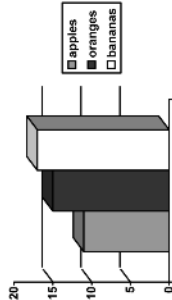
37

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

38

Venn diagram: indoor sports, water sports, outdoor sports

10

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

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

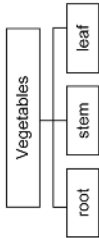There is one extra option which you do not need to use.

Activity types

A	classifying
B	matching
C	ordering
D	odd one out
E	labelling
F	information transfer
G	word completion

Science activities

45 Read the text then add the key words to the diagram of the ear.

46 Look at the description again. Number the stages as they occur in the design process.

47 There are three states of matter: s _ _ _ _ , l _ _ _ _ _ and g _ _ .

48 Put the materials into the correct column.

animal	mineral	plant

49 Listen to the recording about planets and complete the table in your coursebook.

50 Draw a line from the adjectives to the definitions.

1. fragile   a. it bends
2. transparent   b. it doesn't absorb liquid
3. flexible   c. it can be seen through
4. waterproof   d. it breaks easily

9

For questions **39 – 44**, match the ways of focusing on content with the examples from a coursebook listed **A**, **B** and **C**.

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

You will need to use some of the options more than once.

Coursebook examples

A	B	C
What are teeth for? What kinds of teeth are there?	An adult has **32** teeth. These are three types: • Incisors *cut* food • Canines *tear* food • Molars *crush* and *grind* food. There are **8** incisors, **4** canines and **20** molars.	Make a drawing of your friend's teeth. Colour: red: incisors blue: canines green: molars

Adapted from: Science 3 (2006) Madrid: Richmond Santillana (sample materials)

Ways of focusing on content

39 variety of font styles

40 activating prior knowledge

41 classification task

42 personalisation

43 repetition of key vocabulary

44 encouraging production of the target language

11

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

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

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

Teaching purposes

A giving a practical demonstration

B developing learner independence

C activating prior knowledge

D encouraging use of first language

E pre-teaching vocabulary

F developing communicative skills

G giving feedback

H providing a language support frame

Teacher's language

51 Let's brainstorm together different ways of recording information.

52 These are called databases. This is Excel. These are known as column graphs.

53 Discuss with a partner which of the databases will be the most effective for presenting average monthly temperatures.

54 Look at the screen as I explain. Open Excel. Click on the Chart Wizard button and using Column graph, write the temperatures. Click Finish to see the graph. Now you try.

55 Complete these sentences using the information from your graph.
January was _____ month.
July and August were _____ months.
November wasn't _____ month.

56 Use the internet to find the average monthly temperatures in two cities, one in Europe and one in Asia. Put the information into a spreadsheet using Excel.

57 You've missed out a column on your spreadsheet. Look at it again and tell me what it is.

12

For questions **58 – 64**, match the learners' language with the scaffolding strategies they use during groupwork listed **A, B** and **C**.

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

You will need to use some of the options more than once.

Scaffolding strategies

A giving positive feedback

B breaking a task down into steps

C reminding the group of the aim of a task

Learners' language

58 The first thing we have to do with the data is decide which criteria we'll use to sort it into different columns.

59 The weather map we've drawn should really help us with our homework.

60 We need to work out the fractions without using a calculator.

61 So the idea is to find out which material is the strongest, OK?

62 Right, we must make sure we've saved our results on the spreadsheet before we go on.

63 Come on. What we have to do is identify the healthiest food, not the three healthiest foods.

64 The pie chart's accurate but you need to add a title.

13

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

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

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

Learning strategies

A	setting learning goals
B	using visual prompts to aid memory
C	facilitating auditory learning
D	identifying key information
E	risk-taking
F	organising learning
G	seeking clarification

Teaching instructions

The teacher tells the students to…

65 divide their maths notebooks into separate sections for different topics.

66 write the key words in their geography notebook and illustrate them.

67 ask for help whenever they have not understood how to record data on graphs.

68 write a list of the things they want to achieve in economics by the end of term.

69 express their ideas about protecting the environment even when they are not sure of all the English words.

70 read their 'Keep Healthy' advertisements aloud to themselves at home.

14

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

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

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

Types of assessment

A	The teacher is assessing the learners' language skills.
B	The teacher is assessing the learners' understanding of content.
C	Each learner is self-assessing his or her own language skills.
D	Each learner is self-assessing his or her own understanding of content.
E	Learners are assessing each other's language skills.
F	Learners are assessing each other's understanding of content.

Activities

71 The learners are looking through their notebooks and answering questions to find out what they know and don't know about population growth.

72 The learners have written sentences using comparative forms which the teacher is now marking.

73 Learners are conducting interviews about what they did last week and making a note of their partner's use of sequencing words.

74 Each learner is re-reading a biography they have written for homework before handing it in to the teacher. They are checking whether it is well-paragraphed and has a clear introduction and conclusion.

75 The learners have written some quiz questions about historical events they studied this term and are now talking in groups, asking each other their questions.

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

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

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

Support strategies

A	Paraphrase parts of the instructions.
B	Use texts that motivate the learners.
C	Let learners use some L1.
D	Include a diagram of the text.
E	Allow learners more time.
F	Include a glossary.

Language problems

76 Learners may not understand the general structure of a population report.

77 Learners may not understand key words in the report about the electricity experiments.

78 Learners may not understand what they need to do in answering the maths problems.

79 Learners may not have enough English to write full sentences for the economics questions.

80 Learners often take longer to process both content and target language when reading several long history texts.

TKT: Content and Language Integrated Learning test administration

■ Entry procedure

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

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

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

■ Answer sheet completion

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

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

Grading and results

■ Grading

Candidates receive a certificate for TKT: CLIL.

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

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

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

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

■ Notification of results

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

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

■ Appeals procedure

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

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

Special Circumstances

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

■ Special arrangements

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

■ Special consideration

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

■ Malpractice

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

The production of TKT: Content and Language Integrated Learning

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

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

There are five main stages in the production process:

- commissioning
- pre-editing and editing
- pretesting
- analysis and banking of materials
- question paper construction
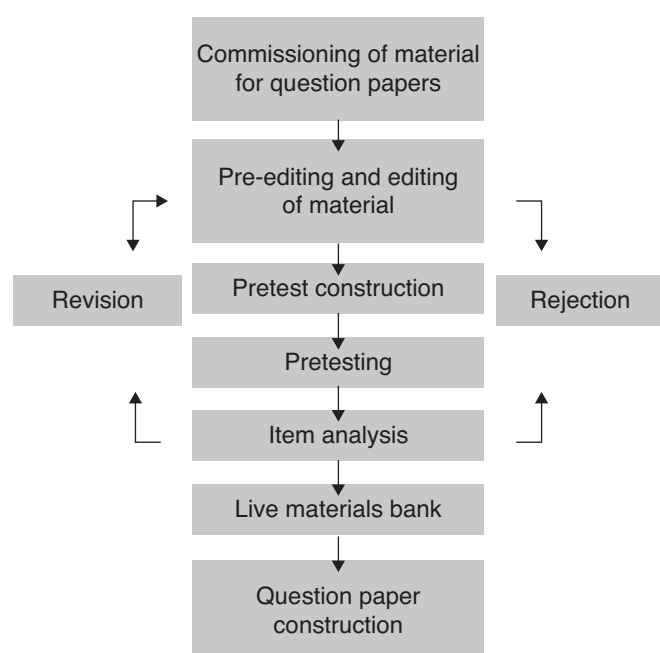
■ **Question paper production cycle**

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

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

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

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

Support material for teacher trainers will be available on the Teaching Resources website **www.CambridgeESOL.org/teach/CLIL**

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

Common questions and answers

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

Does it matter if candidates write in pen or pencil?
Candidates must use a pencil to mark their answers on the answer sheet. Answer sheets marked in pen cannot be read by computer.

Is the use of dictionaries allowed?
No.

What is the mark allocation?
One mark is given for each correct answer.

Do candidates have to take the other TKT modules?
No. The CLIL module is free-standing. Candidates are not required to take TKT Modules 1, 2 and 3 in addition to TKT: CLIL.

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

What is the date of the TKT: CLIL examination?
Dates are set by Centres in consultation with Cambridge ESOL, taking into account local needs and conditions.

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

How do candidates get their results?
TKT: CLIL certificates are issued to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL.

Do candidates need to have taken a particular English language examination before taking TKT: CLIL?
No. However, it is advisable for candidates to have a minimum language level of Council of Europe Framework level B1.

What kind of teaching terminology will be tested in TKT: CLIL?
See syllabus guidelines on pages 6–7 and the wordlist on page 22. Candidates are expected to be familiar with the contents of both the TKT glossary and the CLIL glossary.

Sample test answer key

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

TKT: Content and Language Integrated Learning sample OMR answer sheet

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

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

Centre No.

Candidate No.

Examination Details

Use a pencil.

Mark ONE letter for each question.

For example, if you think F is the right answer to the question, mark your answer sheet like this:

0 A B C D E F G H I

Rub out any answer you wish to change with an eraser.

1	A B C D E F G H I
2	A B C D E F G H I
3	A B C D E F G H I
4	A B C D E F G H I
5	A B C D E F G H I
6	A B C D E F G H I
7	A B C D E F G H I
8	A B C D E F G H I
9	A B C D E F G H I
10	A B C D E F G H I
11	A B C D E F G H I
12	A B C D E F G H I
13	A B C D E F G H I
14	A B C D E F G H I
15	A B C D E F G H I
16	A B C D E F G H I
17	A B C D E F G H I
18	A B C D E F G H I
19	A B C D E F G H I
20	A B C D E F G H I
21	A B C D E F G H I
22	A B C D E F G H I

23	A B C D E F G H I
24	A B C D E F G H I
25	A B C D E F G H I
26	A B C D E F G H I
27	A B C D E F G H I
28	A B C D E F G H I
29	A B C D E F G H I
30	A B C D E F G H I
31	A B C D E F G H I
32	A B C D E F G H I
33	A B C D E F G H I
34	A B C D E F G H I
35	A B C D E F G H I
36	A B C D E F G H I
37	A B C D E F G H I
38	A B C D E F G H I
39	A B C D E F G H I
40	A B C D E F G H I
41	A B C D E F G H I
42	A B C D E F G H I
43	A B C D E F G H I
44	A B C D E F G H I
45	A B C D E F G H I
46	A B C D E F G H I
47	A B C D E F G H I
48	A B C D E F G H I
49	A B C D E F G H I
50	A B C D E F G H I
51	A B C D E F G H I

52	A B C D E F G H I
53	A B C D E F G H I
54	A B C D E F G H I
55	A B C D E F G H I
56	A B C D E F G H I
57	A B C D E F G H I
58	A B C D E F G H I
59	A B C D E F G H I
60	A B C D E F G H I
61	A B C D E F G H I
62	A B C D E F G H I
63	A B C D E F G H I
64	A B C D E F G H I
65	A B C D E F G H I
66	A B C D E F G H I
67	A B C D E F G H I
68	A B C D E F G H I
69	A B C D E F G H I
70	A B C D E F G H I
71	A B C D E F G H I
72	A B C D E F G H I
73	A B C D E F G H I
74	A B C D E F G H I
75	A B C D E F G H I
76	A B C D E F G H I
77	A B C D E F G H I
78	A B C D E F G H I
79	A B C D E F G H I
80	A B C D E F G H I

TKT answer sheet

01384 241442

DP542/042

TKT: Content and Language Integrated Learning Wordlist

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

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

activating previous / prior knowledge
animated
BICS (Basic Interpersonal Communicative Skills)
CALP (Cognitive Academic Language Proficiency)
category
chronological order
citizenship
classify
closed questions
code switching
cognitive skills
collaborate
combine / combination
compare and contrast
compose
concept maps
content words / content obligatory
creative thinking
criteria
critical thinking
cue
culture
diagram: Carroll / Venn / tree
enable
enquiry
evidence
expand
fair test
findings
flow diagram
frames (speaking and writing)
genre based teaching
grid
higher order thinking skills (HOTS) and
lower order thinking skills (LOTS)
hot seat
ICT / IT skills
immersion programme
information processing
investigate
justify
keys (binary)
learning outcome

list (v)
loop / domino game
modify / modification
oracy
partial immersion
performance assessment
pie charts
plenary
primary language
puzzle
pyramid discussion
quadrants
query
questions: open / closed / display
reasoning
recite
response partners
revisit
scaffolding
sentence builder
sentence stems
sequencing
shared writing
sort
speech bubbles
story board
structure (v)
support
synthesis
target language
technical terms
template
theory
thought bubbles
treasure hunt
visual organisers / graphic organisers
volunteer
wait time
whiteboard / interactive whiteboard (IWB)

TKT: Content and Language Integrated Learning

subject-specific vocabulary

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

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

■ Art and Craft / Design

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

■ Economics / Business Studies

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

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

■ Environment / Geography

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

■ History / Politics

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

■ ICT

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

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

■ Literacy

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

■ Mathematics

algebra
angle
axis (axes)

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

■ Music

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

tune
vocal
waltz
woodwind

■ PE (Physical Education)

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

■ Science

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

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

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