



TKT: CLIL Part 2: Language demands of subject content and accompanying tasks – trainer’s notes

Description

The aim of the session is to present a range of genres and their purposes. Participants learn about the language features used in different genres and consider the language demands of texts at sentence and word levels. They do a sample task from TKT: CLIL Part 2.

Time required: 60 minutes

Materials required:

- *Participants’ Cards, 3 sets, cut up (see Procedure Step 1 below)*
- *Participant’s Worksheet (one for each group of participants)*
- *Sample Task (one for each participant)*

Aims:

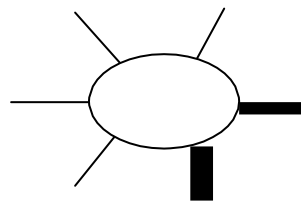
- *to know how to describe different genres*
- *to be able to identify examples of genres and their purposes*
- *to be able to identify features of genre at sentence and word levels*

Procedure

1. Before the session, copy the three sets of **Participants’ Cards** and cut them up.
 - There should be one card from **Set 1** for each participant. Ensure that the two halves of a word are used.
 - For **Sets 2 and 3**, there should be one set for each small group of 2 and 3 participants.

Copy **Participant’s Worksheet** so there are enough for small groups of participants. Copy the **Sample Task** for each individual.

2. Draw a spidergram on the board:



3. Hand out the cards from **Participants’ Cards Set 1** to pairs or small groups of participants. Explain they have half of a word and they must find the pair who has the other half of their word. They walk round and find the missing half.
4. Feed back the words to the spidergram on board (*report, persuasion, instruction, explanation, discussion, recount*). Check participants’ understanding of the difference between a recount and a report (**see Key below**) Elicit which word goes in the centre of the spidergram (*text type – genre*).



5. Hand out the cards from **Participants' Cards Set 2** and in same groups, participants decide which texts are examples of the genres on the board (**see Key below**). Can they think of any other examples of the genres?
6. Put participants in different groups. Hand out a set of cards from **Participants' Cards Set 3** to each group. Explain that they should match the examples and the purposes with the six genres on the board. There is one example and one purpose for each genre. Tell them they have 10 minutes to talk together and do the task. Take feedback and check answers (**see Key below**).
7. Tell participants that each text type has specific language features: sentences and words. Some share the same features. Not all of the features are listed on the worksheet. Hand out **Participants Worksheet**. In pairs, they fill the gaps then check answers (**see Key below**).
8. Explain that there are some subjects which don't usually use written texts, e.g. PE and art. However, learners in all subjects see examples of genres, such as notices, instructions and letters (information).
9. Give out **the Sample Task**. Ask participants to complete the sample task on their own then compare answers with a partner. Check answers with the whole group (**see Key below**).
10. Plenary to summarise points covered. Discuss the following questions with participants:
 - **What is the TKT: CLIL Module syllabus area for this lesson?** (*Language demands of subject content and accompanying tasks*)
 - **What are candidates being tested on?** (*Candidates are tested on their knowledge of different genres, their purposes and examples of them from across the curriculum.*)
 - **How can candidates prepare for this area of the syllabus?** (*Candidates can read about types of genres in the **TKT: CLIL Handbook** and the **TKT: CLIL Glossary** which are on the Cambridge ESOL website.*)

Additional information

- The **TKT: CLIL Handbook** and the **TKT: CLIL Glossary** are available to download at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- See link to further TKT: CLIL materials at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>

Suggested follow-up activities

1. Candidates should read a range of text types in their own subject area and identify what genres they exemplify. What the language features do they present?



TKT: CLIL Part 2: Language demands of subject content and accompanying tasks – answer keys

Key to Procedure steps

Step 3:

A recount is an account of past events such as an autobiography, an account of an experiment or an activity.

A report can be from a newspaper or magazine but it also describes a non-chronological text with information about e.g. places, objects.

Step 5:

report = newspaper persuasion = advertisement explanation = encyclopaedia entry
instruction = recipe discussion = argument recount = biography

Step 6

Types of genres	Examples of genres	Purpose of genre
report	This town plan shows the new road which will be built under the town centre. There are many engineers, designers and construction workers involved in the project.	to present factual information about a place, an object, a game, an animal etc.
persuasion	Try this paint. It's colourful, fresh, smooth and natural. It gives the feeling of calm. Perfect for environmentally-friendly products.	to convince someone of your point of view
instruction	List all the people you need to talk to. Decide if you need to set up interviews or write questionnaires. Use the telephone or email as letters waste time.	to tell the reader how to make or do something
explanation	A scatter graph shows two pieces of data at the same time. For example, the height and the weight of a group of students.	to explain how or why something works or happens
discussion	Some multinationals have head offices in Europe and factories in different countries. Some think they are good for local people while others believe they are only interested in profit.	to present an argument
recount	We looked at the photographs and the artist's reconstruction of the buildings in the Valley of the Kings. We then read about the tombs and studied two sources showing plans. In the next lesson we listed all the evidence we had collected.	to give an account of past events usually in order of when they happened



Key to Participant's Worksheet

Types of genres	Language features: sentence level	Language features: word level
report	present tenses- mostly third person	subject-specific vocabulary <u>impersonal</u> pronouns
persuasion	modals of suggestion (<u>should</u> , must)	adjectives: comparative and <u>superlative</u>
instruction	<u>imperative</u> forms	<u>list</u> of materials, equipment, quantities
explanation	passive forms	specialist vocabulary sequencing connectives (first, then <u>after that</u>)
discussion	<u>passive</u> forms complex sentences	formal vocabulary subject-specific vocabulary
recount	<u>past</u> tenses – first person	time connectives (when, later, after the...)

Key to Sample Task

1 B 2 C 3 E 4 A 5 D 6 E 7 B 8 D



TKT: CLIL Part 2: Language demands of subject content and accompanying tasks – Participants’ Cards

Set 1

re-	-count	rep-
-ort	ex-	-planation
in-	-struction	dis-
-cussion	per-	-suasion

Set 2

recipe	biography	newspaper
argument	encyclopaedia entry	advertisement

Set 3

This town plan shows the new road which will be built under the town centre. There are many engineers, designers and construction workers involved in the project.	to present factual information about a place, an object, a game, an animal etc.
Try this paint. It’s colourful, fresh, smooth and natural. It gives the feeling of calm. Perfect for environmentally-friendly products.	to convince someone of your point of view
List all the people you need to talk to. Decide if you need to set up interviews or write questionnaires. Use the telephone or email as letters waste time.	to tell the reader how to make or do something
A scatter graph shows two pieces of data at the same time. For example, the height and weight of a group of students.	to explain how or why something works or happens
Multinationals may have head offices in Europe but factories in other countries. Some think this is good while others believe multinationals are only interested in profit.	to present an argument
We looked at the photographs and the artist’s reconstruction of the buildings in the Valley of the Kings. We then read about the tombs and studied two sources showing plans. In the next lesson we listed all the evidence we had collected.	to give an account of past events usually in order of when they happened



TKT: CLIL Part 2: Language demands of subject content and accompanying tasks – Participant’s Worksheet

Fill the gaps in the table with the words in the box below.

Types of genres	Language features: sentence level	Language features: word level
report	present tenses- mostly third person	subject-specific vocabulary _____ pronouns
persuasion	modals of suggestion (_____, must)	adjectives: comparative and _____
instruction	_____ forms	_____ of materials, equipment, quantities
explanation	passive forms	specialist vocabulary sequencing connectives (first, then _____)
discussion	_____ forms complex sentences	formal vocabulary subject-specific vocabulary
recount	_____ tenses – first person	time connectives (when, later, after the...)

past	after that	impersonal
list	should	passive
however		imperative



TKT: CLIL Part 2: Language demands of subject content and accompanying tasks – Sample Task

For questions 1 – 8, match the extracts from texts about water with the types of genres listed A – E.

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

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

Types of genres

- | |
|-----------------------|
| A discussion |
| B explanation |
| C instructions |
| D recount |
| E persuasion |

Extracts from texts about water

1. About three quarters of the Earth is covered by water, and almost all of it is salt water. Only three per cent of the water on the planet is fresh water that we can use for drinking, washing and growing plants.
2. Filter your own water. You will need two clear containers, a funnel, filter paper, gravel or dried beans, dirty water (see opposite). Turn the paper into a cone shape and tape together. Make a very small opening at the bottom.
3. The United Nation's goal is to halve the number of people who don't have enough water by 2015. This can be done if we demand that governments make water top of their list for the world's poorest people. It is important that everyone joins in and helps.
4. There are both advantages and disadvantages when people build dams. For example, For example, dams can water crops and provide a reliable supply of drinking water. However, they can also cause damage to the environment, especially ecosystems.
5. We walked to the well before school. We carried buckets and pans to fill with water. It was a long, hot walk but we wanted to see the new pump. After about an hour we saw many people pushing each other trying to get clean water.
6. The Everglades is the only place in the world where crocodiles and alligators exist side by side. You must visit the wetlands to see the new healthy environment we created.
7. Recycled water is piped back to the factory after it has been cleaned. Some factories have their own water recycling facilities to keep chemicals out of the freshwater supply.
8. They met me near the pond. Everyone was wearing boots and carrying long poles. When we reached the water we started pulling out old bags, a shopping trolley and a traffic sign. We worked all day slowly clearing up the water.