



# Cambridge English

# TKT

Teaching Knowledge Test

*CLIL Glossary 2015*

*(Content and Language Integrated Learning)*



# Teaching Knowledge Test: Content and Language Integrated Learning

## Glossary of terms and concepts used in TKT: CLIL

The glossary is organised alphabetically. It begins with a definition of CLIL and some terms associated with CLIL. It continues with terms and concepts presented in Parts 1 and 2 of the TKT: CLIL syllabus. It should be read **in conjunction with** the general TKT Glossary, which can be found on the Cambridge English Language Assessment public website.

### Definition of CLIL

#### CLIL: Content and Language Integrated Learning

'CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.' (Marsh in Coyle: 2006)

### Terms associated with CLIL

#### CLIL contexts

The circumstances in which the CLIL approach is used.

**monolingual:** students in home country learning a subject through CLIL. Some students may be non-native speakers (e.g. Slovenia)

**bilingual:** students learn 30-50+% of their curricular subjects in a second or foreign language (e.g. regions of Spain and The Netherlands)

**multilingual:** students learn some curricular subjects in three or more languages (Basque Country, Cataluña)

**plurilingual:** students learn several languages, one or more of which may be through CLIL (Australia).

#### CLIL exposure

The percentage of CLIL teaching in a curriculum: Low = 5-14%, Medium = 15-49%, High = 50%+

#### Comparison of foreign language (FL) teaching and CLIL

Primary foreign language teaching and subject teaching in FL is compared in the table below:

Key Features	Foreign language teaching		Subject teaching in FL (CLIL)
	Conventional FL teaching	Content-based language teaching	
Priority in planning	Language	Language	Subject
Taught by:	Language or class teacher	Language or class teacher	Class teacher
Assessed as:	Language	Language	Subject
Viewed as:	Language teaching	Language teaching	Subject teaching
Materials	Language	Language/subject	Subject
Syllabus	Language syllabus: general purposes	Language syllabus: CALP	Content syllabus and CALP
Methodology	FLT methodology	Language-supportive teaching	Language-supportive subject-teaching desirable

From: Clegg, J (2003) *Teaching subjects through a foreign language in the primary school*

**Additional language(s)**

Used to refer to any language other than the first or home language or mother tongue.

**Bilingual** (in CLIL contexts)

Learners studying several curricular subjects in a non-native language. These learners are sometimes referred to as classroom bilinguals.

**CBI: Content-based instruction** (US)

Non-native speakers, often from minority language groups, learning a non-native language to enable them to integrate into mainstream classes.

**EAL: English as an Additional Language** (UK and British schools overseas)

Learning and supporting learning of the national curriculum for learners whose first or home language is not English.

**Home language**

The main language used in the home. Sometimes referred to as 'primary' or first language.

**ILT(L)P: Intercultural Language Teaching and Learning in Practice**

Students learning languages and learning about the culture of three or more societies (Australia).

**Immersion**

Programmes where most or all of the subject content is taught through a second language (originating and often associated with Canada). Common to all models of immersion are key factors: intensity, time and exposure. Immersion programmes are described as 'early' (pre-school or start of education at 5-6 years old), 'delayed' (8-14 years old) or 'late' (14+ and adults) Johnstone, R.M. (2008).

**Partial immersion**

Usually 50-60% of curriculum subjects taught in the target language (The Netherlands, Egypt).

**Language demands**

What learners need to understand from teacher, or other input from subject textbooks and digital materials, when they study subjects in a non-native language. In CLIL, learners need to understand both general and academic vocabulary as well as the sentence and text level features of subject materials.

**Language demands analysis**

The analysis which a subject or a language teacher makes of the language demands placed on learners from subject input. This analysis is part of lesson planning in CLIL. On the basis of the analysis, teachers can decide when learners need language support.

**Language needs**

The language needs which specific learners in any group have when studying a particular curricular subject, lesson, coursebook or other materials. Subject lessons make language demands on a whole class whereas individuals in the class have individual language needs related to those demands.

**Language showers**

Regular, short, continual exposure to a CLIL subject delivered in the target language for about 15 or 30 minutes several times a week. Language showers are more common in primary CLIL and usually involve one subject area such as art or maths.

**Learners**

CLIL covers primary, secondary and tertiary contexts. Learners, rather than students or pupils, describes this wide age range.

**Medium of instruction**

The language used as the medium for school learning.

**Target language**

The non-native language used in a CLIL approach.

## Parts 1, 2A, B and C of the TKT: CLIL module

### **Activate prior/previous knowledge** phrase

To encourage learners to produce language or ideas they already know about a CLIL subject before it is taught, e.g. *Tell me six words connected with electricity. Think of three sources of electricity.*

### **Animation** noun

Making many images so that they appear to move on a screen, e.g. computer animation.

### **Anticipated problems** phrase

Problems which teachers think learners could face during a lesson. These could be problems related to understanding subject content, language or practical skills.

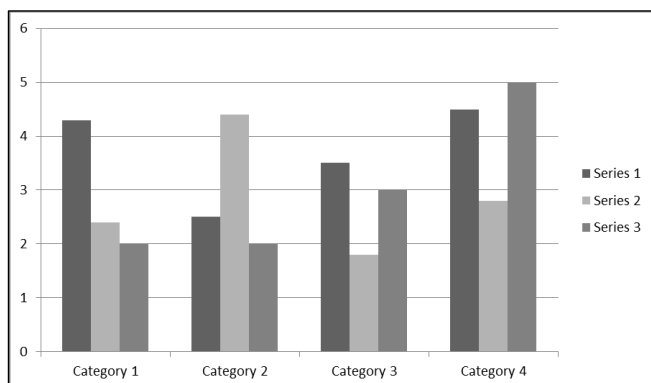
### **Assessment criteria** noun

Statements written in order to judge how well or how far learners have achieved the learning outcomes of a CLIL lesson or series of lessons. For example,

- learning outcome: to describe the life-cycle of a butterfly
- criteria: the number of stages in the life cycle the learner correctly describes and how well the learner links them.

### **Bar chart** noun

A chart which shows the frequency of data, using rectangles which are the same width, e.g. to show the number of girls, boys and teachers who play three different types of sports etc.



### **BICS: Basic Interpersonal Communicative Skills** phrase

Those skills needed for everyday conversational talk. Examples are: greetings, stating likes and dislikes, describing the weather. In Cummins' research with immigrant pupils in Canada, most students were found to achieve BICS after two or three years of education. Tasks associated with BICS are usually less demanding. Cognitive processes linked to BICS include: identifying specific information, naming objects, matching and sorting objects into sets.

### **Blog** noun

People's thoughts, ideas or opinions which they write on the Internet for others to read.

### **Bold font** noun

A dark style of letters which can be selected on the computer toolbar.

### **Bullet points** noun

Small black dots which mark separate words or parts of text, often used in forming lists of key points.

### **CALP: Cognitive Academic Language Proficiency** phrase

This is the language competence required for studying curricular subjects in a non-native language. CALP refers to the language of academic learning. The language learned is cognitively demanding and often impersonal, e.g. listening to lectures on abstract topics, writing essays. Researchers have found that it takes learners five to seven years to attain a level of English suitable for academic school study. The time depends on the learning context as well as learners' prior

knowledge of content and language. Cognitive processes linked to CALP include: justifying opinions, forming hypotheses and evaluating evidence.

**Carroll diagram:** see **visual organisers**.

**Cause and effect** phrase

The reason something happens and the result of it.

**Chronological** adjective

When events are related in order of when they happened.

**Citizenship** noun

When learners are taught to think of themselves as part of a larger group in society and to respect how others live and learn. Responsibility to self, others and the environment is developed. Older learners often study topics such as human rights, democracy and culture.

**Classify** verb

To put things into particular groups according to the features that they have, e.g. birds, fish and insects. Associated verbs: *classify; categorise; group; put into*.

**Code switching** phrase

Communicating in the target language then using some L1 or using the target language, some L1 then changing back to using the target language.

**Cognition** noun

The third of Coyle's four Cs in the 4C Framework of CLIL. Cognition involves cognitive processes or thinking skills such as remembering, understanding and applying, analysing, evaluating and creative thinking. The six main cognitive processes are listed below with associated verbs and examples of activities which develop the thinking skills:

Processes	Associated verbs	examples of activities
remembering	recognise, recall	label, list, identify, match, name, recite, spell, state facts, tell
understanding	explain, interpret	classify, compare, define, describe, draw, give examples, order, predict, sequence, translate
applying	carry out, do	calculate, experiment, find out, interview, prepare, present, research, show
analysing	examine, reason	analyse, choose, decide, deduce, examine, give reasons, justify, show the difference between, solve
evaluating	evaluate, assess	conclude, consider, give an opinion, judge, prove, rate, recommend
creating	make, produce	build, change, compose, create, design, imagine, invent

Adapted from: Coyle, Hood and Marsh (2010) *CLIL* Cambridge: Cambridge University Press.

See: **The 4Cs of CLIL**

**Collate** verb

To gather information, then arrange it in a particular order, e.g. when ordering data on a computer spreadsheet.

**Combine** verb

To put things together, e.g. *combine these liquids to make a different solution*.

**Communication** noun

The second of Coyle's four Cs in the 4C Framework of CLIL. Learners are encouraged to produce subject-specific language orally as well as in writing, and to participate in meaningful interaction. See **The 4Cs of CLIL**

**Compare and contrast** verbs

To look for similarities and differences between two or more objects, people, places etc. Associated verbs: *compare; contrast; distinguish; differentiate*.

**Competences** noun

The knowledge, skills and attitudes for learning across the curriculum. Competences can be communicative, linguistic, artistic, digital, mathematical and social.

**Completion activities** noun

Finishing words, sentences, diagrams, tables, etc. by adding missing information.

**Compose** verb

To create something such as a piece of music, art or writing.

**Content** noun

The first of Coyle's four Cs in the 4C Framework of CLIL. Content refers to the subject-specific content of curricular subjects taught through the target language include. Subjects include art, citizenship, classics, design technology, economics, environmental studies, geography, history, information computer technology (ICT), maths, music, physical education (PE), philosophy, politics, religious education (RE), science. See **The 4Cs of CLIL**

**Contextualise** verb

1. (language) To show the meanings of words used in particular sentences, e.g. *It's a light material, not a heavy one. It's a light wind, not a strong one. It's a light article, not a serious one.*
2. (learning) To relate new curricular content and materials to the experience and environment of learners, e.g. learners studying natural resources can study those in their immediate surroundings.

**Creative thinking** noun

Thinking skills such as those used to imagine, to solve problems and to think of new ideas. Associated verbs: *imagine; build; change; compose; design; invent; make up; plan; produce; suppose.*

**Criteria:** see **assessment criteria.**

**Critical thinking** noun

Thinking skills used for determining the accuracy or authenticity of something and the ability to look for reasons and alternatives and then evaluate them. Associated verbs: *analyse, examine, explain, give reasons, justify.*

**Culture** noun

The fourth of Coyle's four Cs in the 4C Framework of CLIL. Sometimes culture in CLIL is taught as part of the subject of citizenship. See **The 4Cs of CLIL**

**Curriculum fit** noun

In CLIL, how lessons and topics fit in with the subject curriculum. The CLIL syllabus is often linked to the L1 curriculum and teachers are encouraged to make links to other curricular subjects, e.g. when teaching learners how to interpret line graphs in maths, teachers can use line graphs showing temperature changes in geography.

**Cycle:** see **visual organisers.**

**Data handling** phrase

Collecting, recording and interpreting information, often on a computer or similar electronic device.

**Differentiation** noun

Support for learners who are either less or more able than others in the class. For less able learners, differentiation involves: modified input, such as providing simplified texts or additional visual support; modified output, such as answering fewer questions; modified tasks. For more able learners, differentiation can involve supporting peers, doing extension activities or developing independent research.

**Display question** noun

A question which teachers ask learners to find out what they have learned or what they already know. Teachers already know the answers to these questions.

**Divide** verb

To separate into smaller groups, e.g. a teacher may choose to divide their class into smaller groups for a particular activity.

**Dual language texts** phrase

Texts written in both the target language and the first language. The two texts usually appear one below the other or on opposite pages of a book.

**Enquiry approach** noun

An approach to learning which encourages the development of learning skills such as observing, gathering data and investigating. In CLIL, learners are involved in problem-based or task-based learning across the curriculum.

**Enquiry skills** noun

Thinking skills such as those needed for asking open questions, for solving problems and for planning how to do research.

**Estimate** verb

To give an approximate answer or to guess the amount of something, e.g. the size of an angle, the temperature of a liquid.

**Evaluating skills** noun

Thinking skills used for commenting on and assessing the value of a piece of work or an idea according to a set of criteria, e.g. *Is this clearly communicated?, How useful is this?, What could be changed or adapted?* Associated verbs: *assess; give opinion; judge; rate; prove.*

**Evidence** noun

Information provided to show something is true, e.g. *The scientific evidence shows there has been an increase in global temperatures. The historical evidence shows there was a market here five hundred years ago.*

**Expand** verb

To add more to an answer or to a response, especially if the answer is very short and without an expected explanation or justification.

**Exploratory talk** noun

Talk which encourages learners to respond constructively to each other's ideas, giving reasons and alternatives as they discuss topics. This type of talk helps develop learners' communicative and cognitive skills in subjects from across the curriculum.

**Fair test** phrase

A fair test is when only one factor or variable is changed at a time and all other factors or variables are kept the same. For example, if testing the best conditions for growing a plant, three seeds can be tested by giving them the *same* amount of water, the *same* soil, the *same* length of time to grow *but* a different place to grow: one in full light; one in shadow; one in a dark cupboard. Learners can then see that light affects growth. See **variable**.

**Findings** noun

The results of an investigation, e.g. *What are your findings from your investigation of the historical sources?*

**Flow chart/diagram:** see **visual organisers**.

**Freeze frame** noun

A series of mimes a teacher or learner does to represent stages in a story.

**Functional language** noun

Language used to express the purpose of the communication. Examples are expressing ability; certainty; deduction; obligation; permission; preference; possibility; probability; prohibition; speculation.

**Generalise** verb

To state something which is often but not always true, e.g. We can generalise from the data that most rain falls in early spring.

**Genres** noun

Text types which learners read and write in different curricular subjects and which have specific purposes, structures and language features. Each genre has characteristics which make it different from other genres. Types of genre

include: discussion; explanation; instruction; narrative; persuasion; proposal; recount (to retell events, usually in chronological order, e.g. autobiography, setting up an experiment); report; review. Learners read and write more non-fiction genres in CLIL than in most ELT courses.

**Genre-based teaching** noun

A process approach to reading and writing which helps learners develop an awareness of how vocabulary and grammatical forms are used in different text types. Learners are helped to identify the kinds of texts they need to read and write. There are several stages in the genre process: a lead-in to activate prior knowledge; using models of the text type to examine the overall structure, the features and layout of the text; shared writing when teachers and learners cooperate to write a text similar to the model, then independent writing. Learners then look at further examples of the genre.

**Glossary** noun

A list of words with their meanings. In CLIL, a glossary can be written in the target language with target language meanings or in the target language with L1 meanings.

**Graphic organisers** noun

Another term for **visual organisers**.

**Grid:** see **visual organisers**.

**Hard CLIL** phrase

A type of partial immersion when almost half of the curriculum or more is taught in a non-native language.

**High and medium frequency words** phrase

The most commonly used vocabulary in general English and which may be used in curricular subjects.

**Higher order thinking skills: HOTS** phrase

Skills such as analysing, evaluating and creative thinking. These develop reasoning skills, critical judgement and producing new ideas, e.g. *How can we change the design of the building to make it more energy efficient?* Higher-order thinking involves the use of advanced language. See **Lower order thinking skills**.

**Hot seat** noun

A communicative role-play activity. Learners sit on a chair perhaps at the front of the class, adopt a role, e.g. a famous artist, and respond to questions asked by other learners.

**Identification keys** noun

Ways of identifying objects, people, places, etc.

- **binary keys:** involve a series of questions which have yes/no answers, e.g. *Is it a triangle? (yes) Does it have three equal sides? (no) Is it a right-angle triangle? (yes)*
- **lateral keys:** are used for comparing features of different items of a group. The characteristics of the group are presented in a table so learners can then make sentences, e.g. *It has feathers, a beak, legs and wings.* (a bird)

**Information processing** phrase

Thinking skills such as identifying and organising information (the *what, when, where, which, who* and *how many* questions).

**Investigate** verb

To find solutions to a problem or alternative ways of doing something.

**Justify** verb

To give a reason for stating an opinion or fact.

**Key:** see **visual organisers**.

**L1 transfer** phrase

When words, phrases and grammatical forms from the first language are produced in the target language.



### L1 use phrase

In some CLIL contexts, some use of the L1 by learners or teachers is acceptable at the start of CLIL programmes to overcome short-term problems in teaching and learning. Use of the L1 can help learners focus on similarities and differences between the target language and the L1. L1 is sometimes used by teachers during 'off task' work, such as when talking about a worry or resolving conflict. Learners might use some L1 at the start of lessons when teachers activate prior knowledge. Teachers then translate responses. Occasionally, teachers use some L1 to explain a concept when learners are new to CLIL and find it difficult to understand the target language. Sometimes L1 is used during group or pair work when learners discuss a new concept and do not have all the subject language to do this.

### Language frames noun

Forms of support for speaking and writing at text level. They help learners to start, connect and communicate their ideas in different curricular subjects. For example:

#### Comparing and contrasting line graphs

*The graph on the left shows ... while the one on the right ...  
It indicates that temperatures ... more sharply in ... than in ...  
Temperatures peaked in ... but in ... they...  
The trend is that ...  
However, in the second graph...  
To sum up...*

### Language-led CLIL phrase

Sometimes referred to as 'soft CLIL'. This approach is often used in ELT course books when topics from the curriculum are presented within a language unit and the language used for the CLIL topic is graded according to the language syllabus.

### Language support noun

Forms of support given in order to help learners understand both teacher and other subject input or to help learners communicate subject output. Language support scaffolds learning.

### Learning outcomes noun

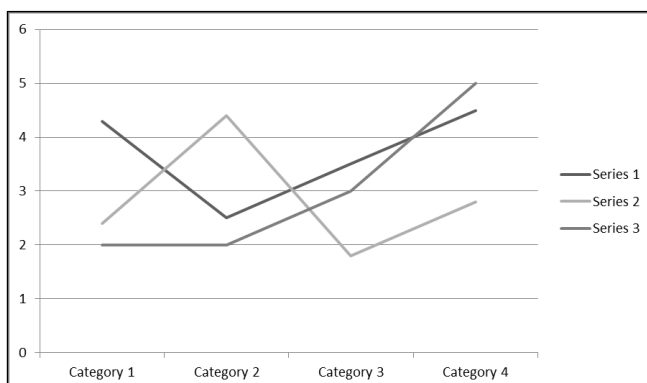
What most learners will be able to know and understand, to do and be aware of by the end of a lesson, a unit or course. Sometimes also referred to as *learning objectives*.

### Learning skills noun

These skills can be artistic, cultural, linguistic, mathematical, scientific, social, interpersonal and intrapersonal. They involve knowing about different ways to learn and knowing how to develop learner autonomy. They can be applied across the curriculum.

### Line graph noun

A graph which has one or more lines which show changes and how data is related.



### List verb and noun

To put several items in order, e.g. in alphabetical order or in an order related to a subject topic. In geography, learners could record vocabulary and phrases related to desert habitats and rainforest habitats in separate lists.

**Loop or domino game** noun

A matching game using words and pictures or words and definitions. It can be used as a listening and speaking activity or as a reading and writing one. It is a way of revisiting subject vocabulary and concepts.

**Lower order thinking skills: LOTS** phrase

Skills such as remembering, understanding and applying new subject knowledge. Learners develop LOTS for example when they recognise new vocabulary, classify, give examples and compare objects. Lower-order thinking can involve the use of basic or advanced vocabulary. See **Higher order thinking skills**.

**Make associations** phrase

To make links between objects, people, places, dates, e.g. wood, cotton wool and stone and are all natural materials.

**Management question** noun

A question which is used to control and organise the class. They have a similar function to commands. Examples include: *Could you stop talking please? Can you work in pairs now?*

**Metacognition** noun

Thinking about how we think, how we build knowledge; how we learn; how we use strategies to learn.

**Mind map:** see **visual organisers**.

**Modify** verb

To change or adapt something to make it easier or more challenging, e.g.

- **to modify tests:** changing some vocabulary, adapting language, adding visual support
- **to modify test procedures:** giving extra assessment time, explaining instructions in L1, reading rubrics aloud in the target language

**Module** noun

Part of a school or college course. It may be made up of a unit or several units of work.

**Multi(-)media** noun

The combined use of media in the classroom. It can be text, image, video, music and digital media. Multimedia tools include digital cameras, tablets, CDs, data-projectors and interactive whiteboards (IWBs).

**Needs analysis** noun

A type of assessment which relates to what learners want to learn, usually done at the start of a course and mid-way. It can be in the form of an interview or a questionnaire.

**Non-chronological** adjective

When events are written without reference to a time order.

**Noticing language** phrase

When subject teachers guide learners to become aware of how particular grammatical structures or particular vocabulary is used in subject-specific contexts.

**Oracy** noun

Competence in listening and speaking skills.

**Outline** noun

- 1) An explanation that gives the most important points but not details.
- 2) The outer line of a shape, e.g. in art sessions learners can be asked to draw the outline of a tree.

**Output** noun and verb

Production of subject content through spoken, written, practical or creative work. See **input**.

**Persuasion** noun

A type of text or genre which argues for a point of view, e.g. an advertisement, a travel brochure, a poster or leaflet, a political speech.

**Podcast** noun and verb

An audio or visual recording downloaded from the internet.

**Process** noun

A series of steps or changes, e.g. in nature (life process); in industry (manufacturing process) or economics (product process).

**Processing information** phrase

Learning about something new (the input) and making sense of it before communicating facts or ideas about it (the output).

**Proposal** noun

A text which presents recommendations for future discussion.

**Puzzle** noun

A game or task which learners need to solve, e.g. a maths puzzle.

**Pyramid discussion** phrase

A negotiating task which can involve individuals, then pairs, then small groups in a decision-making task. For example:

- 1) The teacher writes the names of twelve famous buildings on the board. The task is to decide on only six buildings to find information about. Learners, individually, select six buildings, they then work with a partner to agree on the same selection of buildings. Pairs then join to form groups to agree on the selection.
- 2) The teacher writes twelve types of endangered animals on the board. The task is that individuals choose ten animals to find out about, then in pairs they reduce it to eight, then in groups, they reduce it to six animals.

**Quadrant:** see **visual organisers**.

**Rate** verb

To judge the quality or ability of someone or of something and give a grade or score.

**Reasoning skills** phrase

Skills used for the process of decision-making. They involve identifying causes and effects, making deductions and hypothesising before making a decision.

**Recite** verb

To repeat something which has been memorised such as numbers or a poem.

**Recount** noun

- 1) A text which retells events, usually in order of when they happened, e.g. how an experiment was set up.
- 2) To tell a sequence of events or sequence of stages in a process. See **genres**.

**Referee** noun

Someone who makes sure the players follow the rules during a game.

**Relay knowledge** phrase

To deliver subject-specific content such as facts, information and concepts.

**Response partner** noun

Someone who gives peer feedback. A learner makes comments orally or in writing about a partner's work according to criteria decided before the work is started.

**Revisit** verb

To present previously taught content and / or language in a different context, using a different stimulus or using a different medium in order to consolidate understanding of new content and language.

**Sentence builder** noun

Writing a word or phrase for learners to complete in order to create a sentence. It is a scaffolding strategy often used in ICT programmes.

**Shared writing** noun

Part of a writing process where the teacher and learners collaborate to write a text or part of a text. This happens before learners write a similar text by themselves. See **genre**.

**Soft CLIL** phrase

Teaching topics from the curriculum as part of a language course. See **hard CLIL**.

**Solution** noun

1) The answer or result of working out a problem.

2) The result of mixing a solid and a liquid, or two or more liquids together.

In a CLIL approach, learners find solutions to problems in maths and science, or work out solutions, e.g. about how to improve the local environment in geography.

**Sort** verb

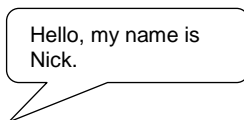
To put objects, pictures, vocabulary etc. into groups.

**Specialist vocabulary** noun

Words that have a particular meaning in a curricular subject but which also have another meaning in everyday English, e.g. in science *tissue* means 'cell' while in everyday English *tissue* means 'soft paper'. See **technical terms**.

**Speech bubble** noun

A small balloon-like drawing used to show what someone is saying.

**Standardised test** noun

A type of summative assessment written by external examiners for a subject qualification.

**Structure** (language) noun

A lexical or grammatical form used to describe language, e.g. *text message* (noun phrase); *was slowly melting* (verb phrase).

**Student Talking Time (STT)** phrase

This is about the time learners spend speaking in a lesson. See **Teacher Talking Time (TTT)**.

**Subject-led CLIL** phrase

When curricular subjects are learned through a non-native language. The subject content decides the language to be learned and language is often noticed rather than taught. See **noticing language**.

**Subject-specific language** noun

The language needed for particular curricular subjects, e.g. PE: *match, ball, coordination, footwork*.

**Support** noun and verb

Ways to help and guide learners as they receive and produce new content and language, e.g. teachers can grade language; simplify texts; use visuals, word banks, sentence starters, writing frames and visual organisers. This is also known as *scaffolding*.

**Task differentiation** noun

Changing tasks so that some learners have simplified materials or questions while others have more challenging materials or questions.

**Technical terms** noun

Vocabulary specific to a particular subject and unlikely to appear in general English, e.g. *Impressionism* in Art. See **specialist vocabulary**.

**Technique** noun

How teachers use different classroom activities or learner interaction for different purposes, e.g. pairs of learners do a brainstorming activity to activate prior knowledge.

**Teacher talking time (TTT)** noun

This is about the time the teacher spends talking in a lesson. See **Student Talking Time (STT)**.

**Template** noun

A shape drawn, then cut out of paper, wood, metal, etc. and used as an outline for cutting out other similar shapes.

**The 4Cs of CLIL** phrase

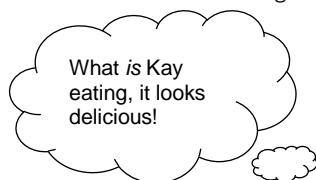
Content, communication, cognition and culture (Coyle, 1999). These are interrelated components of CLIL and make up the 4Cs Framework. Culture is also linked to citizenship and community.

**Theory** noun

A set of ideas which explains something, e.g. a mathematical or scientific theory.

**Thought bubble** noun

A small balloon-like drawing used to show what someone is thinking.

**Transfer** verb

Applying a new idea or a skill learned or used in one context to a different context, e.g. if learners can describe data shown on graphs in maths, they can then use these interpretation skills when describing different data shown on graphs in geography or in other subjects.

**Variable** (science experiments) noun

An amount or a condition which can change while other amounts or conditions stay the same, e.g. testing which plants grow well: same soil, same type of seed, same amount of water but different amount of light. See **fair test**.

**Visual or graphic organisers** noun

Aids such as diagrams and charts which are used to help learners remember and understand new information by making it visual. Visual organisers involve reading, writing down or drawing ideas then seeing or making connections. Organisers can be simple or complex but all of them have connecting parts.

There are several common patterns and these **are exemplified in the Appendix of this booklet**.

**Volunteer** noun and verb

A learner who offers to help others without being asked by anyone else, e.g. the teacher.

To offer to help someone without being asked, e.g. a learner may offer to help a teacher to set up a science experiment.

**Wait time** phrase

The time teachers allow between asking learners questions and expecting responses, or asking learners for examples and explanations about subject concepts. In CLIL, teachers should allow longer wait time, e.g. 5-7 seconds, between questioning and expecting responses in order to enable learners to process their thoughts about subject concepts taught in a non-native language.

**Word bank** noun

A list of key words required for learning subject concepts. Word banks can be ordered so that they show opposite adjectives, prepositional phrases or topic nouns and verbs rather than showing a long list of subject-specific words in

alphabetical order. They can be used to pre-teach, to support input and to help learners remember key subject vocabulary.

**Word level phrase**

The lexical features of a text such as the use of technical vocabulary, particular adjectives, certain quantities.

# Appendix

## Visual organisers

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### Carroll diagram

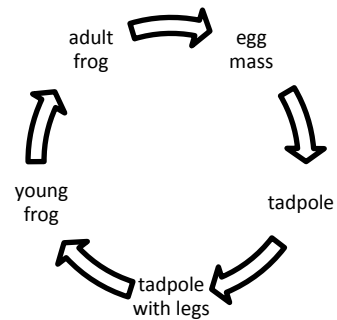
Used to classify information according to two sets of opposite criteria, e.g. a plant and not a plant; can be eaten and can't be eaten.

	X	Not X
Y		
Not Y		

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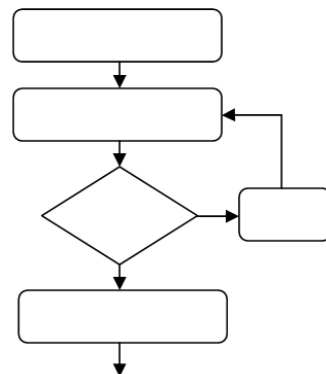
### Cycle

Used to show a series of events which happen again and again in the same order, e.g. the life cycle of a frog.



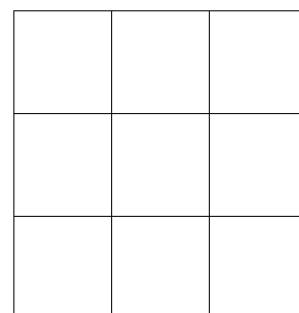
### Flow diagram/chart

Used to represent information to show the possible steps in a process or in making a decision, e.g. the possible steps in how to recycle glass.



### Grid

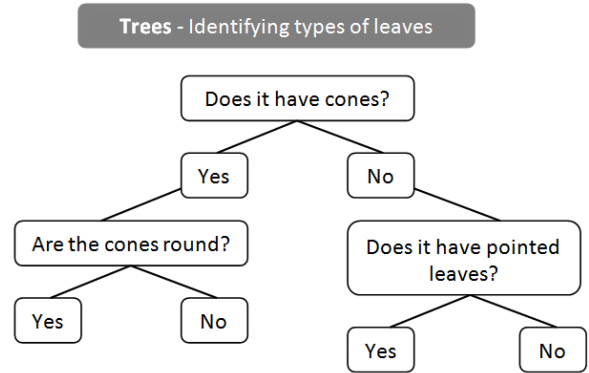
Used to show locations of places, e.g. on maps.



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### Key (binary)

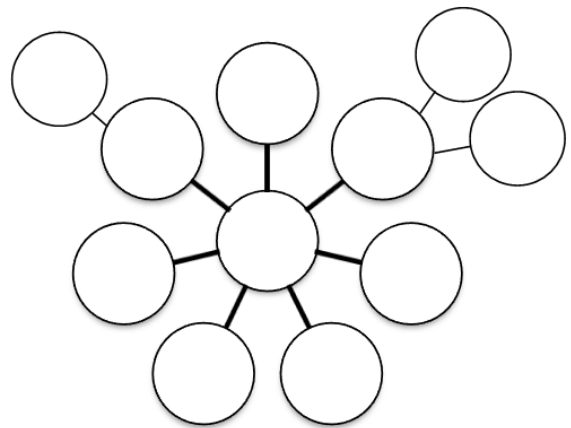
Used to identify information by using a series of yes / no questions, each of which has only one possible answer, e.g. to identify types of leaves.



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### Mind map

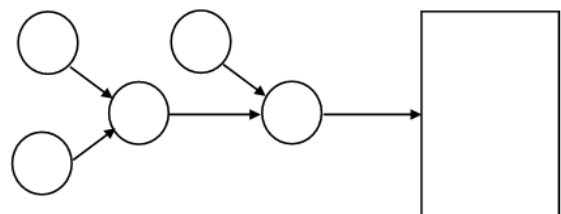
Used to show facts or opinions about specific people, places, objects or events.



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### Process or cause-effect diagram

Used to show the cause-effect factors which lead to an outcome or a sequence of steps which leads to the manufacture of a product, e.g. the causes that led to river pollution.

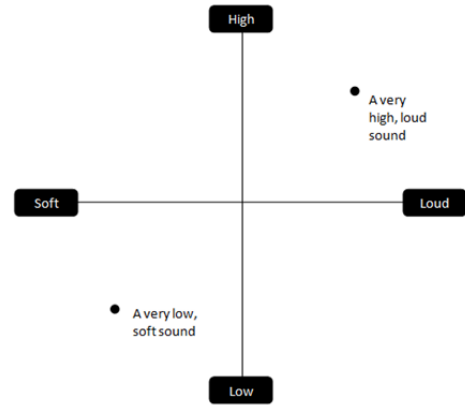




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## Quadrant

Used to show connections between two sets of concepts which can be placed in one of the quadrants, e.g. a soft, low sound; a very loud, high sound.



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## Storyboard

Used to show events in a story using drawings, speech and thought bubbles and / or short text. Often used to retell historical events as narrative.



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## T-chart

Used to show two sides of a topic such as: for and against an argument; the advantages and disadvantages; facts and opinions.

Advantages of high taxation	Disadvantages of high taxation

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## Table

Used to categorise information in rows and columns with headings, e.g. top ten imports and exports.



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## Timeline

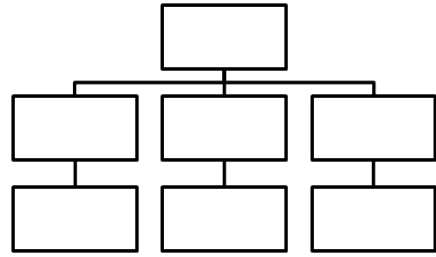
Used to show events in chronological order.



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### Tree diagram

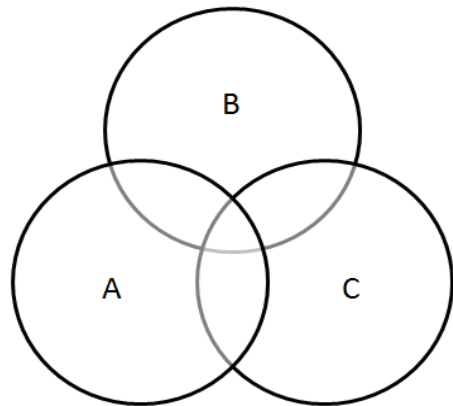
Used to classify words and show their relationships, often with examples, e.g. groups of rocks and examples.



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### Venn diagram

Used to show similarities and differences between two or among three objects, people, concepts, places, etc., e.g. three capital cities.



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All details are correct as of September 2015.