



TKT: CLIL Part 1: Aims and rationale for CLIL – trainer’s notes

Description

This activity helps develop an understanding of Coyle’s ‘4 Cs’ framework for CLIL: Participants discuss different activities and decide the main focus of the activity. It could be developing content vocabulary and structures, developing communication skills, developing cognitive skills or developing awareness of cultural issues.

Time required: 45 minutes

Materials required:

- *Participant’s Worksheet 1 (cut into strips)*
- *Participant’s Worksheet 2 (one for each group)*
- *Sample task (one for each participant)*

Aims:

- to know about the 4 Cs of CLIL
- to be able to differentiate the 4 Cs
- to be able to identify the main focus of classroom activities and give reasons for choosing the main focus

Procedure

1. Before the session, copy and cut up **Participant’s worksheet 1** so there are enough strips for one set per group of 3 or 4 participants. Copy **Participant’s worksheet 2** so there is one for each group or 3 or 4. Copy the **Sample Task** for each participant.
2. (5 minutes) Put participants into groups of 3 or 4. Give each group 12 strips of paper cut from **Participant’s worksheet 1**. Groups of 3 take four strips each; groups of four take three strips each. Tell participants that each strip has an activity related to the development of one of the 4 Cs of CLIL: content, communication, cognition and culture. Give each group a copy of **Participant’s worksheet 2**, the column dictation.
3. (10 minutes) Participants read out their strips in turn, according to the number on them. They don’t show the strips to the other members of the group. They discuss which of the 4 Cs is being developed and then agree which column the activity goes into. The strip can be read out again while each participant writes down the words that have been read out.
4. (5 minutes) Participants then compare their decisions with another group to see if they agree which of the 4 Cs is being developed in the activity.
5. Feed back together so that participants can share their answers (**see Key below**).
6. (15 minutes) Give out the **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
7. (5 minutes) Plenary to summarise points covered. Ask participants:



- **What is the TKT: CLIL syllabus area of knowledge for this lesson?** (the aims of CLIL: the 4Cs framework)
- **Which of the activities do you do with your students?** (participants share ideas. Point out that they are all examples of good CLIL activities.)
- **Why is knowledge of the 4Cs useful for CLIL teachers?** (Participants share ideas and **see Key below**).

Additional information

- See TKT: CLIL Handbook for a further example of a test from Part 1: Aims of and rationale for CLIL.
- See TKT: CLIL Handbook for a full list of CLIL aims.
- The TKT: CLIL Handbook is available to download at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>



TKT: CLIL Part 1: Aims and rationale for CLIL – answer keys

Key to Procedure Step 7

Knowledge of the 4Cs is useful for :

1. planning lessons
2. ensuring learners communicate during the lesson, e.g. When do learners participate in pair work or group work tasks?
3. encouraging teachers to think of the cognitive demands of the lesson
4. encouraging teachers to think of cultural links across the curriculum, e.g.
 - a. geography: rivers – finding out about the history of river trade
 - b. maths: symmetry – finding examples of symmetry in nature (science and art)

Key to Participant's Worksheet 1

<i>Developing content vocabulary</i>	<i>Developing communication skills</i>	<i>Developing cognitive skills</i>	<i>Developing an awareness of community issues</i>
<p>2. recording new phrases and examples presented in geography: population growth; population pyramid</p> <p>5. writing a list of musical instruments and what they are made of</p> <p>12. completing a substitution table</p>	<p>3. suggesting improvements to another group's design</p> <p>7. describing a painting seen in an art gallery</p> <p>9. using sentence starters to write instructions for a partner to make a design.</p> <p>11. explaining an economic process to the class</p>	<p>1. analysing data on a graph</p> <p>4. evaluating results of an experiment</p> <p>8. hypothesising about the causes of historical events</p>	<p>6. finding out about local plans for creating more green spaces</p> <p>10. reading about energy efficient public transport systems in different cities</p>



Key to Sample Task

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



TKT: CLIL Part 1: Aims and rationale for CLIL – Participant's Worksheet 1

1. analysing data on a graph
2. recording new phrases and examples presented in geography: population growth, population pyramid
3. suggesting improvements to another group's design
4. evaluating results of an experiment
5. completing a list of musical instruments and what they are made of
6. finding out about local plans for creating more green spaces
7. describing a painting seen in an art gallery
8. ordering events chronologically
9. using sentence starters to write instructions for a partner to make a design
10. reading about energy efficient public transport systems in different cities
11. explaining an economic process to a partner
12. completing a substitution table



**TKT: CLIL Part 1: Aims and rationale for CLIL – Participant's
Worksheet 2**

<i>Developing content vocabulary</i>	<i>Developing communication skills</i>	<i>Developing cognitive skills</i>	<i>Developing an awareness of community issues</i>

© UCLES 2009. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made. For further information see our Terms of Use at <http://www.teachers.cambridgeesol.org/ts/legalinfo>



TKT: CLIL Part 1: Aims and rationale for CLIL – Sample Task

For questions 1 – 7, match the classroom activities with the aims of CLIL 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.

Aims of CLIL

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

Classroom activities

- 1 Learners discuss in groups how they set up their science experiments.
- 2 Learners do a web search to find out about ways of recycling rubbish in a number of places.
- 3 The teacher highlights parts of a river from a geography text which the class has just read.
- 4 Learners give PowerPoint presentations about uses of solar energy.
- 5 Learners evaluate their own reports according to criteria about text organisation.
- 6 Learners must agree with two other classmates about the outcome of competition.
- 7 Learners read a short text about a food chain then note down the plants and animals in a flow diagram.

Answers:

1 2 3 4 5 6 7
