



## TKT: CLIL Part 1: Communication skills across the curriculum – teacher's notes

### Description

This activity aims to develop participants' understanding of different types of communication used by teachers and learners in CLIL contexts.

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**Time required:** 50 minutes

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**Materials required:**

- *Participant's Worksheet 1 (one for each participant)*
- *Participant's Worksheet 2 (cut up for each pair of participants)*
- *Sample Task (one for each participant)*

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### Aims:

- *to know about a range of communication skills used in subjects across the curriculum*
  - *to be able to match communication skills with example sentences*
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### Procedure

1. Before the session, cut up **Participants' Worksheet 2** into cards so there are enough for one set for every pair of participants. Copy **Participant's Worksheet 1** and the **Sample Task**.
2. Write these two sentences on the board:
  - *Conditions improved as a result of better harvests.*
  - *The rulers needed educated workers to rule their countries.*

Ask participants:

- **Which sentence expresses a purpose?** (*the second*)
- **Which sentence expresses cause and effect?** (*the first*)

Explain that the activity will help them identify sentences with their communicative purpose.

3. Give each pair of participants a copy of **Participant's Worksheet 1** and a set of 12 cards from **Participant's Worksheet 2** between them. Ask them to match each sentence on their worksheets with one of the reasons for the communication written on the cards.
4. Check answers with another pair then check answers together (**see Key below**). Tell participants that the reasons for communication are commonly used in class and that knowledge of these and other communication skills is tested in **TKT: CLIL Part 1**. Elicit further examples of communication skills, e.g. agreeing and disagreeing; asking questions; comparing and contrasting; to express ideas; to generalise; to instruct; to interpret data; to persuade (see list in the TKT: CLIL Handbook).



5. Ask participants to work with their partners and to write examples of six of the types of communication from their subject areas in the final column. Ask for their ideas.
6. Give out **the Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner. Check answers with the whole group.
7. Plenary to summarise points covered. Ask participants:
  - **What is the TKT: CLIL Module syllabus area for this lesson?** (*communication skills across the curriculum*)
  - **What are candidates being tested on?** (*Candidates are tested on their knowledge of and ability to identify types of communication used in CLIL subjects.*)
  - **How can candidates prepare for this area of the syllabus?** (*Candidates can study the list of examples of learner language in the TKT: CLIL Handbook.*)

#### Additional information

- Further information on TKT: CLIL can be found at: <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/test-modules/>
- The TKT: CLIL Handbook is available to download at: <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- See also link to further TKT: CLIL materials at [www.cambridge.org/elt/tktclil](http://www.cambridge.org/elt/tktclil)



## TKT: CLIL Part 1: Communication skills across the curriculum – answer keys

### Key to Participant's Worksheet 1

Accept all appropriate examples from participants.

	<i>sentences from across the curriculum</i>	<i>reasons for communication</i>
1	Her opinion in this article is that all animal testing is wrong.	to explain a point of view
2	This graph shows the rise in vehicle exports.	to explain a diagram
3	What I mean is that you have to breathe in deeply.	to clarify what's been said
4	Life at that time was very difficult. Diseases such as malaria spread quickly.	to give an example
5	The Baltic Sea lies between Europe and the Scandinavian Peninsula	to describe a location
6	Why don't you try using a different pencil with a finer point?	to suggest a solution
7	Did you ask us to show the percentages in a pie chart or a bar chart?	to check instructions
8	Your different warm up stretching exercises worked well.	to evaluate work
9	We think the ecosystems will change because of the rise in temperatures.	to justify a prediction
10	Put the material on the machine bed, raise the cutter, then move the machine bed from left to right.	to describe a process
11	What might happen if an orchestra didn't have a conductor?	to hypothesise
12	When there is not enough rain, rivers can dry up.	to describe cause and effect

### Key to Sample Task

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



## TKT: CLIL Part 1: Communication skills across the curriculum – Participant’s Worksheet 1

Look at the table. In the second column there are sentences from subjects across the curriculum. Shuffle the 12 cards, and then decide which one describes the reason for the communication. Write it down. In the final column write an example of the communication from your subject.

	<i><b>sentences from across the curriculum</b></i>	<i><b>reasons for the communication</b></i>	<i><b>example from your subject</b></i>
1	Her opinion in this article is that all animal testing is wrong.		
2	This graph shows the rise of vehicle exports.		
3	What I mean is that you have to breathe in deeply.		
4	Diseases such as malaria spread quickly.		
5	The Baltic Sea lies between Europe and the Scandinavian Peninsula.		
6	Why don't you try using a different pencil with a finer point?		
7	Did you ask us to show the percentages in a pie chart or a bar graph?		
8	Your different warm up stretching exercises worked well.		
9	We think the ecosystems will change because of the rise in temperatures.		
10	Put the material on the machine bed, raise the cutter, then move the machine bed from left to right.		
11	What might happen if an orchestra didn't have a conductor?		
12	When there is not enough rain, rivers can dry up.		



**TKT: CLIL Part 1: Communication skills across the curriculum –  
Participant's Worksheet 2**

to give an example	to describe cause and effect	to suggest a solution
to check instructions	to describe location	to hypothesise
to clarify what's been said	to justify a prediction	to evaluate work
to describe a process	to explain a diagram	to explain a point of view



## TKT: CLIL Part 1: Communication skills across the curriculum – Sample Task

For questions 1–6, look at the communication skills and the three possible reasons listed **A**, **B** and **C**.

Choose the reason which matches the communication skill.

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

1. To avoid attack, many castles were built on high ground.  
A to describe events  
B to explain a fact  
C to contrast ideas
2. A social revolution is happening due to the influence of new technology.  
A to express agreement  
B to report a prediction  
C to describe cause and effect
3. In the last five years the government has passed several laws to control the use of guns.  
A to express obligation  
B to report recent events  
C to give instructions
4. The house is well planned but they could change the design of the roof so that it is not so flat.  
A to evaluate work  
B to explain a process  
C to express certainty
5. The table below shows the four main ingredients in 100g of salad dressing.  
A to describe an experiment  
B to give a demonstration  
C to explain a diagram
6. There are large 3-D forms painted in dark colours but also small 2-D shapes done in pale colours.  
A to compare and contrast  
B to describe an action  
C to interpret an opinion