



TKT: CLIL Part 2: Materials selection and adaptation – trainer’s notes

Description

This activity familiarises participants with how CLIL materials can be adapted and why. Participants discuss ways to select and adapt materials for CLIL with reference to a short text. They explore how and why materials have been adapted by teachers. Participants do a sample task from TKT: CLIL Part 2.

Time required: 40 minutes

Materials required:

- *Participant’s Worksheet 1 (one for each group of participants)*
- *Participant’s Worksheet 2 (one for each pair of participants)*
- *Sample Task (one for each participant)*

Aims:

- *to know about how to select and adapt materials for CLIL*
- *to be able to identify ways materials are adapted*

Procedure

1. Before the session, copy **Participant’s Worksheet 1** and **Participant’s Worksheet 2** so there are enough for each pair of participants. Copy the **Sample Task** for each participant.
2. Write the unit name on the board: *Materials selection and adaptation*. Tell participants they are going to read an extract from a CLIL text about a real café and then discuss three questions about the text. Group participants into threes or fours and hand out **Participant’s Worksheet 1** to each group. Feedback ideas (**see Key below**).
3. Discuss the importance of selecting appropriate materials for different subjects across the curriculum and of helping learners to understand the content of those materials.
4. Regroup participants and put into pairs. Hand out **Participant’s Worksheet 2** to each pair. They read the six pairs of materials (1–6) and decide what the teacher has done to adapt them (A–F). Compare answers with another pair. Check with whole class. (**see Key below**).
5. In their groups of four, participants discuss which ideas from **Participant’s Worksheet 2** they can use when they adapt materials.
 - Which are appropriate for their subject and which are not?
 - Find out if there are any other adaptations they make when using materials.
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 (**see Key below**).
7. Plenary to summarise points covered. Ask participants:

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- **What is the TKT: CLIL Module syllabus area for this lesson?** (*Materials selection and adaptation*)
- **What are candidates being tested on?** (*Candidates are tested on their knowledge of how to select and adapt materials for CLIL contexts.*)
- **How can candidates prepare for this area of the syllabus?** (*Candidates can look at CLIL course books and websites to see how to adapt materials. They can also see a list of examples of adapting materials in the **TKT: CLIL Handbook** and in the **TKT Handbook**, which are both on the Cambridge ESOL website.*)

Additional information

- See **TKT: CLIL Handbook** for a further example of a test from Part 2: **Materials selection and adaptation**
- 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 www.cambridge.org/elt/tktclil



TKT: CLIL Part 2: Materials selection and adaptation – answer keys

Key to Participant's Worksheet 1

- 1) **Which curricular subject is this for?** (*Business Studies/ Economics*)
- 2) **What is the purpose of the text?** (*to inform readers of the evolution of a company*)
- 3) **How could teachers help learners understand the structure of the text and its contents?** (*e.g.:*
 - *use a time line to show the three dates*
 - *use a glossary to explain key subject vocabulary*
 - *highlight key subject vocabulary (e.g. niche market, predictable, stagnant market, net profit) by underlining or using different font style or a word bank*
 - *add a picture of the café*

Key to Participant's Worksheet 2

1	E	highlighted key vocabulary
2	C	included a glossary
3	F	changed the layout of the text
4	A	simplified vocabulary
5	B	added a visual organiser
6	D	added a word bank

Key to Sample Task

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



TKT: CLIL Part 2: Materials selection and adaptation – Participant's Worksheet 1

Pret A Manger (Pret) began in 1986 when two friends borrowed £17,000 to open up a sandwich shop in London. Their idea was freshly-made, organic sandwiches. Pret created a niche market, adding quality and unusual fillings to a previously predictable and stagnant market. In 2007 Pret's annual sales were £220 million and it recorded a net profit of £23 million. In the UK Pret is growing strongly. It has also recently launched a new concept — the 'Pret Pod'. This is a kiosk-style satellite branch, in busy locations such as stations and airports.

(Adapted from *AQA AS Business Studies* © Philip Allan Updates)

Discuss:

- 1) Which curricular subject is this for?
- 2) What is the purpose of the text?
- 3) How could teachers help learners understand the structure of the text and its contents? Think of at least three adaptations you could make.



TKT: CLIL Part 2: Materials selection and adaptation – Participant’s Worksheet 2

Look at the six texts below.

A is the material before adaptation. **B** is the material after adaptation.

How was the material adapted? Match each text with the way in which the teacher adapted it from the box below.

- A simplified vocabulary
- B added a visual organiser
- C included a glossary
- D added a word bank
- E highlighted key vocabulary
- F changed the layout of text

1A	One of the most famous land-use models is one based on concentric rings. Each ring forms a land-use zone. This model suggests cities have grown outwards with the newest and most expensive housing on the edge of the city. It also suggests that land values fall as you move from the centre of the city.
1B	One of the most famous land-use models is one based on concentric rings . Each ring forms a land-use zone . This model suggests cities have grown outwards with the newest and most expensive housing on the edge of the city . It also suggests that land values fall as you move away from the centre of the city.
2A	This close up of a plant shows spore stalks. Here you can see a seed germinates and has put out a tiny root. Trees are groups of plants called vascular plants as they have vascular tissue to support them.
2B	This close up of a plant shows spore stalks. Here you can see a seed germinates and has put out a tiny root. Trees are groups of plants called vascular plants as they have vascular tissue to support them. <i>germinate: to sprout</i> <i>spore: a single cell that can grow into a plant</i> <i>vascular tissue: tissue that supports plants and carries food and water</i>



3A	Greek farmers grew many crops and kept different animals. Among the most important crops and animals were olives for eating and for olive oil, grain for flour to make bread, grapes for eating and for wine, sheep and goats for wool, milk and meat.	
3B	Greek farmers grew many crops and kept different animals. Among the most important crops and animals were: <ul style="list-style-type: none"> ③ olives for eating and for olive oil ③ grain for flour to make bread ③ grapes for eating and for wine ③ sheep and goats for wool, milk and meat. 	
4A	Bird strikes were a potential danger, owing to the train’s high speed. Having received instructions in how to use the cannon, designers subsequently fired it at their prototype. The effects were devastating, consequently, the engineers stopped the test.	
4B	Bird strikes were a possible danger because of the train’s high speed. Having received instructions in how to use the cannon, designers then fired it at their first working model. The effects were very bad so the engineers stopped the test.	
5A	Computer output is the visible or audible result of data processing- information that can be read, printed or heard by the user. It is processed as a result of instructions by programs which input raw data.	
5B	input data	data processing
6A	The heart is a very important organ. It is a muscle which pumps blood around your body. Blood leaves the heart and moves away from it in blood vessels called arteries. The blood returns to your heart in vessels called veins. They are the largest types of blood vessels in the body. Capillaries join arteries to veins.	
6B	The heart is a very important organ. It is a muscle which pumps blood around your body. Blood leaves the heart and moves away from it in blood vessels called arteries. The blood returns to your heart in vessels called veins. They are the largest types of blood vessels in the body. Capillaries join arteries to veins.	heart organ blood vessels: arteries veins



TKT: CLIL Part 2: Materials selection and adaptation – Sample Task

For questions 1 – 6, match the teachers' comments with the way they could adapt the materials 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.

Ways of adapting materials

- A insert visuals
- B omit unnecessary details
- C simplify vocabulary
- D highlight subject-specific vocabulary
- E insert a word bank
- F add a glossary
- G add a visual organiser

Teachers' Comments

1. My class understand there are different economic systems and know an example of each but they don't need all this information with examples from every continent.
2. I need to help my learners understand the structure of the text with a flow chart and a few notes.
3. With young learners it really helps if they can see a list of the science words they need to use on their worksheets.
4. The learners know how to do the calculations but there are so many new words in this maths section that I need to provide a quick way for them to check meanings.
5. Learners have to read a lot of information about the development of art in the 20th century so I need to help them to focus on the key words as they read them.
6. There are many facts about the landscapes around the island but I think the learners need some images to help them understand the different land forms.