



- **when they consolidate and/or differentiate**, e.g. *during or at the end of a lesson, in the next lesson, the following week, etc*
 - **who they consolidate and/or differentiate with**, e.g. *whole class, a group, an individual*
 - **how they consolidate and/or differentiate**, e.g. *personalising, re-reading, demonstrating again, using a different medium, etc*
7. 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 (**see Key below**).
8. Plenary to summarise points covered. Ask participants:
- **What is the TKT: CLIL Module syllabus area for this lesson?** (*consolidating learning and differentiation*)
 - **Which ways of consolidating and differentiating learning presented during this unit will you try out with your learners?** (*Participants state which new ways they will try out to consolidate and differentiate learning in CLIL contexts.*)
 - **How can candidates prepare for this area of the syllabus?** (*Candidates can record examples of when they consolidated learning and can try out some new methods and then record how successful they were. If they were not successful, how would they modify them? They can also see a list of ways to consolidate and differentiate learning in the TKT: CLIL Handbook which is on the Cambridge ESOL website.*)

Additional information

- The **TKT: CLIL Handbook** and the **TKT: CLIL Glossary** are available to download at <http://www.cambridgeesol.org/resources/teacher/tkt.html>
- See also link to further TKT: CLIL materials at www.cambridge.org/elt/tktclil



TKT: CLIL Part 2: Consolidating learning and differentiation – answer keys

Key to Procedure steps

Step 2:

- **Consolidation:** In CLIL, learners need time to consolidate what they have learned as they are processing both new content knowledge and new language. Learners need to activate what they have learned.
- **Differentiation:** We need to consider all learners but in particular those who have difficulties with learning and learning a language. We also need to consider those who need extended learning opportunities.

Key to Participant's Worksheet 1

1A: Consolidating learning

- | | |
|------------------------------|---|
| monitoring | <ul style="list-style-type: none">● to see where learners may have difficulties: content or language or both● to judge if the materials are at the right level |
| reviewing | <ul style="list-style-type: none">● to deepen understanding● to revisit subject-specific language and concepts before moving on |
| personalising learning | <ul style="list-style-type: none">● to make learning more meaningful and memorable● to make associations with learners' experience |
| encouraging learner autonomy | <ul style="list-style-type: none">● to give opportunities for developing individual interests● to enable independent research |

1B: Differentiating

- | | |
|-----------------------------|--|
| modifying input | <ul style="list-style-type: none">● to support understanding of the content and language being presented● to simplify language and provide visual support |
| modifying output | <ul style="list-style-type: none">● to support production of content and language● to facilitate communication of ideas |
| modifying learning outcomes | <ul style="list-style-type: none">● to help learners understand what they have to achieve● to provide evidence of what learners can do |
| modifying tasks | <ul style="list-style-type: none">● to help learners understand instructions for doing tasks● to enable learners to complete tasks |



Key to Participant's Worksheet 2

1 E 2 C 3 A 4 F 5 D 6 B

Key to Participant's Worksheet 3

1 G 2 D 3 H 4 B 5 I 6 F 7 A 8 C 9 E

Key to Sample Task

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



TKT: CLIL Part 2: Consolidating learning and differentiation – Participant's Worksheet 1

1A

Discuss how teachers can help consolidate learning. Think of two reasons why each of these ideas are important.

- monitoring
- reviewing
- personalising learning
- encouraging learner autonomy

1B

Discuss how teachers can help differentiate learning. Think of two reasons why each of these ideas are important

- modifying input
- modifying output
- modifying learning outcomes
- modifying tasks



TKT: CLIL Part 2: Consolidating learning and differentiation – Participant's Worksheet 2

Match the different ways of consolidating learning (1– 6) with the teachers' instructions (A – F).

ways of consolidating learning	teachers' instructions
1. demonstrating task again	A Use this web link to find information about a different business related to your project on fair trade.
2. personalising learning	B Look how this group planned the stages of their project before they started work on the environmental sculpture.
3. providing extension materials	C Think about the pictures of factories built nearly two hundred years ago. Tell me what is similar to our local shoe factory and what is different.
4. reviewing work through communicative activities	D Watch the video clip from YouTube and think of the photographs of coastal erosion in your books. Write down three things about the land forms which look the same in the photographs as those in the video.
5. revisiting work by using a different medium	E Watch how I throw the ball to my partner. This is what you saw me do last week.
6. using learners' work as a model	F With a partner, ask and answer four questions each about the advantages and disadvantages of nuclear energy.



TKT: CLIL Part 2: Consolidating learning and differentiation – Participant’s Worksheet 3

Match the subjects and subject examples (1–9) with the ways of differentiating learning (A–I).

<i>subjects</i>	<i>examples of subject tasks</i>
1 Art	studying designs on ceramic tiles from around the world
2 Economics	reading a report about the stages of a product life cycle
3 Geography	reading about population growth
4 History	analysing historical sources
5 ICT	defining components and functions of ICT systems
6 Maths	answering word problems about time
7 Music	studying themes and variations in music
8 PE	responding to instructions to do different gymnastic exercises
9 Science	studying different rock types

Ways of differentiating learning

- | | | |
|---|--|---|
| A Use a timeline to indicate the sequence of changes in melody during the composition | B Limit the number of old documents looked at and provide a glossary of key words | C Display a poster with labelled pictures of body positions e.g. curl, squat, stretch |
| D Provide a labelled graph showing sales and times | E Use labelled photographs of rocks and a table to classify different types | F Provide clock faces |
| G Label the features on examples e.g. straight lines, curves, start shapes, circles etc. | H Use headings for each paragraph and provide colour-coded maps and diagrams | I Provide a flow chart with a gap-fill task to complete about the different parts of the systems |



TKT: CLIL Part 2: Consolidating learning and differentiation – Sample Task

For questions 1 – 7, match the teachers' comments with the types of differentiation 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.

Types of differentiation

- | | |
|----------|--|
| A | differentiated input for less able learners |
| B | differentiated input for more able learners |
| C | differentiated output for less able learners |
| D | differentiated output for more able learners |

Teachers' comments

1. On this page there are ten maths problems but some learners will do the first five only.
2. For some learners I've included a section on how to evaluate a peer's musical performance so they can work with a partner independently.
3. I copied and pasted the worksheet, deleted the instructions and simplified the language.
4. Some learners should draw and label the 16th -century trade routes for different products instead of writing notes.
5. I want some learners to justify their reasons for changing the design of their PowerPoint slides.
6. I've included images of different types of energy as well as diagrams so they don't have to keep asking a friend what the words mean.
7. I deleted the glossary at the end of the document as I'd like some learners to predict meanings from the visuals.