



# TKT CLIL

TITLE	AREAS OF KNOWLEDGE (Syllabus Area)	Possible testing Focus
<p><b>Knowledge of CLIL and Principles of CLIL</b></p>	<p><i>Aims of and rationale for CLIL</i></p>	<ul style="list-style-type: none"> <li>● introduce learners to new ideas and concepts in Curriculum subjects</li> <li>● improve learners' performance in both curriculum subjects and the target language</li> <li>● encourage stronger links with the citizenship curriculum</li> <li>● increase learners' confidence in the target language</li> <li>● make the content subject the primary focus of classroom materials</li> <li>● enable learners to access curriculum subjects by modifying lesson plans to take into account pupils' ability in the target language</li> <li>● provide cognitively challenging materials from the beginning</li> <li>● provide scaffolding to support learning of content and language</li> </ul>
	<p><i>Language Across the Curriculum</i></p>	<p>The language demands of curriculum subjects so that learners can participate (listening, speaking, reading and writing). These include features such as:</p> <ul style="list-style-type: none"> <li>● the use of: present, past and future forms</li> <li>● comparative/superlative forms</li> <li>● "will" prediction</li> <li>● modal verbs for expressing ability, obligation, permission, preference, possibility, probability</li> <li>● conditionals, passive forms, imperatives, questions, reported speech, time expressions.</li> <li>● connectors</li> </ul>
	<p><i>Communication skills across the Curriculum</i></p>	<ul style="list-style-type: none"> <li>● agreeing or disagreeing</li> <li>● asking questions</li> <li>● clarifying what has been said</li> <li>● comparing and contrasting</li> <li>● demonstrating</li> <li>● describing cause and effect</li> <li>● explaining a point of view</li> <li>● expressing ideas</li> <li>● giving examples</li> <li>● presenting solutions</li> </ul>
	<p><i>Cognitive skills across the curriculum</i></p>	<ul style="list-style-type: none"> <li>● remembering, ordering</li> <li>● defining</li> <li>● comparing-contrasting</li> <li>● dividing</li> <li>● classifying</li> <li>● predicting</li> <li>● reasoning</li> <li>● thinking/synthesis</li> </ul>
	<p><i>Learning skills across the curriculum</i></p>	<ul style="list-style-type: none"> <li>● locating</li> <li>● organising and interpreting information</li> <li>● note taking</li> <li>● drafting</li> <li>● editing</li> <li>● guessing from context</li> <li>● processing and using knowledge</li> <li>● stating facts and opinions</li> </ul>



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<b>Lesson Preparation</b>	<i>Planning a lesson or a series of lessons</i>	<ul style="list-style-type: none"> <li>• learning outcomes( knowledge- to know; understanding -to understand; ability - To be able to; awareness - to be aware of).</li> <li>• Activating prior knowledge, statement of goals, activities, plenary, classroom interaction, syllabus fit, personal teaching aims.</li> </ul>
	<i>Language demands of subject content and accompanying tasks</i>	Genre texts: advertisements, argument, article, autobiography, biography, description, discussion, essays, explanation, instruction, letters, narrative, notices, persuasion, poem, process, proposal, recount, report, review, song.
	<i>Resources including multi-media and visual organisers</i>	<ul style="list-style-type: none"> <li>• multimedia; visual/graphic organisers such as timelines, flow charts, maps, graphs, tables, charts, diagrams</li> <li>• Identifying ways to integrate ICT into the curriculum; Power point presentations, word processing, web searches</li> </ul> <p>The purposes for using resources and ICT: to encourage student talking time - 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.</p>
	<i>Materials selection and adaptation</i>	ways of using materials, ways of adapting native speaker materials and web pages: adding visuals, omitting unnecessary detail, simplifying, paraphrasing language, personalisation.
	<i>Activity Types</i>	classification; cloze; dictation; feature identification; freeze frames; gap-fill; information/data transfer; interviews: labelling; matching; multiple choice; ordering words, sentences, text; poster presentations; text completion; word completion; word puzzles and word searches.



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<b>Lesson Delivery</b>	<i>Classroom language</i>	<ul style="list-style-type: none"> <li>• use of questions to scaffold and promote thinking</li> <li>• Purpose- developing communicative skills, encouraging peer feedback, explaining, giving practical demonstrations</li> <li>• ways of encouraging students talking time: pair work, task-based learning, group presentation, role play</li> </ul>
	<i>Scaffolding content and language learning</i>	<ul style="list-style-type: none"> <li>• breaking down tasks into small steps</li> <li>• creating interest</li> <li>• providing constructive feedback</li> <li>• use of language frames</li> <li>• word banks</li> </ul>
	<i>Methods to help learners develop learning strategies</i>	<ul style="list-style-type: none"> <li>• developing predicting skills</li> <li>• drafting</li> <li>• encouraging risk taking</li> <li>• identifying key content vocabulary</li> <li>• setting learning goals</li> <li>• teaching study skills</li> <li>• note taking</li> <li>• planning</li> <li>• organising</li> </ul>
	<i>Consolidating learning and differentiation</i>	<ul style="list-style-type: none"> <li>• Demonstrating again, directing learners to further practice, directing learners to help others, monitoring, reminding, repeating, reviewing.</li> <li>• Differentiation:               <ul style="list-style-type: none"> <li>- least advanced learners: provide additional language frames, word banks, glossaries</li> <li>- most advanced learners: check own work, help peers, do extension activities, design activities, design activities for others</li> </ul> </li> </ul>



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<p style="text-align: center;"><b>Assessment</b></p>	<p style="text-align: center;"><i>Focus od assessment</i></p>	<ul style="list-style-type: none"> <li>• content</li> <li>• language</li> <li>• cognitive skills</li> <li>• learning skills</li> <li>• communication skills</li> </ul>
	<p style="text-align: center;"><i>Types of assessment</i></p>	<ul style="list-style-type: none"> <li>• formative</li> <li>• summative</li> <li>• peer</li> <li>• self</li> <li>• portfolio</li> <li>• performance</li> <li>• "Can Do" statements</li> </ul>
	<p style="text-align: center;"><i>Support strategies</i></p>	<ul style="list-style-type: none"> <li>• change vocabulary</li> <li>• simplify language structures</li> <li>• add visuals</li> <li>• additional examples</li> <li>• extra time</li> </ul>