



Cambridge English

TKT

Teaching Knowledge Test

TKT: CLIL (Content and Language Integrated Learning)



For questions 1 – 7, match the classroom activities with the main learning objectives listed A – D.
Mark the correct letter (A – D) on your answer sheet.

Main learning objectives

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

Classroom activities

- 1 Learners find out about attitudes to keeping fit in different societies.
- 2 Learners put the names of different habitats in the spaces on the world map.
- 3 Learners observe the effect that different weights have on the length of a steel spring, and consider why this happens.
- 4 Learners find out how their classmates gathered information for their marketing projects.
- 5 Learners label a diagram of the digestive system.
- 6 Learners research how musical instruments are used to celebrate different national days.
- 7 Learners rank the factors leading to the unification of Italy in order of importance.

For questions 8 – 14, look at the tasks and the three features of language (A, B and C).

Choose the feature of language which matches the task.
Mark the correct letter (A, B or C) on your answer sheet.

- 8 Describing how a fridge works and writing an essay about the history of the first motor cars
 - A passive forms
 - B negative imperatives
 - C modal verbs for expressing obligation
- 9 Interviewing another student about the sports they like/dislike and describing a landscape
 - A sequencing words
 - B present tenses
 - C adverbs of frequency
- 10 Producing a leaflet about saving energy in the home and writing instructions for using a computer game
 - A the past tense
 - B positive imperatives
 - C modal verbs for inviting
- 11 Writing a maths problem and designing a class survey about transport
 - A modal verbs for giving advice
 - B superlatives
 - C question forms
- 12 Predicting the results of a science experiment and planning who does what for the next group history project
 - A future forms
 - B prepositions of place
 - C technical vocabulary
- 13 Writing recommendations about services offered by local banks and doing a group project about three countries
 - A prepositions of time
 - B comparatives
 - C reported speech
- 14 Labelling a poster about the sections of an orchestra and talking with a partner about daily eating habits
 - A vocabulary for expressing feelings
 - B conditionals
 - C singular and plural forms of nouns

For questions 15 – 19, look at the communicative functions and the three ways of expressing them, listed **A, B** and **C**.

Two of the ways are appropriate for each function. One of the ways is **NOT**.

Mark the way (**A, B** or **C**) which does **NOT** express the function on your answer sheet.

15 Clarifying what you want to say

- A 'What I mean is that the economy is likely to improve next year.'
- B 'I think the main point is that employers should increase wages.'
- C 'To give an example, I believe employees need to co-operate with employers.'

16 Presenting solutions

- A 'One thing we could do is measure the amounts shown in the charts.'
- B 'Solving the equation is really important for working out the answers.'
- C 'The best way of dealing with the data is to present it in a line graph.'

17 Disagreeing

- A 'That might be the reason for using Excel. I think, however, we need to check the data first.'
- B 'I see what you're saying. On the other hand, word processing is quicker.'
- C 'Actually, it's not a bad idea. I believe trying different search engines will help us.'

18 Inviting others' opinions

- A 'Have you got any suggestions about what his motives might be?'
- B 'Could you just think about his motives for a few minutes?'
- C 'Can you tell us what you think about his motives?'

19 Asking for clarification

- A 'Did you understand it?'
- B 'Do you mean that it's wrong?'
- C 'That's what you're trying to say, isn't it?'

For questions 20 – 25, look at the activities and the three cognitive skills listed **A, B** and **C**.

Choose the cognitive skill which matches each activity.

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

20 Read your partner's description of a rainforest ecosystem, and then suggest four improvements to the description.

- A planning
- B evaluating
- C categorising

21 Look at the four musical instruments in the picture, and discuss why they are used in different musical contexts.

- A analysing
- B ranking
- C predicting

22 Look at the three descriptions of fish that live in caves. Write down the similarities, and say why you think these fish have all evolved in these ways.

- A imagining
- B contrasting
- C reasoning

23 In your groups, design a diagram to go on a poster about wasting water.

- A calculating
- B composing
- C distinguishing

24 Change the percentage for the amount of tax each person pays, and see if their income is what you calculated.

- A classifying
- B defining a problem
- C testing a hypothesis

25 Look at these rules for how eye colour is inherited, and work out how likely the children are to have brown eyes.

- A deducing from data
- B comparing information
- C recognising a hypothesis

For questions 26 – 31, match the extracts from a lesson plan with the planning 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.

Planning headings

A	Intended learning outcomes
B	Activities
C	Resources
D	Language of learning
E	Thinking skills
F	Classroom assessment
G	Differentiation

Extracts from a lesson plan

- 26 deciding, recalling, analysing
- 27 Most learners can identify quadrilaterals.
- 28 2-D/sides/angles
- 29 a selection of 2-D shapes, including quadrilaterals
- 30 sort shapes into two groups with a partner
- 31 know that quadrilaterals have four sides

For questions 32 – 38, match the teachers' lesson aims with the types of text genre 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.

Text genres

A	article
B	song
C	report
D	narrative
E	description
F	advertisement
G	instructions
H	letter

Teachers' lesson aims

- 32 To enable learners to write about the features of a landscape.
- 33 To enable learners to write a sports news item in the school magazine.
- 34 To enable learners to produce typical business communication with customers.
- 35 To enable learners to tell a personal story in the past tense in a literacy class.
- 36 To enable learners to express themselves through music.
- 37 To enable learners to write about the results of an investigation in a science class.
- 38 To enable learners to write down a recipe they have created.

For questions 39 – 45, match the learners' comments on materials with the ways of adapting materials listed A, B and C.

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

Ways of adapting materials

- A include a glossary
- B include visual support
- C modify the text

Learners' comments

- 39 I couldn't fully understand the text about how the heart works. It was hard to imagine how all the different veins and arteries are connected to the heart.
- 40 I had to look up so many words to try to understand the labels on the diagram that I didn't have time to finish the report.
- 41 The teacher told us to write down facts about the important dates, but there was so much information I couldn't work out which dates these were.
- 42 The stories of the explorers were really exciting, but I wanted it to be clearer which route they all followed on their journeys around the world.
- 43 The video about volcanoes was really good but reading the coursebook afterwards was boring and took a long time.
- 44 I spent such a long time talking to my partner about the meaning of the vocabulary in the text about classical art that we didn't have time to work out the answers.
- 45 The business report was very confusing because there were so many technical terms that I hadn't seen before.

For questions 46 – 50, match the CLIL activities with the activity types 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.

Activity types

- A information transfer
- B jumbled sentences
- C brainstorming
- D visualisation
- E survey
- F ranking

CLIL activities

- 46 **Which of these inventions is most useful to humans? Number them from most useful (1) to least useful (5)**
the light bulb penicillin the wheel the mobile phone plastic
- 47 Think of as many ways as you can for the school to save energy.
- 48 **Put this text into the correct order.**
Then, like electricity, it goes into a meter.
Thin pipes take the gas to different parts of the house.
In towns, gas, like water, often comes into a building from an underground pipe.
- 49 You are ready to start a 1500-metre race. Take time to remember all the training and preparation you have done. Now you are walking up to the starting line. Think about your start. Will you start quickly or go slowly at first? What will your strategy be in the final part of the race? It's nearly time to start.
- 50 Many objects around you contain electromagnets. They are found in electrical motors and loudspeakers. Very large and powerful electromagnets are used as lifting magnets to pick up, then drop old cars, and other old iron and steel.
Where you can find electromagnets What you can use electromagnets for

For questions 57 – 64, match the teachers' words with the scaffolding techniques listed A – E. Mark the correct letter (A – E) on your answer sheet.

Scaffolding techniques

- A** showing learners how to do the task
- B** stating the learning outcome of the task
- C** encouraging learners to do the task
- D** checking and clarifying understanding during the task
- E** reviewing the process involved in doing the task

Teachers' words

- 57** 'Just try the new paint and we can check it when it has dried.'
- 58** 'OK, so the first thing I do is click on the icon here, and then drag it into the desktop.'
- 59** 'So, what was the most difficult part of working out the percentage?'
- 60** 'Let's look at how you organised the data.'
- 61** 'So, what we're going to do is learn about how the engine of the car works.'
- 62** 'Why don't you go to the internet and find out the date Shakespeare was born?'
- 63** 'OK, can anyone tell me why we are using the passive to describe how the wind turbine works?'
- 64** 'Are you trying to find out the number of people in the class with brown eyes or brown hair?'

For questions 51 – 56, look at the cognitive demands and the three questions a teacher could ask (A, B and C).

Choose the teacher's question which matches the cognitive demand.

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

51

Comparing and contrasting

- A** 'Where is the fastest part of the river in this picture?'
- B** 'What are the main similarities and differences between the two rivers on your map?'
- C** 'What do you think happens to the speed of the water when the river gets wider?'

52

Reasoning

- A** 'Which sports rule would it be hardest to explain to someone who didn't know how to play?'
- B** 'Can you tell your partner which equipment she needs to bring to play badminton?'
- C** 'How do we hold the racket when we are going to serve in tennis?'

53

Evaluating

- A** 'Why is it harder to walk up a hill than it is to walk down a hill?'
- B** 'What happens to your pencil if you drop it?'
- C** 'Which of these bikes is best for mountain biking?'

54

Recalling

- A** 'Who led the first voyage of exploration to sail round the world?'
- B** 'Why might sixteenth-century adventurers to the New World have felt afraid?'
- C** 'How do you think the compass revolutionised sea voyages?'

55

Analysing

- A** 'Can you remember who this woman is, the employer or the employee?'
- B** 'When is an employer able to break her contract with an employee?'
- C** 'What makes you think the employer's decision affected the employees' rights in this case?'

56

Creative thinking

- A** 'Which colours are the primary colours in this abstract painting?'
- B** 'Are there more warm colours than cold colours in this landscape?'
- C** 'How would you change the artist's use of colour in this portrait?'

For questions 65 – 70, match the learners' comments about their work with the learning strategies listed A – G.

Mark the correct option (A – G) on your answer sheet.
There is one extra option which you do not need to use.

Learning strategies

- A reviewing
- B planning
- C organising
- D using L1 knowledge to understand L2
- E guessing from context
- F identifying and using chunks of language
- G notetaking

Learners' comments

- 65 'Before doing the experiment, we talked about the equipment we would need.'
- 66 'I put the biology notes into different folders according to the topics in our coursebook.'
- 67 'I noticed that the text sometimes said 'is made of' so I included that in my report, too.'
- 68 "'Mousemat' is a strange word, but I used the diagram to work out its meaning.'
- 69 'I wrote down the important points about respiration, as I thought they might be useful when I had to explain it in my own words.'
- 70 'I looked through my notes on algebra, and tried to remember how to do the equations.'

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 portfolio
- B formative
- C summative
- D self-assessment
- E peer assessment
- F performance assessment

Assessment activities

- 71 The teacher gives the learners feedback about how far they have achieved the learning outcomes during the lesson.
- 72 Learners keep examples of their best IT work and show them all together at the end of the term or year.
- 73 Learners read each other's projects on local politics and write comments on them.
- 74 The teacher gives a history test at the end of term that covers all the work that has been done that term.
- 75 Learners go through a checklist and decide which areas of technical graphics they understand, and which they need to work on more.

For questions 76 – 80, match the assessment situations with the assessment scaffolding 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.

Assessment scaffolding strategies

- A provide writing frames
- B simplify language structures
- C provide a glossary of subject-specific vocabulary
- D read instructions more than once
- E give examples
- F provide extra time

Assessment situations

You want to help learners

76

understand key words.

77

process and write down all their ideas in the target language.

78

see the kinds of answer they are required to give.

79

understand exactly what they need to do.

80

draft a well-organised report.

Answer key

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

Sample answer sheet



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

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Candidate Name

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Candidate Signature _____

Examination Title

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Supervisor:

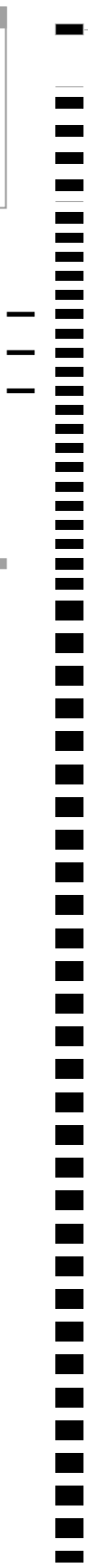
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9	9	9	9



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:



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
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