

Soft Skills – a bridge between language CLIL and content CLIL

Keith Kelly

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Context

- Meaning for young people in an international context
 - The EU context
 - The workplace (competing in employability)
 - Skills (Life Skills and EU Competences)
 - Languages (speaking several languages)
 - Classroom practices
 - Culture (becoming global citizens)
 - Models for communication through education
 - International networking (schools links)

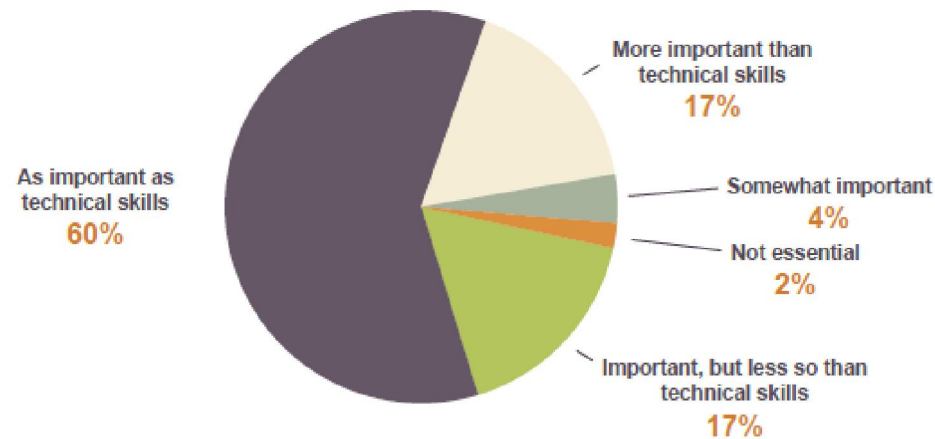
European context

- Young people, mobility and employability
 - What makes young people mobile?
 - Languages (and intercultural communication)
 - What makes young people employable?
 - Soft skills as much as technical skills

What employers say

FIGURE 2: Importance of Soft Skills⁵

How important are soft skills to securing entry-level employment at your company?



The Importance of Soft Skills in Entry-Level Employment and Postsecondary Success: Perspectives from Employers and Community Colleges, Seattle Jobs Initiative 2013

What are life skills?

personal management and social skills which are necessary for adequate functioning on an independent basis

International Bureau of Education

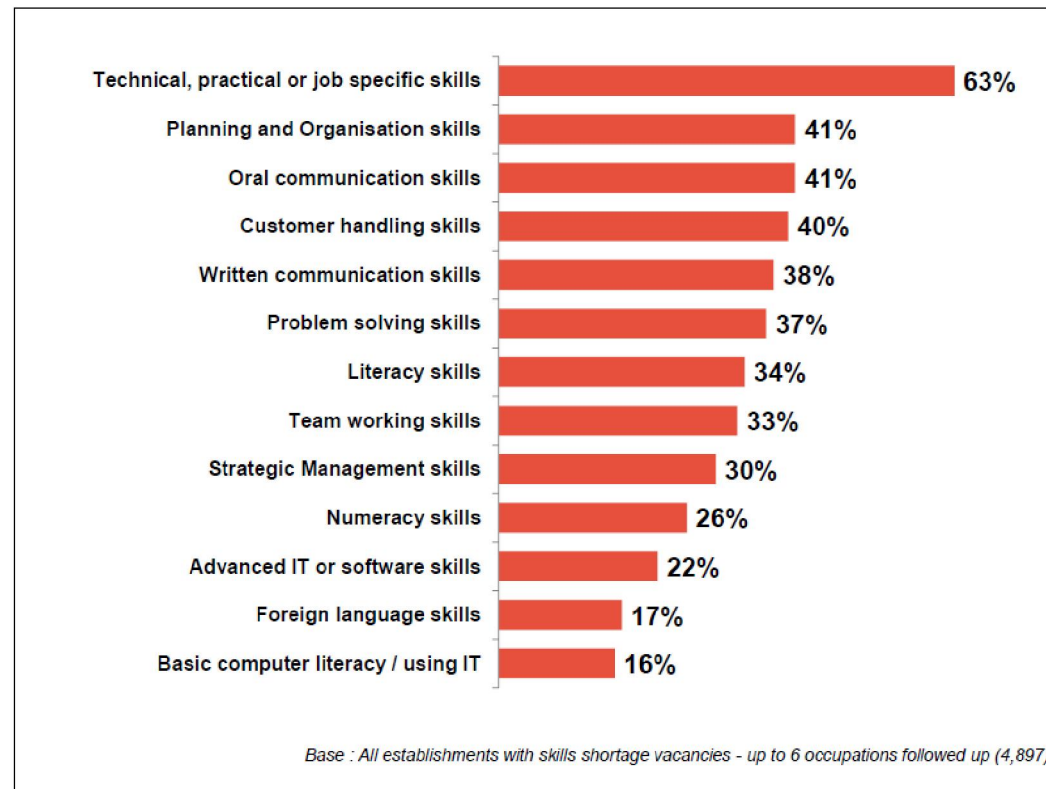
Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development

World Health Organisation

It is evident that in addition to practical and vocational skills, other types of skills such as *social*, *individual* and *reflective skills* are also needed. Life skills programmes emphasise abilities that help to facilitate communication, negotiation, to think critically and solve problems and make independent decisions.

UNESCO Institute for Education

Skills lacking



UK Commission for Employment and Skills Report, 2014

Top ten skills that employers want

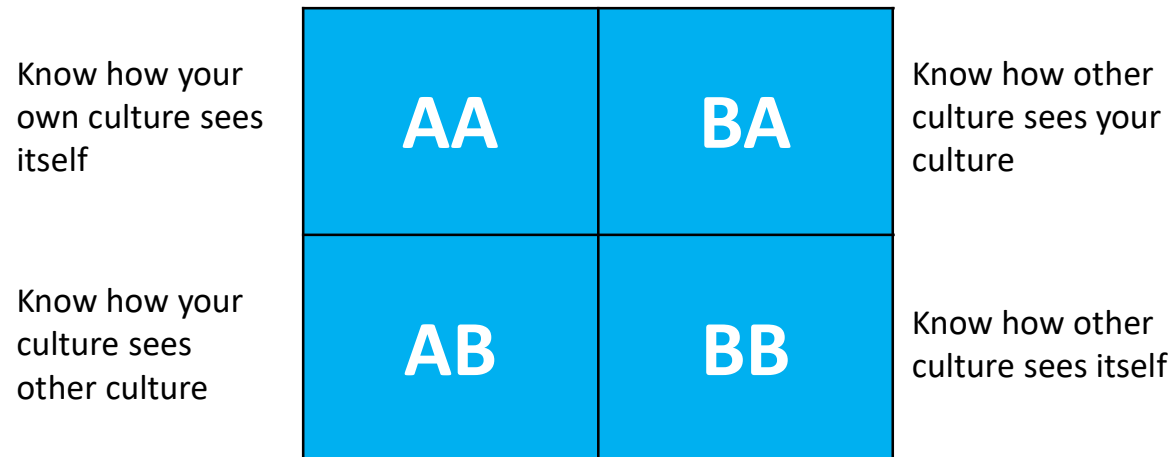
- 1 Verbal communication
- 2 Teamwork
- 3 Commercial awareness
- 4 Analysing and investigating
- 5 Initiative / Self-motivation
- 6 Drive
- 7 Written communication
- 8 Planning & organising
- 9 Flexibility
- 10 Time management

Other skills seen as important

global skills	stress tolerance
negotiating & persuading	integrity
leadership	independence
numeracy	developing professionalism
computing skills	action planning
self-awareness	decision-making
confidence	interpersonal sensitivity
lifelong learning	creativity

A model for intercultural communicative education

- Culture A and Culture B



Making language meaningful in context

- identifying structures of content and concepts in order to embed patterns of language
 - identifying key skills and the accompanying language
-
- Ethnographic skills in the language classroom (making observations, researching, data collection, data presentation, drawing conclusions, comparing data sets)
 - Science Across the World (issues in society: keeping healthy, healthy eating, protecting the environment, waste, climate change, air pollution, road safety)
 - TrashedWorld (paper, metal, glass, plastic, organic waste, consumption, incineration, landfill, recycling, reusing, refusing)

From concepts to language

- Heredity – possessive structures
- Road Safety – describing numbers
- Climate Change – conditionals and modals
- Daily diet – habits and adverbs
- Food consumption data –
comparative/superlative adjectives
- Interviewing – direct / indirect questions
- Lobbying – formal letter writing

SCIENCE ACROSS THE WORLD



EXPLORING SCIENCE LOCALLY - SHARING INSIGHTS GLOBALLY

Topics (1)



- 1) Acid rain
- 2) Biodiversity around us
- 3) Chemistry in our lives
- 4) Climate change
- 5) Domestic waste
- 6) Drinking water
- 7) Eating and drinking
- 8) Global warming
- 9) Keeping healthy
- 10) Plants and me
- 11) Renewable energy
- 12) Talking about Genetics
- 13) What do you eat?



- Teachers' notes (language and science)
- **Exchange form: heart of the topic**
- Students' pages
 - activities
 - discussion
- Ideas for extra activities

The Exchange Form

Time of day	Activities
04.00	
05.00	
06.00	
07.00	
08.00	
09.00	
10.00	
11.00	
12.00	
13.00	
14.00	
15.00	
16.00	
17.00	
18.00	
19.00	
20.00	
21.00	
22.00	
23.00	
24.00	

1 Breakfast

a For breakfast most students eat:

b We think that eating a balanced diet is an important/not important part of a healthy lifestyle.

2 Eating habits

a The sort of snacks and drinks that we eat are:

b The arrangements for eating in our school are:

c The people who choose to eat healthily are:

d Traditional beliefs about eating are:

e The ways in which eating habits have changed are:

3 Diet and health

a We think that most members of our class eat:

☐ a balanced diet

☐ too much salt

☐ enough dietary fibre

☐ too much sugar

☐ enough fruit and vegetables

☐ too much fat

b Suggestions for improving our diet are:

c Our main concerns about diet and health are:

What did you eat? exchange form page 1

What did you eat? exchange form page 2

What did you eat? exchange form page 3

What did you eat? exchange form page 4

GlaxoSmithKline

Science Across the World [English] PAGE 2004

Sample Exchange Form - Bulgaria



8th Class Eating Habits

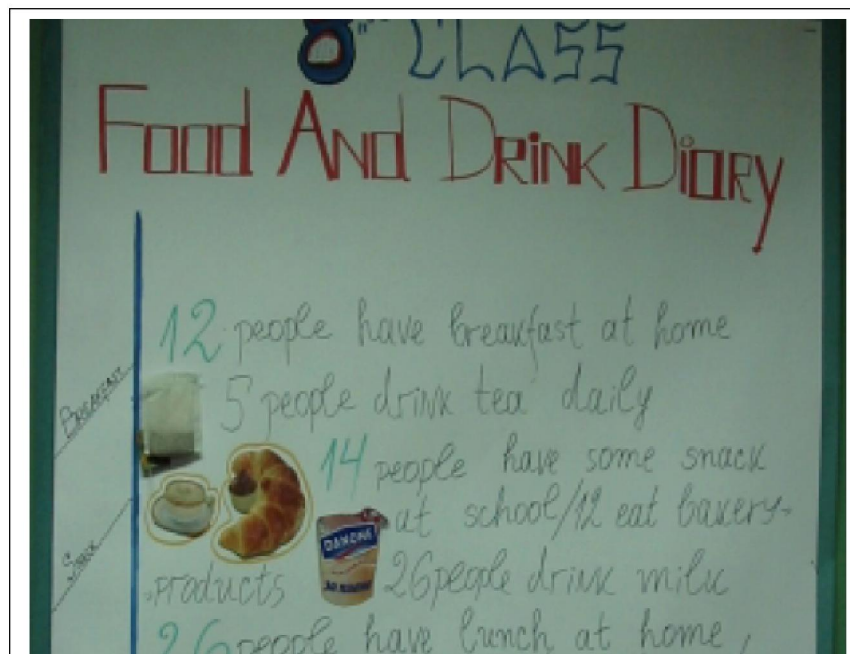
Publisher 8th Class, EDS, Plovdiv, Bulgaria

Volume No. 1

Issue No. 1

Date December, 2002

Some statistics about our class



What we think

The people who choose and prepare my food in our family. Usually my mother chooses and prepares our food. But recently my father goes shopping. My brother and I sometimes go shopping, too. My mother often prepares lunch and dinner. But, my brother and I prepare our breakfast. When my mother is busy my grandmother prepares our food. In fact most of the time, I prepare my food because now I'm in the school boarding house, so I choose and decide what to prepare for myself.
Elena

Evgenia 8 e - 4000 years ago there were no fast food restaurants. In fact there were no restaurants. I think that people didn't know what 'diet' or balanced menu meant. They ate what they took from the land. But now all the people want to live longer. They believe that the right eating habits are important for their

[Austrian partner school](#)

Task 1 – What did you eat for breakfast?

Daily diet – habits and adverbs

Adverbs of frequency are used to show the frequency with which we perform actions. One of the most common uses of frequency adverbs is to talk about our habits.

When talking about our routine activities, we usually use these adverbs with the simple present tense. The most common frequency adverbs are: always, never, usually, sometimes, frequently, often and seldom.

Position - Frequency adverbs usually go in the middle. If there is an auxiliary verb, the frequency adverb goes after the auxiliary verb and before the main verb.

- We often have cereals for breakfast.
- I seldom eat snacks at school.
- She never eats bread with her meals.
- He sometimes has a cuppa with his lunch.
- I usually eat a big dinner.
- I frequently go without breakfast altogether.

Who eats the most ice cream?

The average consumption (litres) of ice cream per person per year					
Sweden		14.9	The Netherlands		6.9
Denmark		9.1	Germany		6.5
UK		8.4	Belgium		6.3
Switzerland		8.0	Italy		5.2
Ireland		7.5	France		4.9
			Austria		4.8
			Spain		4.1
			Greece		3.8
			Portugal		2.9
			USA		22.0

Figure 1: How much ice cream do we eat?

Analysing data - comparative / superlative adjectives / drawing conclusions

Statements				
(Sweden)	eats	the most/least	ice cream in Europe	
The country which	consumes	x litres of		
				is (Sweden)

Conclusions				
(Italy)	eat(s)	a lot/much/		
Hot/cold	consume(s)	very much ice		
countries	don't (doesn't) eat	cream		
	don't (doesn't) consume			
			and I/we think this might (not) be because of	food preferences climate available income leisure-time preferences

Researching Country Data - Bulgaria

American Heart Association 2008 Statistical Update – Intl. Death Rates

International Death Rates (Revised 2007): Men

Death rates (per 100,000 population) for Total Cardiovascular Disease, Coronary Heart Disease, Stroke and Total Deaths in Selected Countries (most recent year available).

Men Ages 35–74	CVD Deaths	CHD Deaths	Stroke Deaths	Total Deaths
Russian Federation (02)	1555	835	453	3187
Bulgaria (04)*	916	273	227	1610
Romania (04)	770	314	251	1652
Hungary (03)	714	358	181	1860
Poland (03)	557	228	118	1484
Czech Republic (04)	481	231	94	1248
China Rural (99)*	413	64	243	1260
Argentina (01)	406	120	103	1262
China Urban (99)*	389	106	217	1003
Scotland (02)	373	247	61	1084
Ireland (02)	337	217	41	874
Finland (04)	334	211	54	921
Colombia (99)	331	168	95	1021
Northern Ireland (02)	322	217	53	876
Greece (03)*	311	166	68	784
England/Wales (02)	301	196	49	811
Belgium (97)*	289	143	50	991
United States (04)	289	174	35	907

Tasks:

2 - Speed test

3 - Accidents and deaths

Accidents and Deaths in Young People

- 'Our information sheet gives statistics for injury deaths per 100, 000 in young people in Europe...
- 'We can see that the **lowest/highest/worst/best** rate is in...
- 'The death rate among boys is **higher in** all of the countries...boys are **more accident prone than** girls...
- 'The chart shows that Western European countries have a **high** death rate **caused by** motor vehicles...
- 'Countries of the former Soviet Union and of Eastern and Central Europe, **on the other hand**, have a **low** % of deaths on the road...
- 'The countries of the former Soviet Union and Eastern Europe have **higher death rates in general** but...
- 'Our **conclusions are** that **perhaps** there **are fewer** cars on the roads in the countries of the former Soviet Union and Eastern Europe and also that health facilities and provision **may be at** a **higher level** in western Europe and **this would explain** the **lower** death rate...

Road deaths in Malta

Wednesday, June 28, 2017, 09:27 by Sarah Carabott

Malta crashes to bottom of EU road death table

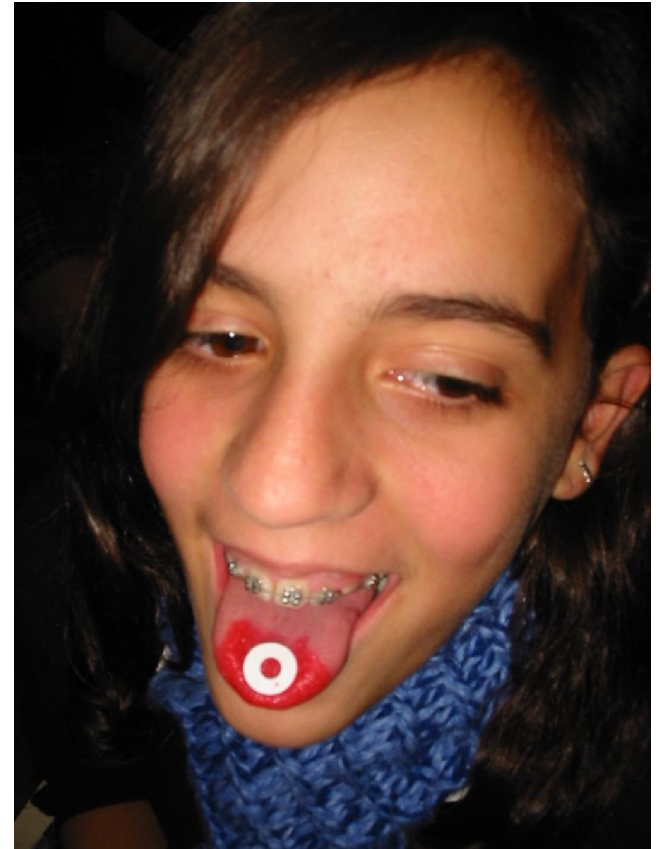
Fatalities doubled in 2016 - the highest increase in Europe



What is this?



Taste buds



What can we survey in a group?

- taste buds
- height (gp 1)
- hair colour (real hair colour!) (gp 2)
- eye colour (gp 3)
- skin colour
- middle finger hair (gp 4)
- earlobes: attached / not attached (gp 5)
- tongue rolling (gp 6)
- others:
shape of nose, shape of face, shoe size

Your own GM person



Create ... (original)

... and present



Product



This is our creation
Show us his face?
What's his name?
It's Jimmy
His hair is from a Roman man
His nose is from his grandfather
The mouth is from his brother
Her eyes for his, grand er, his
uncle
And the eyes, eyebrows, the
eyebush is from his brother
and his mother and a little from
his sister

The language of heredity

Naming parts of the face

Eyes, nose, ears, earlobes,
eyebrows,
hair, chin, cheeks

Describing facial features

S/He has / has got

Her/His ... is/are ...

(brown, green, blue, blond, red, grey)

(round, thin, fat, long, short, flat,
curly, straight, spiky, wavy)

Describing inherited characteristics

He gets his ... from his ...

She gets her ... from her ...

He looks like his ...

She looks like her ...

He takes after his ... with his

She takes after her ... with her

He has inherited his mother's ...

She has inherited her mother's ...

S/He has (got)	(a)	(adjective) long brown	face nose hair
Her/His ...	ears eyes nose hair colour	is/are ...	blue green curly
He/she gets his/her		from his/her	mother father grandmother grandfather

Task 5 - Who does your neighbour take after?



Korea

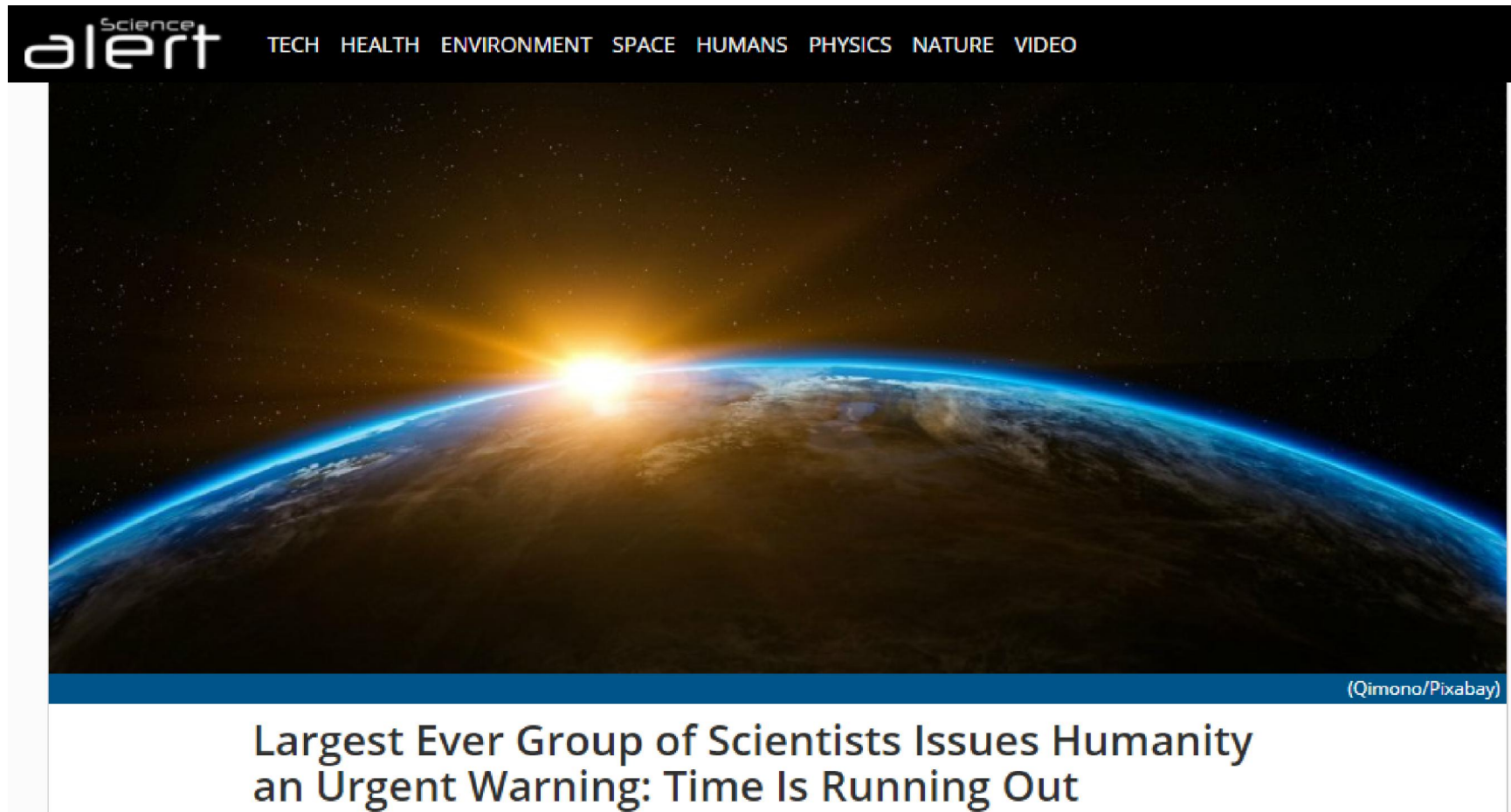


Taiwan



**Grahamstown, South Africa, 2007
Young Ambassadors for Chemistry**

Biodiversity – habitat and species loss



Largest Ever Group of Scientists Issues Humanity
an Urgent Warning: Time Is Running Out

Cause and effect language

- Verb phrases
- Adverbs
- Conjunctions
- Noun phrases
- Modals
- Conditionals

'causes'

verb phrase - 'causes'

Squeezing caused by the colliding plates **causes** faulting.

The rising water also **causes** landslides, triggering tsunamis.

Pressure **causes** the rock to fracture and there is an upward movement of land between parallel faults.

Joints are enlarged through chemical weathering and this **causes** the edges of the blocks to become rounded.

As well as adding to the weight of the material, water also **causes** some soil particles to swell.

This swelling **causes** nearby particles to move and it lubricates the soil, making it more likely to move downslope.

'causes' - structures

'X' causes	'y' to be _____-ed
	'y' to + infinitive
	a (noun phrase) (of 'y')

Cause and effect

verb phrases – cause

cause: Compression of rock causes shock waves to spread out from the focus of an earthquake.

result in: This results in heavy leaching, which deprives tree roots devastated by acid of the nutrients they need.

lead to: Describe how plate movements lead to the formation of earthquakes.

be responsible for: Tourism has been largely responsible for development of a new airport and a ski run.

give rise to: Good rainfall and summer heat give rise to prosperous agriculture.

trigger off: Building or quarrying can sometimes trigger off a landslide.

create: Cloudless skies create high daytime temperatures and high pressure.

generate: Running water turns wheels called turbines which generate electricity.

Number one for English language teachers



Cause and effect: Geography

By Keith Kelly

Type: Word list

Keith Kelly looks at examples of the language of cause and effect from the area of geography, covering verb phrases, noun phrases and connectors, such as adverbs and conjunctions.

Adverbs and conjunctions

cause

because of: The Southern coast of France attracts tourists *because of* the hot, dry weather.

owing to: The city is very densely populated, *owing to* the wide variety of jobs.

due to: Saudi Arabia is far richer *due to* the sale of its oil.

because: There are also moist winds *because* they blow from the sea.

as: As the temperature rises, the mercury expands and moves up the tube.

since: People to the east of the factory may be badly affected, *since* they would normally be upwind of the plant.

effect

therefore: Cod are good to eat and are *therefore* of high commercial value.

thus: Many female workers *thus* had twice the burden of longer hours and less pay.

as a result: Waves erode coastal areas *as a result* of these processes.

thereby: At least one tree is planted when one is chopped down, *thereby* renewing the natural resources.

then: If material is broken off, *then* it is carried off down stream.

Verbs

cause

cause: Compression of rock *causes* shock waves to spread out from the focus of an earthquake.

result in: This *results in* heavy leaching, which deprives tree roots devastated by acid of the nutrients they need.

lead to: Describe how plate movements *lead to* the formation of earthquakes.

be responsible for: Tourism has *been largely responsible for* development of a new airport and a ski run.

give rise to: Good rainfall and summer heat *give rise to* prosperous agriculture.

trigger off: Building or quarrying can sometimes *trigger off* a landslide.

create: Cloudless skies *create* high daytime temperatures and high pressure.

generate: Running water turns wheels called turbines which *generate* electricity.

effect

come from: The coffee you buy *comes from* coffee beans.

result from: What disadvantage may *result from* these conditions?

Nouns

cause

cause: Discuss in your group the *causes* of global warming.

reason: The nearby location of a river was one *reason* for people to settle here.

origin: Rivers have regularly influenced the *origin* and development of towns and cities.

source: The proximity of a *source* of raw materials is an important factor for the location of manufacturing industry.

effect

effect: What does this photograph reveal about the *effect* of national policy on local industrial development?

consequence: Disease spread quickly as a *consequence* of poor hygiene.

result: The *result* is rapid population growth.

by-product: This is a useful *by-product* at a time of increasing energy demands in the world.

spin-off: This *spin-off* effect would bring increased prosperity to the wider area.

cause-effect adverbs and conjunctions

As If		, ____y____ happens	
		, then ____y____ happens	
	x happens x is _____	because of ____y____ owing to ____y____ due to ____y____	
		because ____y____ happens since ____y____ happens	
		and	therefore ____y____ happens is therefore ____y____ thereby ____y____ happens x is thus ____y____ thus has ____y____

cause-effect verbs

x	causes	y to be _____-ed y to + infinitive verb a (noun phrase) of y a (noun phrase)
	results in	a (noun phrase) a / the (verb+ing) of y y being / getting _____-ed
	leads to triggers (off) creates generates	(change in) y (noun phrase)

cause-effect noun phrases

A reason for			x x happening	is y
A / An	consequence result cause source effect	of		
A reason why			x / this happens	

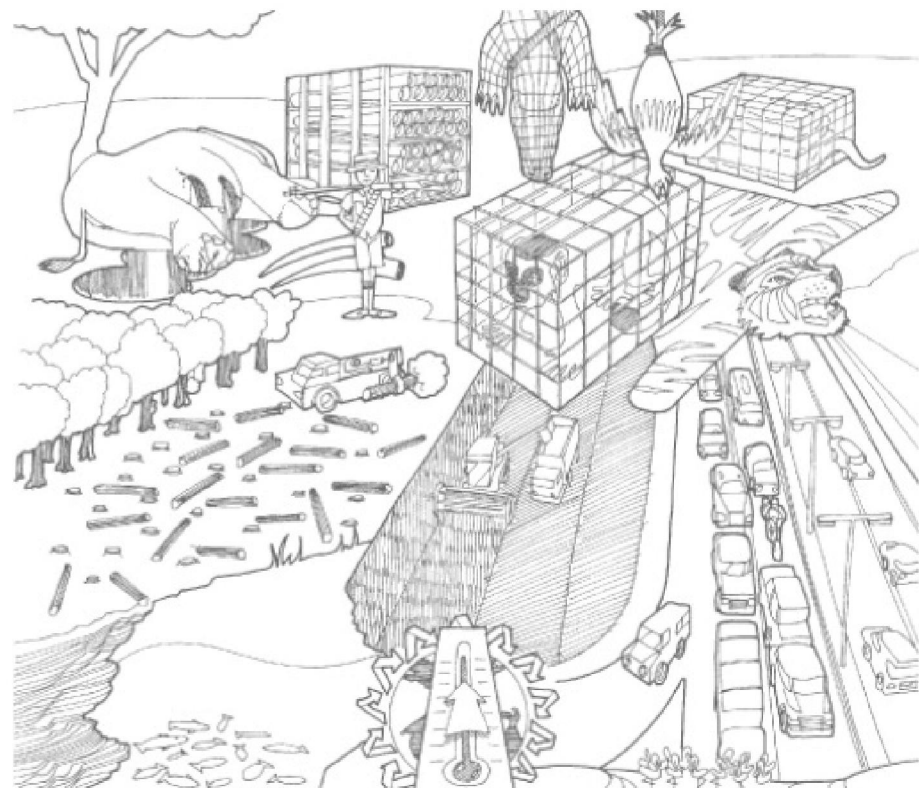
Biodiversity – habitat and species loss

A reason for			of	x x happening	is y
A / An	consequence result cause source effect				
A reason why				x / this happens	

x	causes	y to be _____-ed y to + infinitive verb a (noun phrase) of y a (noun phrase)
	results in	a (noun phrase) a / the (verb+ing) of y y being / getting _____-ed
	leads to triggers (off) creates generates	(change in) y (noun phrase)

PART 3 FACTORS AFFECTING BIODIVERSITY TODAY

Biodiversity can be threatened by human activities resulting in habitat loss and extinction of species.



Task 6 – Discuss the causes and consequences of habit loss on Earth

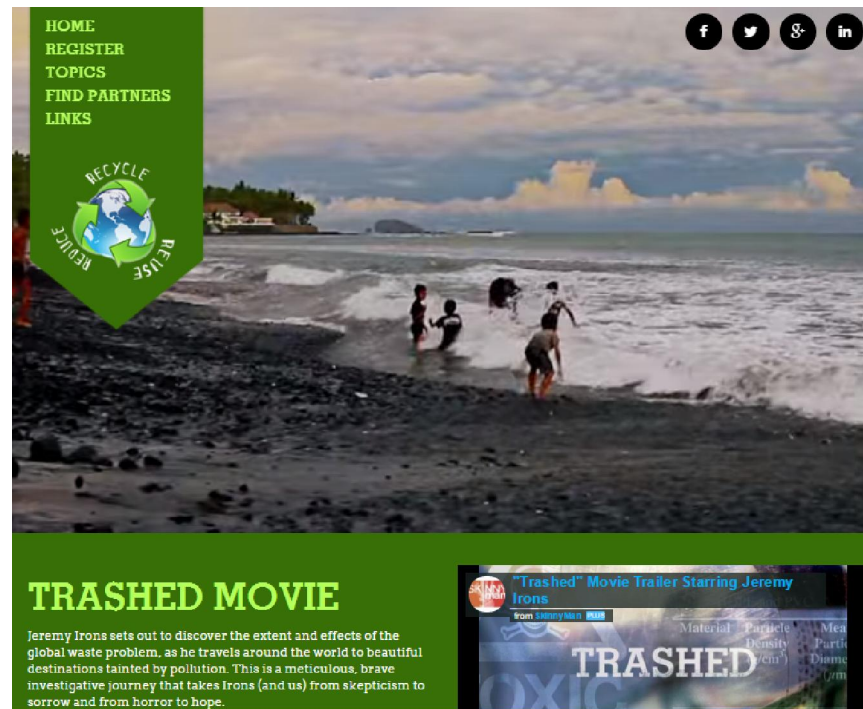
TrashedWorld

- Data handling – analysing / concluding / presenting
- Interviewing – direct / indirect questions
 - (talking to the public, businesses, officials)
- Lobbying – formal letter writing
 - (writing to corporates and municipalities)

[TrashedWorld summary](#)

1 TrashedWorld – exchange about waste

- Launched January 2016 now with 450 schools in 65 countries around the world.



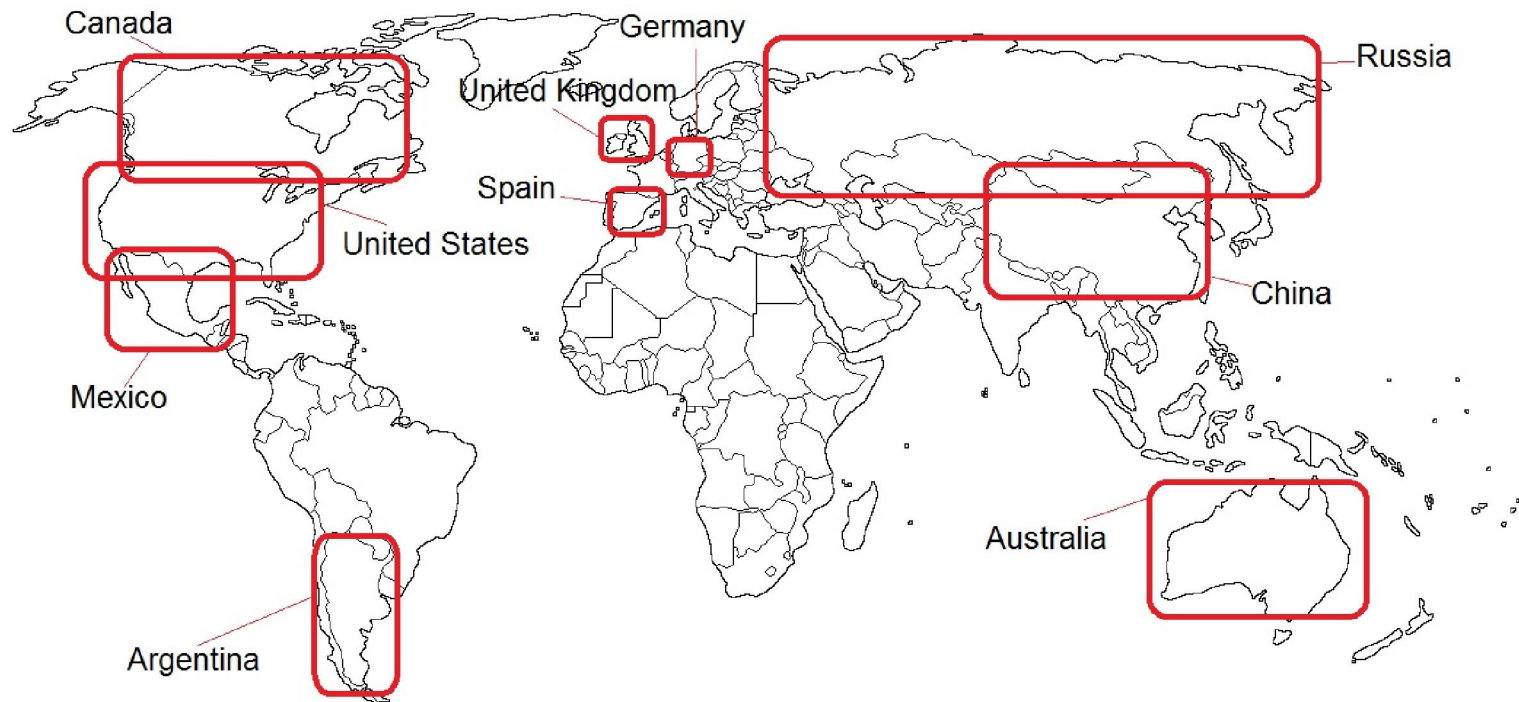
www.trashedworld.com

www.factworld.info

TrashedWorld – exchange about waste

- Explore locally
 - Your own life
 - Your family's life
 - Your school, community, town
 - Your country
- Exchange globally
 - Students in another country
 - Their family's life
 - Their school, community, town
 - Their country

TrashedWorld – exchange about waste



TrashedWorld – exchange about waste

- USA – 230m tonnes per year
- China – 300m tonnes per year
- Russia – 200m tonnes per year
- Germany – 51m tonnes per year
- UK – 31m tonnes per year
- Mexico – 39m tonnes per year
- Spain – 21m tonnes per year
- Australia – 14m tonnes per year
- Argentina – 14m tonnes per year
- Canada – 27m tonnes per year

Exchange content projects

Lebanon



Exchange content projects

Lebanon

6 Watch the next part of the clip (clip 03).. The speaker mentions four countries affected by the pollution from the Saida rubbish dump in Lebanon. Circle the names of the countries.



• Now watch the rest of the clip (clip 03) and with a pen mark on the map the coastline affected by the pollution.

PS – 'Litterati' – write to the producers



Go with Litterati warriors to litter zone



Bring litter back to class, tip it out to sort



Paper cups



Drinks cartons

Working with Litterati at Anglia School



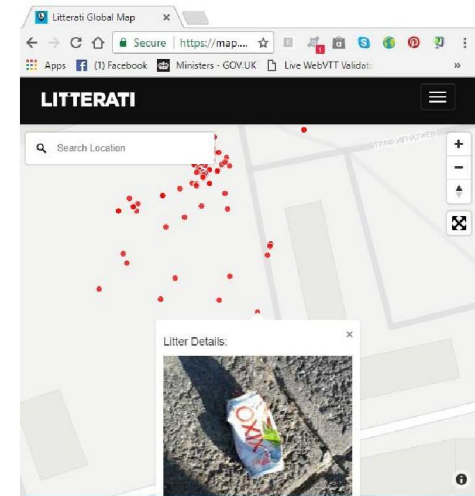
Get your Litterati warriors to collect litter



Sort out your litter hoard



Organic and landfill waste



Upload and tag litter @ litterati.org



metal cans



plastic wrappers



Plastic bottles and pots

Conclusions:

Place language in meaningful skills work...

(and you make connections with wider curriculum)

1 Verbal communication

2 Teamwork

3 Commercial awareness

4 Analysing and investigating

5 Initiative / Self-motivation

6 Drive

7 Written communication

8 Planning & organising

9 Flexibility

10 Time management

global skills

negotiating & persuading

leadership

numeracy

computing skills

self-awareness

confidence

lifelong learning

stress tolerance

integrity

independence

developing professionalism

action planning

decision-making

interpersonal sensitivity

creativity

Links

- factworld@yahoogroups.com

e-group with 3500+ teachers around the world

- www.factworld.info

(Forum for Across the Curriculum Teaching)

- www.scienceacross.org

Science Across the World

- www.trashedworld.com

TrashedWorld