



TKT: CLIL Part 2: Activity types – trainer’s notes

Description

This activity presents participants with a range of different activity types used in CLIL contexts. Participants discuss examples of activities, do a loop game to identify different activities then they match activities from subjects across the curriculum with their purpose. They do a sample task from TKT: CLIL Part 2.

Time required: 50 minutes

Materials required:

- *Participant’s Worksheet 1 (one set of cards cut up for each group of three or four participants)*
- *Participant’s Worksheet 2 (one set of cards cut up for each pair of participants)*
- *Participant’s Worksheet 3 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *to know how to describe a range of activities used in CLIL contexts*
 - *to understand why particular activities are used*
 - *to be able to identify activity types and their purposes*
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Procedure

1. Before the session, copy **Participant’s Worksheets 1, 2 and 3** and the **Sample Task** as follows:
 - **Participant’s Worksheet 1:** copy and cut so there are enough cards for each small group of participants.
 - **Participant’s Worksheet 2:** copy and cut so there is one card for each pair
 - **Participant’s Worksheet 3** and **Sample Task:** one copy for each participant.
2. Write the following on the board:
 - gap-fill
 - multiple choice
 - labelling
 - true/false
 - matching

Elicit that these are different activity types. Tell participants they can find examples of these and other language activities in the TKT Handbook and the online TKT teaching resources (Module 1). Explain that in addition to these, in TKT: CLIL there are some different activities.

3. Put participants into small groups of 3 or 4 and hand out a set of cut up cards from **Participant’s Worksheet 1** to each group. Challenge them to see how quickly they can put the eight cards in order to make an acrostic (when each letter of the word starts another word or phrase. (ACTIVITY) Feed back the acrostic (see **Participant’s Worksheet 1 for a key:** there is more than one way to order the letters because the



letter 'i' is used twice in 'activity'). If participants can't make the word after 3 minutes, tell them the answer.

4. Elicit examples of subjects which might use these activities, e.g. analysing sources - history documents; 'yes, no' binary keys – science, identifying groups of animals.
5. Explain how important it is to encourage learners to communicate subject-specific language. Tell participants there are activities which help learners review new language interactively, for example:
 - loop (domino) games
 - hot seat activities
 - pyramid discussions.

You are now going to demonstrate a loop activity which also defines some other interactive activities.

6. Put participants in pairs and give each pair one card from **Participants' Worksheet 2**. Ask the pair with the first card (on which the definition is asterisked) to read out the definition. The pairs need to decide if this definition matches the activity type on the left side of their card. The pair who has the defined activity then reads out the name of the activity. If everyone agrees, this pair then reads out the definition on the right side of their card. The game continues in this way until the loop is completed by returning to the definition of the word on the top of the first card, i.e. loop game. (For **Key**, see **Participant's Worksheet 2**, where the cards are in the correct order.)
7. Review the game and elicit ways in which this activity can be used in the CLIL classroom, e.g. to review subject vocabulary.
8. Explain it is important that learners as well as teachers know the purpose of using an activity. Hand out **Participant's Worksheet 3** to pairs of participants. Tell them they match the activity with its purpose. Check answers with another pair then take feedback (**see Key below**). Feed back some of participants examples of activities which match the purposes listed A–F.
9. Give out **the Sample Task**. Ask participants to complete the 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. Ask participants:
 - **What is the TKT: CLIL Module syllabus area for this lesson?** (*activity types*)
 - **What are candidates being tested on?** (*Candidates are tested on their knowledge of types of activities for CLIL and their purposes.*)

How can candidates prepare for this area of the syllabus? (*Candidates can read about the activity types in the **TKT: CLIL Handbook** which is on the Cambridge ESOL website.*)



Additional information

- See **TKT: CLIL Handbook** for a list of further activity types
- See **TKT: CLIL Handbook** for a further example of a test from Part 2: Activity Types
- 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/>
- The terms on **Participant's Worksheet 1** can be found in the TKT: CLIL Glossary.
- CLIL uses some activities which are specific to subject learning in addition to those used in English language classes. See the Teaching Resources activity for *TKT Module 1: Types of activities and tasks for language and skills development* for further activities common to ELT and CLIL classrooms.
- See also link to further TKT: CLIL materials at www.cambridge.org/elt/tktclil



TKT: CLIL Part 2: Activity types – answer keys

Key to Participant's Worksheet 3

1) Learners in groups write two things they liked about another group's PowerPoint presentation and one thing that could be improved.	E to encourage peer feedback
2) Learners do a role-play activity with one learner in the hot seat as a famous politician	D to develop learners' questioning skills
3) Learners in pairs have one minute to write down words to describe 3D shapes	A to activate prior knowledge
4) Learners use a Venn diagram to compare and contrast two product designs	F to check understanding of how to show similarities and differences
5) Learners play a loop game with words related to the economy and their definitions	B to check understanding of subject-specific vocabulary
6) Learners read the data from three experiments and hypothesise why they are so different	C to develop higher order thinking skills

Key to Sample Task

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



TKT: CLIL Part 2: Activity types – Participant’s Worksheet 1

Cards to be cut up

<u>A</u> nalysing data, samples, sources
<u>C</u> lassifying information
<u>T</u> able completion
<u>I</u> dentification keys
<u>V</u> ocabulary matching
<u>I</u> nternet searches
<u>T</u> ransferring information
<u>Y</u> es, no binary keys



TKT: CLIL Part 2: Activity types – Participant’s Worksheet 2

Cards to be cut up

Loop game	* Categorising a list of facts about different sports and agreeing on the criteria
Classifying information	Finding information about different artists from the internet
Web searches	Acting a role as a famous person while the rest of the class ask you questions
Hot seat	Drawing 2D maths shapes into a Carroll diagram
Transferring information	Individually deciding which six musical instruments should be used to play a piece of music; agreeing with a partner then agreeing with a group
Pyramid discussion	Reading yes, no questions about different rocks and deciding which type of rock to write in each box
Identification key	Look at the information about life in 1750 and look at the drawing in the book. What was different about life then and life today?
Analysing sources	Listening to a definition, matching it with the word written on a card then reading aloud the next word to be defined



TKT: CLIL Part 2: Activity types – Participant’s Worksheet 3

Match the activities with their purpose.

1) Learners in groups write two things they liked about another group’s PowerPoint presentation and one thing that could be improved.	A to activate prior knowledge
2) Learners do a role-play activity with one learner in the hot seat as a famous politician	B to check understanding of subject-specific vocabulary
3) Learners in pairs have one minute to write down words to describe 3D shapes	C to develop higher order thinking skills
4) Learners use a Venn diagram to compare and contrast two product designs	D to develop learners’ questioning skills
5) Learners play a loop game with words related to the economy and their definitions	E to encourage peer feedback
6) Learners read the data from three experiments and hypothesise why they are so different	F to check understanding of how to show similarities and differences

When you have finished and checked your answers, share some examples of activities which match the purposes listed A–F that you use in your classes.



TKT: CLIL Part 2: Activity types – Sample Task

For questions 1 – 7, match the teachers' comments about doing activities with the purpose of the activities 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.

Purpose of activities

- A to review subject-specific vocabulary
- B to encourage student talking time
- C to develop written fluency
- D to develop higher order thinking skills

Teachers' comments

1. I'd like learners to evaluate their ideas at each step of making the design rather than leaving the analysis to the end.
2. I'll use fact files so learners can use the information in them to produce longer reports about the different music websites.
3. I'm going to use diagrams so learners can label different types of angles which they find difficult to remember.
4. Next week I'll give learners identification keys to consolidate the work they have done on different fruit and vegetables.
5. Learners are going to practise giving each other positive feedback on their science experiments.
6. I'd like learners to imagine they were journalists who wrote about life one hundred years ago and then imagine who they would like to interview.
7. Learners have learned about farming around the world so next I want them to transfer information about the different farming methods into a table.



TKT: CLIL Part 2: Resources including multi-media and visual organisers – trainer's notes

Description

This activity develops participants' understanding of the uses and purposes of visual organisers and multi-media in CLIL contexts. Participants are familiarised with the relevant terminology and reasons for using visual organisers and multi-media and ICT. Examples of visual organisers used to present or scaffold subject language are provided.

Time required: 60 minutes

Materials required:

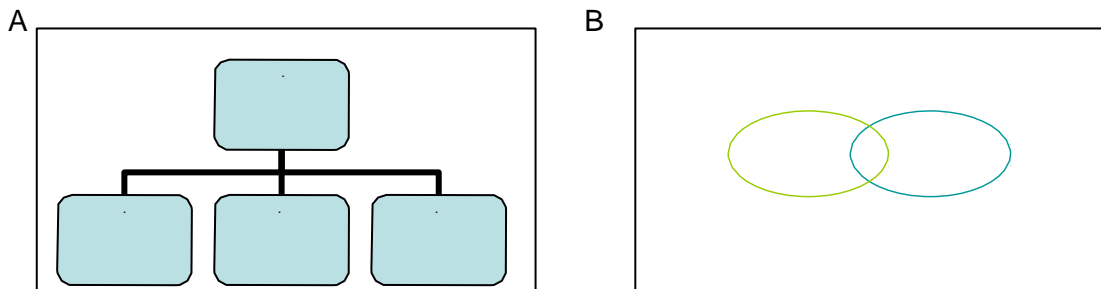
- Participant's Worksheet 1 (one for each participant)
- Participant's Worksheet 2 (one for each small group of participants)
- Participant's Worksheet 3 (one copy for each participant)
- Sample Task (one for each participant)

Aims:

- to know about visual organisers and their uses in CLIL contexts
- to be able to match visual organisers with their purposes
- to understand some reasons for using multi-media in the classroom

Procedure

1. Before the session, copy **Participant's Worksheet 1, Participant's Worksheet 3 and Sample Task** for each participant, **Participant's Worksheet 2** for each small group of three or four participants.
2. Draw the two diagrams, A and B on the board.



3. Ask which is a Venn diagram and which is a tree diagram. (*A is a tree diagram, B is a Venn diagram.*)
4. Explain that a tree diagram shows relationships e.g. a family tree in History; a Venn diagram shows similarities and differences such as those between two capital cities (Geography).
5. Say they are called visual organisers and have several uses in CLIL:



- ③ to present concepts and language
- ③ to organise ideas and record them
- ③ to support the production of oral and written work.

Elicit some examples of their use in participants' curricular subjects. Ask them if they know the names of any other visual organisers (see list on **Participant's Worksheet 1 answer key**).

6. Put participants into groups of 3. Hand out **Participant's Worksheet 1** to each participant and **Participant's Worksheet 2** to each group. Explain they are going to do a matching activity. They should look at the examples of 15 visual organisers (1–15) on **Participant's Worksheet 1**, then look at the names and purposes of the visual organisers (A–O) on **Participant's Worksheet 2**. They should write the correct name and purpose of each visual organiser on **Participant's Worksheet 1**.
7. Participants compare their answers with another group and discuss any differences. Check answers (**See Key below**).
8. Participants choose three different organisers each and prepare to explain their uses in teaching their CLIL subjects to the rest of their group by answering the following questions for each organiser:
 - What is the topic of the lesson?
 - How could you use the visual organiser?
 - What language will the visual organiser show?
9. Tell participants that the growth of multi-media in schools and colleges means that many CLIL teachers take advantage of technology in their lessons as it can help learners understand new subject content.
10. Give out **Participant's Worksheet 3** to participants. Ask participants to work with a partner and match the uses of multi-media with the reasons for using them. Check answers with the whole group. (**See Key below**.)
11. 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**.)
12. Plenary to summarise points covered. Ask participants:
 - **What is the TKT: CLIL Module syllabus area for this lesson?** (*Resources including multi-media and visual organisers*)
 - **What are candidates being tested on?** (*Candidates are tested on their knowledge of visual organisers and multi-media, their purposes and how they are used in CLIL. They are also tested on their ability to match examples of specific language and concepts with different visual organisers*)
 - **How can candidates prepare for this area of the syllabus?** (*Candidates can read about visual organisers in the **TKT: CLIL Handbook** and also in the **TKT: CLIL Glossary**, which are on the Cambridge ESOL website*).



Additional information

- See **TKT: CLIL Handbook** for a further example of a test from Part 2: **Resources including multi-media and visual organisers**
- See **TKT: CLIL Handbook** for further examples of ICT applications and purposed for using them in the classroom
- 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 also link to further TKT: CLIL materials at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>



TKT: CLIL Part 2: Resources including multi-media and visual organisers – answer keys

Key to Participant's Worksheets 1 and 2

1. H 2. J 3. G 4. A 5. L 6. K 7. C 8. M
9. D 10. B 11. N 12. O 13. F 14. E 15. I

Key to Participant's Worksheet 3

1. C (A possible) 2. D 3. E 4. A 5. B

Key to Sample Task

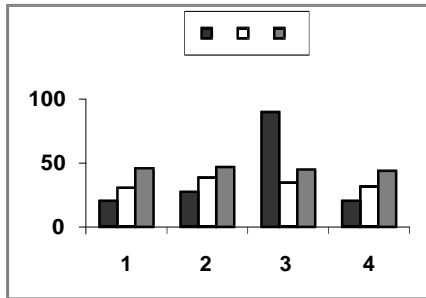
1 C 2 B 3 B 4 C 5 A 6 A



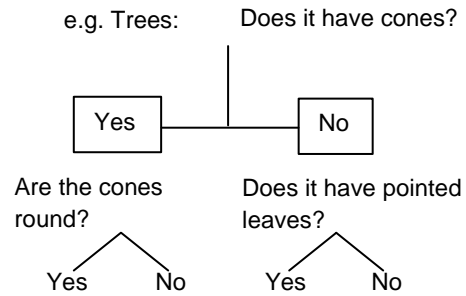
TKT: CLIL Part 2: Resources including multi-media and visual organisers – Participant’s Worksheet 1

Match the visual organiser with its name and purpose on Participant’s Worksheet 2.

1 _____



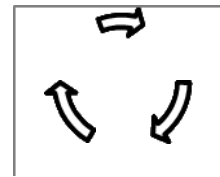
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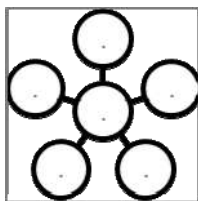
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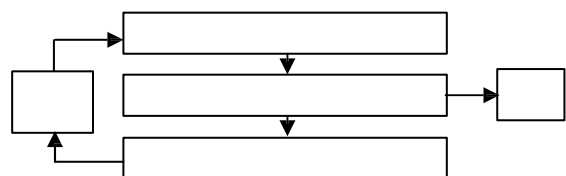
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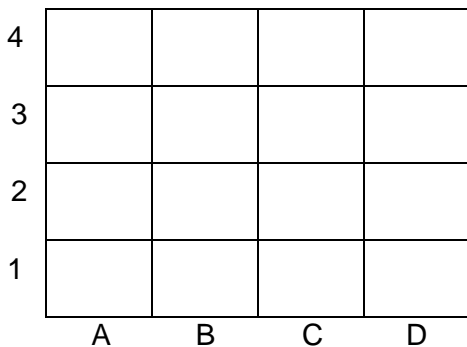
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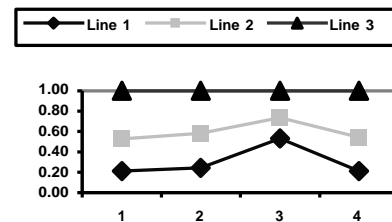
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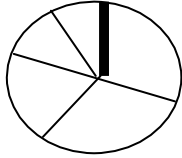


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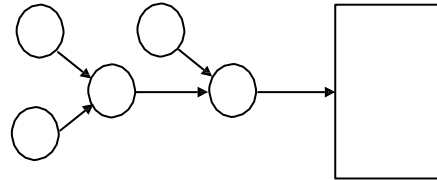




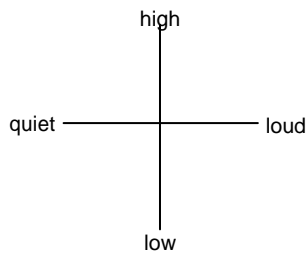
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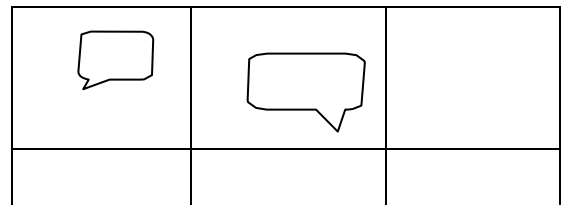
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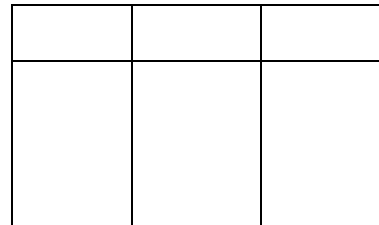
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14



15





TKT: CLIL Part 2: Resources including multi-media and visual organisers – Participant's Worksheet 2

Match these different types of visual organiser with the examples on Participant's Worksheet 1.

name	purpose
A cycle	to show a series of events which happen again and again
B cause effect diagram	to show a cause- effect relationship which leads to a specific outcome
C grid	to show locations of places
D pie chart	to show different amounts of frequencies as parts of a circle
E table	to classify information or for summarising
F T-chart	to show two sides of a topic such as; for and against an argument; advantages and disadvantages
G Carroll diagram	to sort yes/ no information according to two sets of criteria
H bar graph or bar chart	to show frequency or quantity
I time line	to show events usually in chronological order
J binary key	to divide information into two parts using a series of questions, each of which has only two possible answers
K flow chart	to show the order of a process or the order of how decisions are made
L mind map	to show facts and their relationships about specific people, places, objects, events, ideas
M line graph	to show a trend or data using X and Y axes
N quadrants	to show connections between four concepts e.g. high and loud, low and quiet
O story board	to plan and write a series of events in a story, sometimes with speech and thought bubbles



TKT: CLIL Part 2: Resources including multi-media and visual organisers –Participant’s Worksheet 3

Match the examples of uses of multi-media with the reasons for using them. Some reasons can be used more than once.

1 The teacher uses a PowerPoint presentation to introduce a new curricular topic.	A to support understanding of the description of a process
2 Learners word process texts in the computer lab.	B to sort and organise information into tables
3 Learners do web searches in small groups.	C to present content in a variety of forms including text in small chunks, links to video clips and websites
4 The teacher inserts images and a visual organiser on a worksheet about life cycles.	D to produce a final draft of written work
5 Learners use databases to report on results of a survey.	E to encourage learner autonomy



TKT: CLIL Part 2: Resources including multi-media and visual organisers – Sample Task

For questions 1 – 6, look at the teachers' comments about visual organisers and the three possible examples of visual organisers listed **A**, **B** and **C**.

Choose the visual organiser which matches the teacher's comment.

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

1. I'd like learners to compare the temperatures and rainfall in two cities for each month last year.
 - A a cycle
 - B a Carroll diagram
 - C a bar chart
2. My learners need to practise identifying different types of plants by asking and answering a series of questions
 - A a line graph
 - B a binary key
 - C a time line
3. All of my class need to be able to categorise information into facts and opinions
 - A a storyboard
 - B a T-chart
 - C quadrants
4. Most of the class need to be able to show similarities and differences between political leaders.
 - A a time line
 - B a cause-effect diagram
 - C a Venn diagram
5. It helps learners to classify information if I give them columns with headings.
 - A a table
 - B a pie chart
 - C a flow diagram
6. Learners must be able to read coordinates on maps of different scales.
 - A a grid
 - B a mind map
 - C tree diagram