



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:

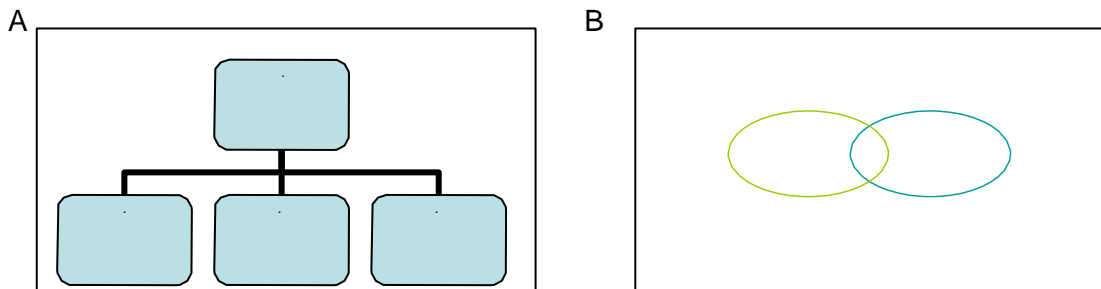
- Participant's Worksheet 1 (one for each participant)
- Participant's Worksheet 2 (one for each small group of participants)
- Participant's Worksheet 3 (one copy for each participant)
- Sample Task (one for each participant)

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

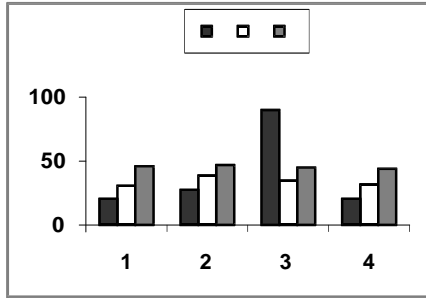
1 C 2 B 3 B 4 C 5 A 6 A



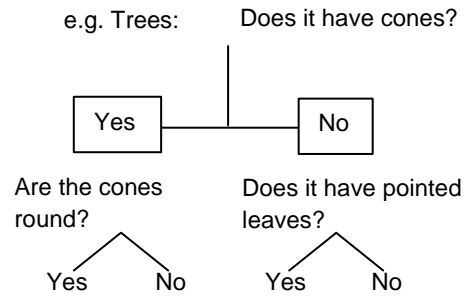
TKT: CLIL Part 2: Resources including multi-media and visual organisers – Participant’s Worksheet 1

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

1 _____



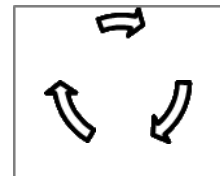
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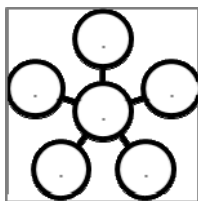
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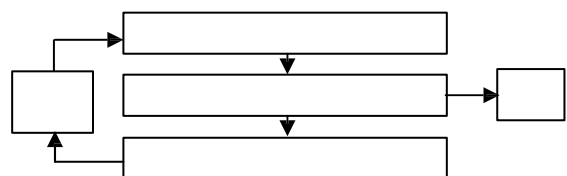
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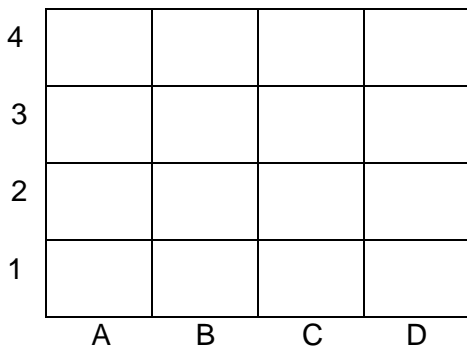
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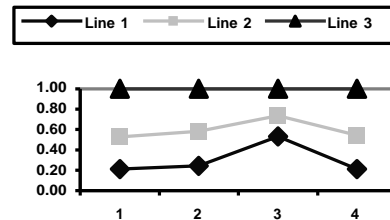
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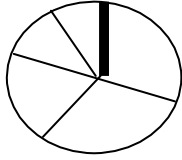


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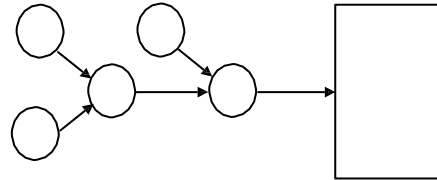




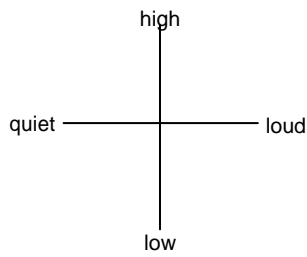
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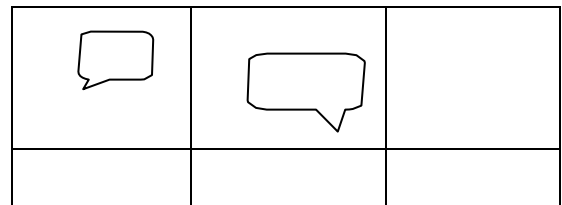
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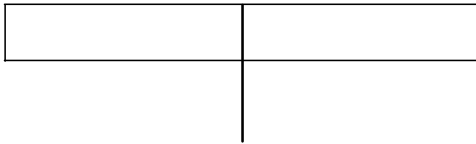
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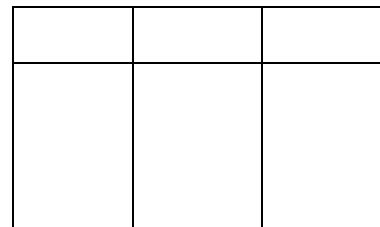
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TKT: CLIL Part 2: Resources including multi-media and visual organisers – Participant's Worksheet 2

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