



## TKT: CLIL Part 1: Language across the curriculum – trainer’s notes

### Description

The aim of the activity is to raise awareness of the grammatical structures which learners will hear, read, speak and write for their particular subjects. Participants play a game in order to identify language forms used across the curriculum and decide why they are used in the contexts described.

---

**Time required:** 50 minutes

---

**Materials required:**

- Participant’s Worksheet 1 (bingo cards for 6 groups)
- Sample task (one for each participant)

---

**Aims:**

- to know about language features used in CLIL subjects
- to be able to identify language features in sentences
- to be aware of language features used in participants’ subjects

---

### Procedure

1. Before the session, copy **Participant’s Worksheet 1** so there is one card for each group of 3 participants. If possible, each group should have a different card. Copy the 12 teacher’s cards in the **Answer Key** and cut them up. Copy the **Sample Task** for each individual.
2. Write on the board: *Food is chewed before it is swallowed*. Underline ‘is chewed’ and ‘is swallowed’. Ask participants to identify the words underlined (*passive forms*) and then ask why passive forms are used (*for formal, impersonal language to describe a process*). This is one of the language features which is tested in TKT: CLIL.
3. Explain they are going to play a CLIL bingo game in groups of 3 to identify language features. Examples of language features tested in Part 1 of TKT: CLIL will be read out. (There are 4 examples of each feature on different cards so wait until all four are identified.)
4. Hand out one card to each group of 3 participants. Tell them you will read out a language feature, they look at their card and decide if they have an example of it underlined on their card. (See **Key below** for the list of language features.) If so, one of the group puts up their hand and, when asked, reads it out. The other groups listen to check if it is correct. If it is correct, the group who put up their hand can tick the sentence. The first group(s) to have all the features calls out ‘CLIL bingo’. Explain there are four different examples of each feature.
5. Tell participants that in this TKT: CLIL syllabus area, ‘language across the curriculum’, they will be tested on their knowledge of language features including grammatical structures. Hand out the **Sample Task**. They do it individually then compare their answers with a partner.
6. Check answers together (see **Key below**).



7. Plenary. Round up to summarise points covered. Ask participants:
- **What is the TKT CLIL Module syllabus area for this lesson?** (*language across the curriculum*)
  - **Which features of language do you use in your subject area? Which do learners find most difficult?** (*allow participants to share ideas*)
  - **How can you prepare for this section of the test?** (*Look at the language section in the TKT CLIL Handbook and in the TKT Glossary. Check that you are familiar with the features and their uses.*)

### Additional information

- For TKT: CLIL, language across the curriculum includes:
  - the use of present
  - past and future forms
  - comparative and superlatives
  - modal verbs for expressing ability
  - personal and impersonal pronouns
  - deduction
  - obligation
  - permission
  - prediction
  - preference
  - possibility
  - probability
  - prohibition
  - speculating
  - conditionals
  - passive forms
  - imperatives
  - questions
  - reported speech
  - certainty
  - time expressions
  - connectors
  - collocations
  - synonyms
  - opposites

This list is in the TKT: CLIL Handbook.

- See **TKT: CLIL handbook** for a further example of a test from Part 1: **Language across the curriculum**
- The TKT: CLIL Handbook is available to download at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- See also link to further TKT: CLIL materials at [www.cambridge.org/elt/tktclil](http://www.cambridge.org/elt/tktclil)

### Suggested follow-up ideas

- Teachers also need to help learners 'notice' these structures so that learners can produce them as they communicate subject knowledge.



**TKT: CLIL Part 1: Language across the curriculum – answer keys**

**Key to Procedure Step 4**

**Language features for CLIL Bingo**

present forms	modal verbs of possibility
past forms	modal verbs of obligation
future forms	reported speech
passive forms	sequencing adverbs
conditional forms	connectors
comparative forms	collocations

**Key to Participant's Worksheet 1**

Present forms	<p>A solar eclipse <u>happens</u> when the moon <u>moves</u> between the earth and the sun.</p> <p>Look carefully at how the solution <u>is changing</u>.</p> <p>The teams <u>are taking part</u> in an inter-school contest this term.</p> <p><u>Separate</u> the solids from the liquids then <u>record</u> your results.</p>
Past forms	<p>Hundreds of years ago people <u>fought</u> hard for equal rights in many parts of the world.</p> <p>Some species of animals <u>adapted</u> to dry conditions.</p> <p>The town <u>had changed</u> before the rise in tourism.</p> <p>Demand <u>was rising</u> and profits <u>were growing</u>.</p>
Future forms	<p>The leaders <u>will sign</u> the document next week.</p> <p>The average temperatures <u>are going to be</u> higher.</p> <p>The musician <u>is performing</u> tomorrow night.</p> <p>The science lab <u>closes</u> in half an hour.</p>
Passive forms	<p>Each area <u>was controlled</u> by a governor.</p> <p>Forests <u>were being cut down</u> so timber industries <u>were criticised</u>.</p> <p>The Earth's crust <u>is divided</u> into different plates.</p> <p>Some harmful substances <u>are being thrown</u> into rivers.</p>



Conditional forms	<p><u>Unless you add</u> more shadow, the drawing will be quite flat.</p> <p>Trade would be better <u>if the leaders had started</u> negotiating.</p> <p>The information could be used <u>if the data was</u> accurate.</p> <p><u>If you put</u> salt onto watercolour paint, the salt soaks up the colour.</p>
Comparative forms	<p>The graph on the right is drawn <u>more clearly than</u> the one on the left.</p> <p>This data is <u>just as accurate as</u> the first set you presented.</p> <p>Organic products are often <u>more expensive than</u> non-organic ones.</p> <p>Some plastics are <u>not as strong as</u> others.</p>
Modal verbs of possibility	<p>Sometimes it <u>can</u> be done without breaking but you have to be careful using glass.</p> <p>The water <u>may</u> be cleaner now.</p> <p>Customers <u>might</u> be attracted by the local produce on sale.</p> <p>The gold <u>could</u> provide evidence of an ancient civilisation.</p>
Modal verbs of obligation	<p>You <u>must</u> wear sports shoes in the gym.</p> <p>Backup files <u>should</u> be on a different storage medium to the main files.</p> <p>You <u>ought to</u> clean up all the lab equipment after you use it.</p> <p>I <u>must</u> remember to log off from the school computer.</p>
Reported speech	<p>The teacher <u>suggested that they estimate</u> the amounts before using calculators.</p> <p>The scientist <u>informed them that</u> progress was being made to reduce pollution.</p> <p><u>We were told that</u> our senses are affected by the noise and light we experience.</p> <p>The referee <u>warned the player to stop</u> pushing his opponent.</p>
Sequencing adverbs	<p><u>Once</u> a leader is appointed, a government is formed and <u>eventually</u> laws are passed.</p> <p><u>First</u>, the water evaporates, and <u>afterwards</u> it condenses.</p> <p><u>Before</u> the lines dry, outline the shape <u>then</u> use pens to add details.</p> <p>Think of a rhythm. <u>Next</u> clap it to yourself and <u>later</u> to a partner.</p>
Connectors	<p>Maps are two-dimensional <u>whereas</u> globes are spherical.</p>



	<p>Either calculate the perimeters of the shapes <u>or</u> the areas.</p> <p>Think of a rhythm. <u>Next</u> clap it to yourself and <u>later</u> to a partner.</p> <p>Many people see zoos are prisons, <u>however</u>, others argue they keep animals safe.</p>
Collocations	<p><u>Take short breaks</u> while using the computer as long term use can cause health problems.</p> <p><u>Pay attention</u> to the instructions or you won't be able to do the experiment.</p> <p>When you <u>do exercise</u> regularly, your mind and body will feel better.</p> <p>Don't <u>make mistakes</u> when you you're your calculations onto the answer sheet.</p>

**Key to Sample Task**

1 F            2 D            3 C            4 A            5 E



**TKT: CLIL Part 1: Language across the curriculum – Participant’s Worksheet 1**

**Card 1**

The graph on the right is drawn <u>more clearly than</u> the one on the left.	The leaders <u>will sign</u> the document next week.		Some plastics are <u>not as strong as</u> others.
		Hundreds of years ago people <u>fought</u> hard for equal rights in many parts of the world.	
You <u>ought to</u> clean up all the lab equipment after using it.	<u>Take short breaks</u> while using the computer as long term use can cause health problems.	Sometimes it <u>can</u> be done without breaking but you have to be careful using glass.	Each area <u>was controlled by</u> a governor.

**Card 2**

Forests <u>were cut down</u> so timber industries <u>were criticised</u> .		<u>He asked if he should use</u> a spreadsheet or a calculator.	A solar eclipse <u>happens</u> when the moon <u>moves</u> between the earth and the sun.
<u>Once</u> a leader is appointed, a government is formed and <u>eventually</u> laws are passed.	<u>Unless you add more</u> shadows, the drawing will look flat.	I <u>must</u> remember to log off from the school computer.	
	<u>Pay attention</u> to the instructions or you won’t be able to do the experiment.		Maps are two-dimensional <u>whereas</u> globes are spherical.



**Card 3**

	The teacher <u>suggested that they estimate</u> the amounts before using calculators.	The average temperatures <u>are going to be higher</u> .	
Look carefully at how the solution <u>is changing</u> .	<u>First</u> , the water evaporates, and <u>afterwards</u> it condenses.		The Earth's crust <u>is divided</u> into different plates.
When you <u>do exercise</u> regularly, your mind and body will feel better.		Some species of animals <u>adapted to</u> dry conditions.	The water <u>may be</u> cleaner now.

**Card 4**

Either calculate the perimeters of the shapes <u>or</u> the areas.		The scientist <u>informed them that</u> progress was being made to reduce pollution.	Don't <u>make mistakes</u> when you're copying your calculations onto the answer sheet.
	The teams <u>are taking part</u> in an inter-school contest this term.	Think of a rhythm. <u>Next</u> clap it to yourself and <u>later</u> to a partner.	
Trade would be better <u>if the leaders had started</u> negotiating.	Customers <u>might be</u> attracted by the local produce on sale.		<u>Separate</u> the solids from the liquids then <u>record</u> your results.



Card 5

The town <u>had changed</u> before the rise in tourism.	<u>We were told that</u> our senses are affected by the noise and light we experience.		The information could be used <u>if the data was</u> accurate.
Some harmful substances <u>are being thrown</u> into rivers.		This data is <u>just as accurate as</u> the first set.	
	The musician <u>is performing</u> tomorrow night.	You <u>must</u> wear sports shoes in the gym.	Many people think zoos are prisons. <u>However</u> , others argue they keep animals safe.

Card 6

	The referee <u>warned the player to stop</u> pushing his opponent.	<u>If you put</u> salt onto watercolour paint, the salt soaks up the colour.	Demand <u>was rising</u> and profits <u>were growing</u> .
<u>Before</u> the paint dries, outline the shape <u>then</u> use pens to add details.	Organic products are often <u>more expensive than</u> non-organic ones.		The gold <u>could</u> provide evidence of an ancient civilisation.
Backup files <u>should be</u> on a different storage medium to the main files.		The science lab <u>closes</u> in half an hour.	



## TKT: CLIL Part 1: Language across the curriculum – Sample Task

For questions 1 – 5, match the examples of language used across the curriculum with the language features 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.

### Language features

<b>A</b>	past form
<b>B</b>	future form
<b>C</b>	passive form
<b>D</b>	conditional form
<b>E</b>	modal verb
<b>F</b>	comparative form

### Examples of language across the curriculum

1. Explain why a swimming pool appears to be shallower than its real depth.
2. The light goes on unless you need to change the battery.
3. The machine has been redesigned because of a problem with the amount of fuel it uses.
4. In three years, the Black Death killed nearly one-third of the population of Europe.
5. Employers and employees should take reasonable care of their own and others' safety.