

# *Curriculum Skills for CLIL*

*Bridging the Gap between Content and Language*

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# Curriculum skills

## Scientific Skills

Observing  
Classifying  
Measuring and using numbers  
Inferring  
Predicting  
Communicating  
Using space-time relationships  
Interpreting data  
Defining operationally  
Controlling variables  
Hypothesising  
Experimenting  
Manipulative skills  
Thinking strategies  
Conceptualising  
Making decisions  
Problem solving  
Reasoning

## Thinking skills (Critical and creative)

**Critical thinking skills:**  
Attributing  
Comparing and contrasting  
Grouping and classifying  
Sequencing  
Prioritising  
Analysing  
Detecting bias  
Evaluating  
Making conclusions  
**Creative thinking skills:**  
Generating ideas  
Relating  
Making inferences  
Predicting  
Making generalisations  
Visualising  
Making hypotheses  
Making analogies  
Inventing

# Descriptors

## **Attributing**

Identifying criteria such as characteristics, features, qualities and elements of a concept or an object.

## **Comparing and Contrasting**

Finding similarities and differences based on criteria such as characteristics, features, qualities and elements of a concept or event.

## **Grouping and Classifying**

Separating and grouping objects or phenomena into categories based on certain criteria such as common characteristics or features.

# Language

## Comparing

X is like Y	with respect to W.
X and Y are similar	as regards W.
X is similar to Y	as far as W is concerned.
X is the same as Y	regarding W.
X resembles Y	in that W is the same.
	in terms of W.
	in W.

Both X and Y cost £W.  
X is as expensive as W.  
X costs the same as Y.  
X is the same price as Y.

Similarly, it has a W.  
Likewise, it has a W.  
X has a Y. Correspondingly, it has a W.  
It has a W, too.  
It also has a W.

## Comparing & Contrasting

- One similarity/difference between [subject 1] and [subject 2] is ....
- [Subject 1] and [subject 2] are similar because they both....
- [Subject 1] and [subject 2] are rather different because while [subject 1] has \_\_\_\_\_, [subject 2] has \_\_\_\_\_.
- Whereas [subject 1] is ... , [subject 2] is ...
- [Subject 1] is .... Similarly / In contrast, [subject 2] is ....

# CLIL CPD for subject and language teachers

## Overarching Curriculum Skills - Data Handling

OBSERVING	Sub skills	Language CLIL notes
observing (over time) and collecting data	<p>pattern seeking</p> <p>look for changes</p> <p>look for patterns</p> <p>look for similarities and differences in their data</p>	Identify an area of students' lives to observe (e.g., eating and drinking habits)
recording findings (data, results of increasing complexity)	<p>drawings</p> <p>(classification) keys</p> <p>labelled diagrams</p> <p>scatter graphs</p>	Use student knowledge and experiences from other subjects to create visual recordings (posters etc.)
using scientific diagrams and labels	<p>bar charts</p> <p>line graphs</p> <p>Tables</p>	
DATA HANDLING	Sub skills	
data processing	<p>identifying</p> <p>classifying and grouping</p> <p>comparative and fair testing</p> <p>researching using secondary sources</p>	Work with student data, find national data to work with
	<p>draw conclusions based on their data and observations</p> <p>explain their findings and use evidence to justify their ideas</p>	Provide language support for spoken and written analysis
	<p>make predictions</p> <p>answer questions and identify new questions arising from the data</p>	
finding ways of improving		
PRESENTING	Sub skills	Language CLIL notes
presenting data, reporting on findings	explanations	Carry out a poster market. Exchange with partner classes (and then compare)
	Displays	
	Presentations	

# Identifying the common themes

1 Healthy living:  
evaluating facts v opinions

2 Air Pollution - sources,  
consequences, solutions

3 Ecology and environment  
Pollution and non-renewables

4 Hypertension - researching  
data, causes and effects

5 Women in art over the ages:  
describing change, characteristics,  
similarity and difference

7 Transport - fossil  
fuels to electric:  
process description

6 Professions - gender inequality:  
describing change, regional / age  
comparisons

# Food and drink

- 1) Observing  
Observing food and drink habits.
- 2) Data handling  
Analysing the information gathered on food and drinks routines. Comparing that with other groups, national data and international data.
- 3) Presenting  
Posters presenting data, poster market analysing and explaining data. Sending data to a partner class.

# Observing food and drink habits

Time of day	Activities	Meals/Snacks eaten
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		

Figure 3 – Food and drink diary

# Presenting data in poster form

a) For breakfast most students eat / drink...

b) The sort of snacks we eat during the day are ...

c) Arrangements for the meals during a school day are ...

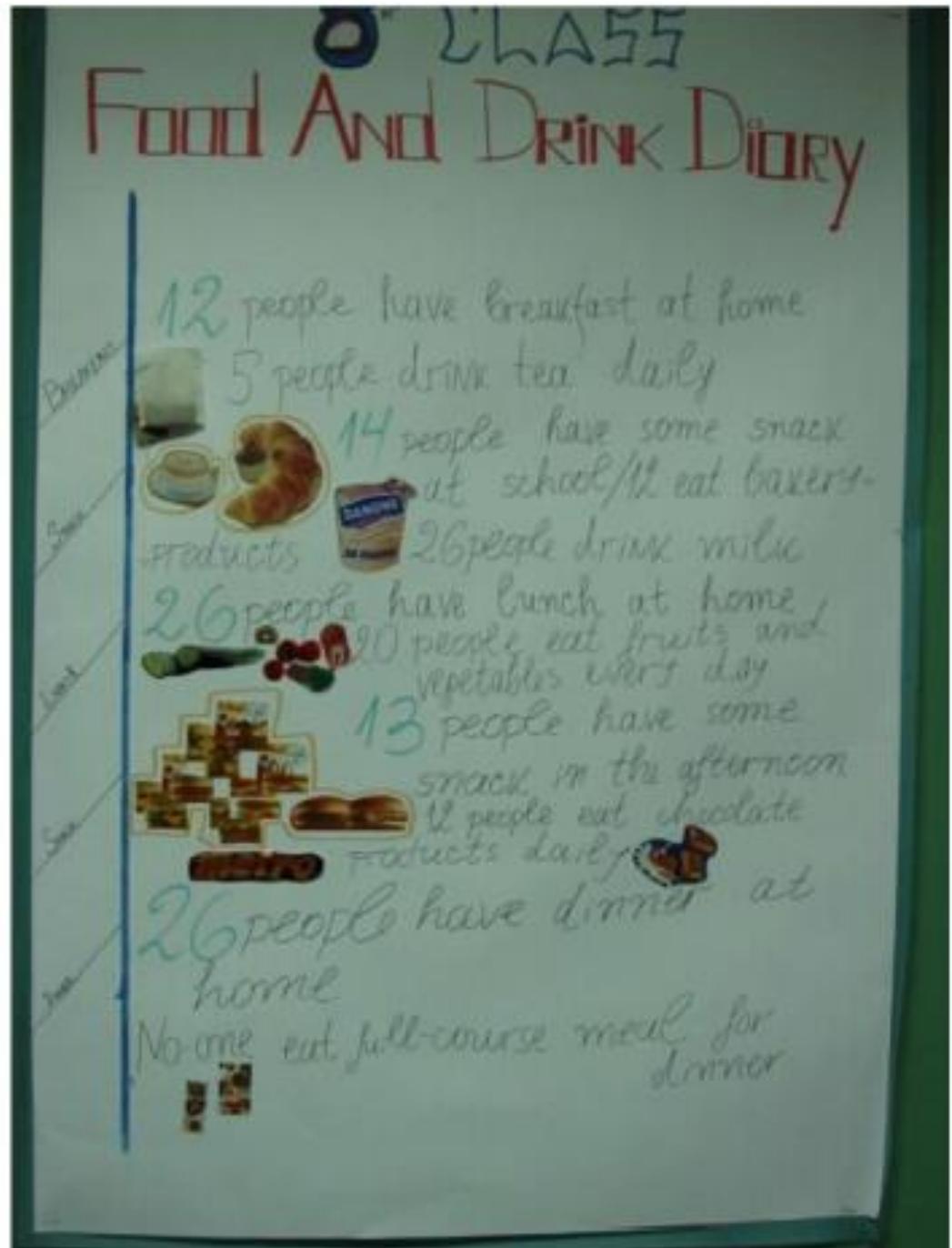
d) We think that most of the class eat:

0 a balanced diet 0 too much salt

0 enough fruit 0 too much sugar  
and vegetables

0 enough dietary 0 too much fat  
fibre

	Protein/g	Fat/g	Carbohydrates/g	Energy/kj
Orange juice	0.6	0.0	9.4	161
Apples	0.3	0.0	12.0	197
Bananas	1.1	0.0	19.2	326
Oranges	0.8	0.0	8.5	150
Tomatoes (fresh)	0.8	0.0	2.4	52
Cornflakes	7.4	0.4	85.4	1507
Muesli	10.5	8.1	67.1	1552
Bread (wholemeal)	9.2	2.5	41.6	914



# Analysing the data

As a class the data can also be processed for other interpretations, conclusions, predictions.

- 0 Our concerns about our diet and health are ...
- 0 Suggestions for improving our diet are ...
- 0 Traditional beliefs about diet in our country include ...
- 0 The people who choose and prepare our food are ...
- 0 The ways in which eating habits are changing in our country are ...

It is also possible to incorporate 'hypothesising' and 'hypothesis testing and changing' with a look at the beliefs before and after the survey:

- 0 I thought that our diet was relatively healthy, but now I see that ...

Finally, learners can be challenged to suggest changes to diet as a consequence of the results of the survey analysis.

Students can be given the task to analyse the national and international data and consider their own diet survey on this background drawing conclusions on how food habits are similar or different, suggesting ways to improve health through diet.

Note – are your students becoming more successful in conversational English at the expense of their academic English?

# Giving advice

Student A

I	need to should should not	reduce the consume eat	proteins.	
			fats.	
			carbohydrates.	
		so much	calories.	

Student B

I think you	need to should should not	reduce the consume eat	orange juice	
			bananas	
			bread	
		so much	...	

(100) grams of	...	contain	(only) (12) grams of	proteins	than ...
				fats	
			more / less	carbohydrates	
				calories	

# Comparing locally and Globally (ice cream)

The average consumption (litres) of ice cream per person per year		
Sweden		14.9
Denmark		9.1
UK		8.4
Switzerland		8.0
Ireland		7.5
The Netherlands		6.9
Germany		6.5
Belgium		6.3
Italy		5.2
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?

# Language for comparing data sets

make statements about the data for a single country; make statements about most / least; make comparisons between two countries; interpret the data and draw conclusions.

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

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

# A Language Curriculum based on content skills

## Overarching Curriculum Skills - Data Handling

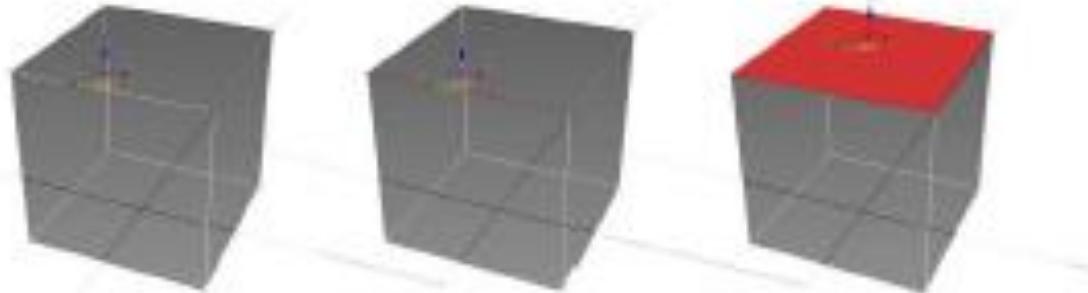
OBSERVING	Sub skills	Language CLIL notes
observing (over time) and collecting data	pattern seeking look for changes look for patterns look for similarities and differences in their data	Identify an area of students' lives to observe (e.g., eating and drinking habits)
recording findings (data, results of increasing complexity) using scientific diagrams and labels	drawings (classification) keys labelled diagrams scatter graphs bar charts line graphs Tables	Use student knowledge and experiences from other subjects to create visual recordings (posters etc.)
DATA HANDLING	Sub skills	Language CLIL notes
data processing	identifying classifying and grouping comparative and fair testing researching using secondary sources	Work with student data, find national data to work with
analysing data	draw conclusions based on their data and observations explain their findings and use evidence to justify their ideas make predictions answer questions and identify new questions arising from the data	Provide language support for spoken and written analysis
finding ways of improving		Create dialogues giving advice
PRESENTING	Sub skills	Language CLIL notes
presenting data, reporting on findings	explanations Displays Presentations	Carry out a poster market. Exchange with partner classes (and then compare)

Note – the language lessons can feed into the content lessons through coordinating the curriculum skills work.

# Describing objects

# Content - 3D Modelling

## 3 Edit Poly



In the Modifier List select the **box** on the right and convert it to an **editable poly** by rightclicking on the cube's entry in the Modifier Stack. The **edit poly** modifier gives you plenty of controls to edit an object.

- Vertices define the structure of other sub-objects that make up the poly. They are simply in space. Press the 1 key to enter the **vertex** level.
- The line connecting two vertices together is an **edge** and, therefore, creates the side of a polygon. Press the 2 key to enter the **edge** level.
- A **border** is the edge of a hole. Press the 3 key to enter the **border** level.
- A **polygon** is a flat shape created by connecting three or more vertices, forming a closed shape. **polygons** are what actually render when you output your scene in rendering. Press the 4 key to enter the **polygon** level.
- An **element** allows you to select all the polygons in an object. Press the 5 key to enter the **element** level.

**polygon, editable poly, edit poly, element, box, edge, poly, points, border, vertex**

## 2. Fill-light

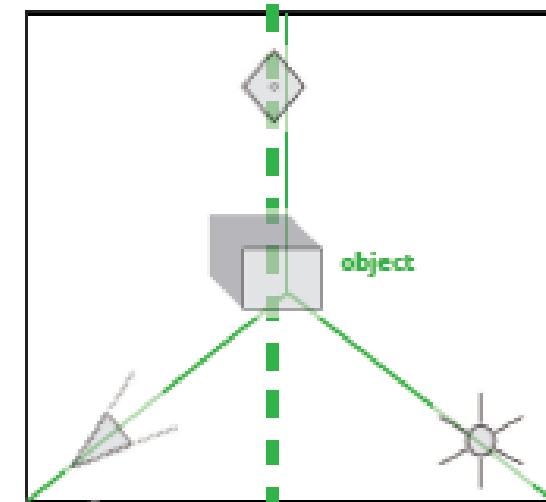


Figure 1. Three-point lighting

## 1. Key-light



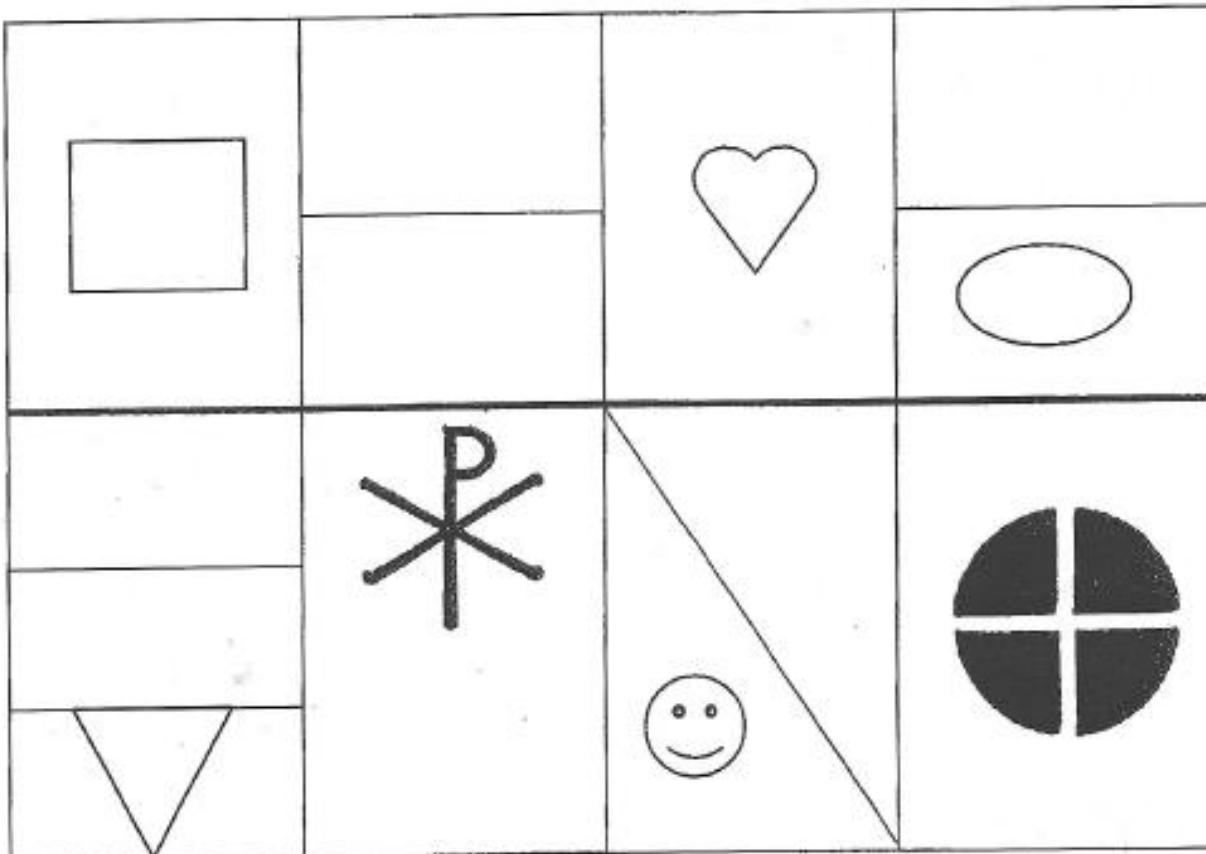
# Listen and Draw

## Describe and Draw A

Describe this drawing to your partner. No showing it! Just describe exactly what you see on your paper. Your partner will fill in the details on his/her paper. Be as specific and clear as possible.

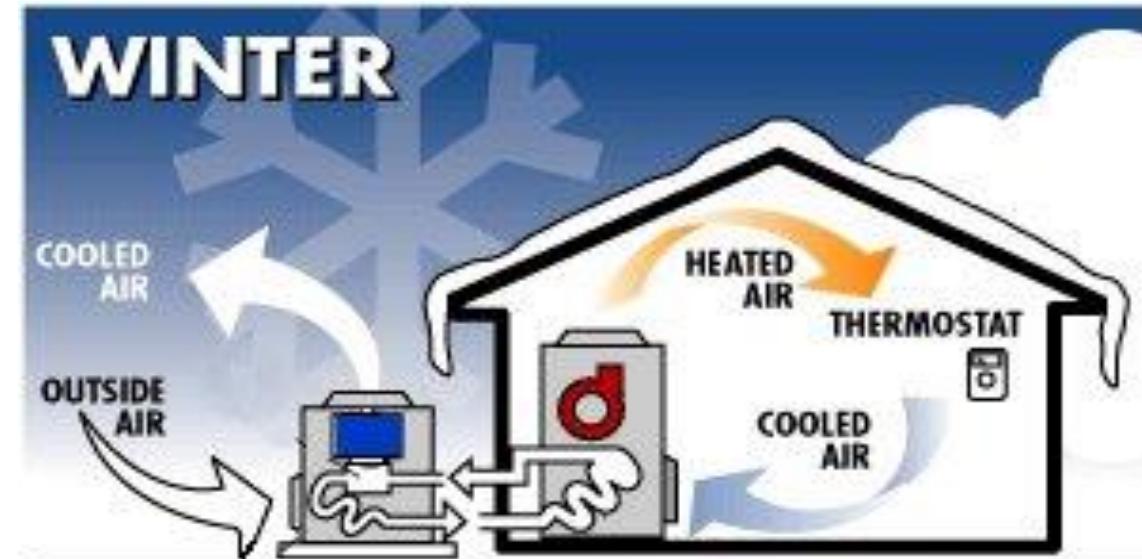
If your partner needs to ask questions, this is ok. Answer them as precisely as you can. Your job is to get him/her to draw exactly what you have on your page.

When your partner is done, compare and discuss what matches and what is different.

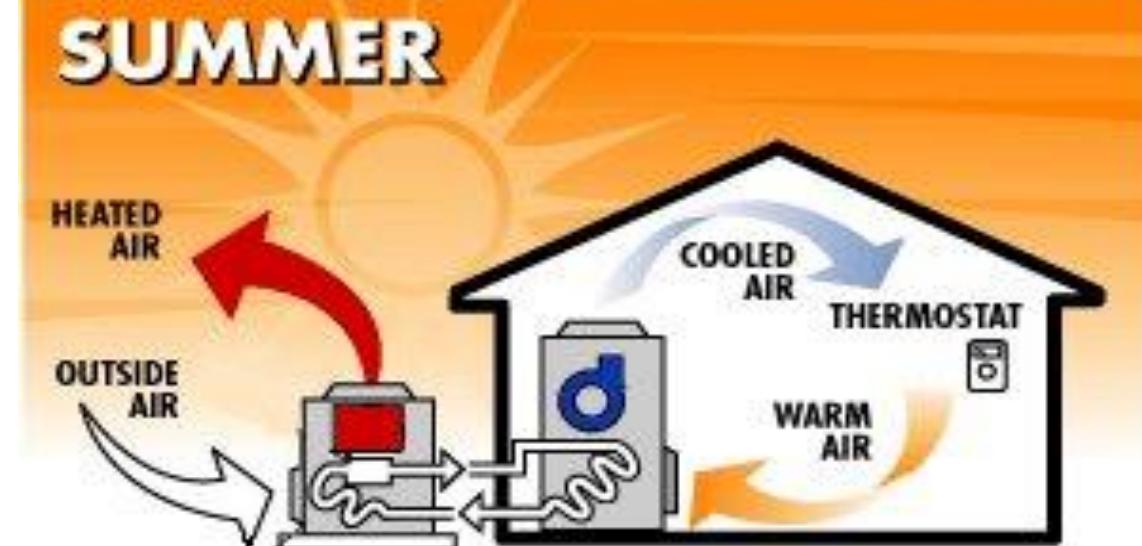


# Process Description

# Content – Heat Pump

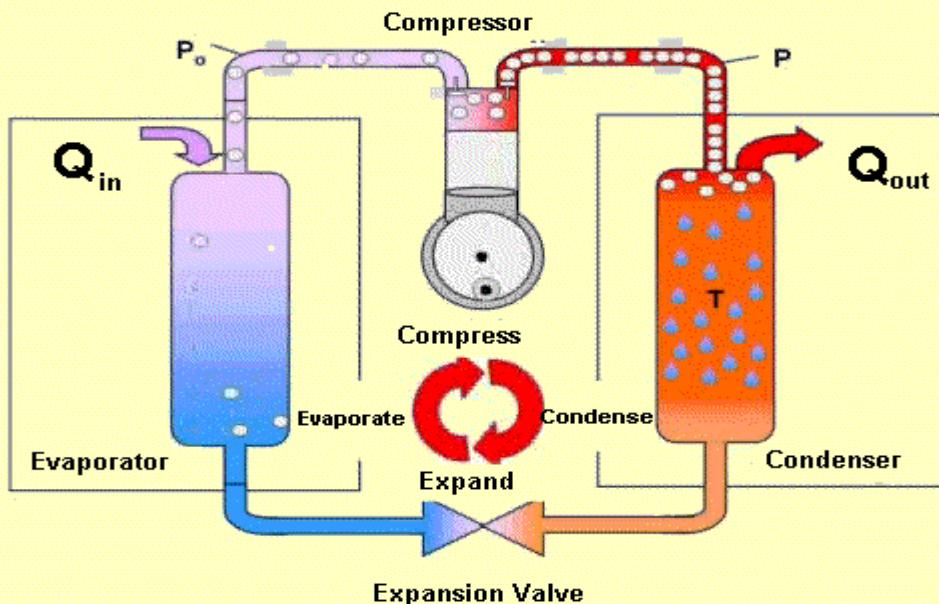


**Typical Heat Pump System**



# Heat Pump

## How a Heat Pump Works



A heat pump functions basically like a refrigerator just the other way round.

Heat is withdrawn from one natural source such as, geothermal heat, water or air and is used for heating.

A heat pump heating system always consists of three different components :

- heat source system
- heat pump
- heat distribution and storage system

Fig.4: scheme of a heat pump

# Heat Pump

## Review of a Typical Vapour Compression Cycle

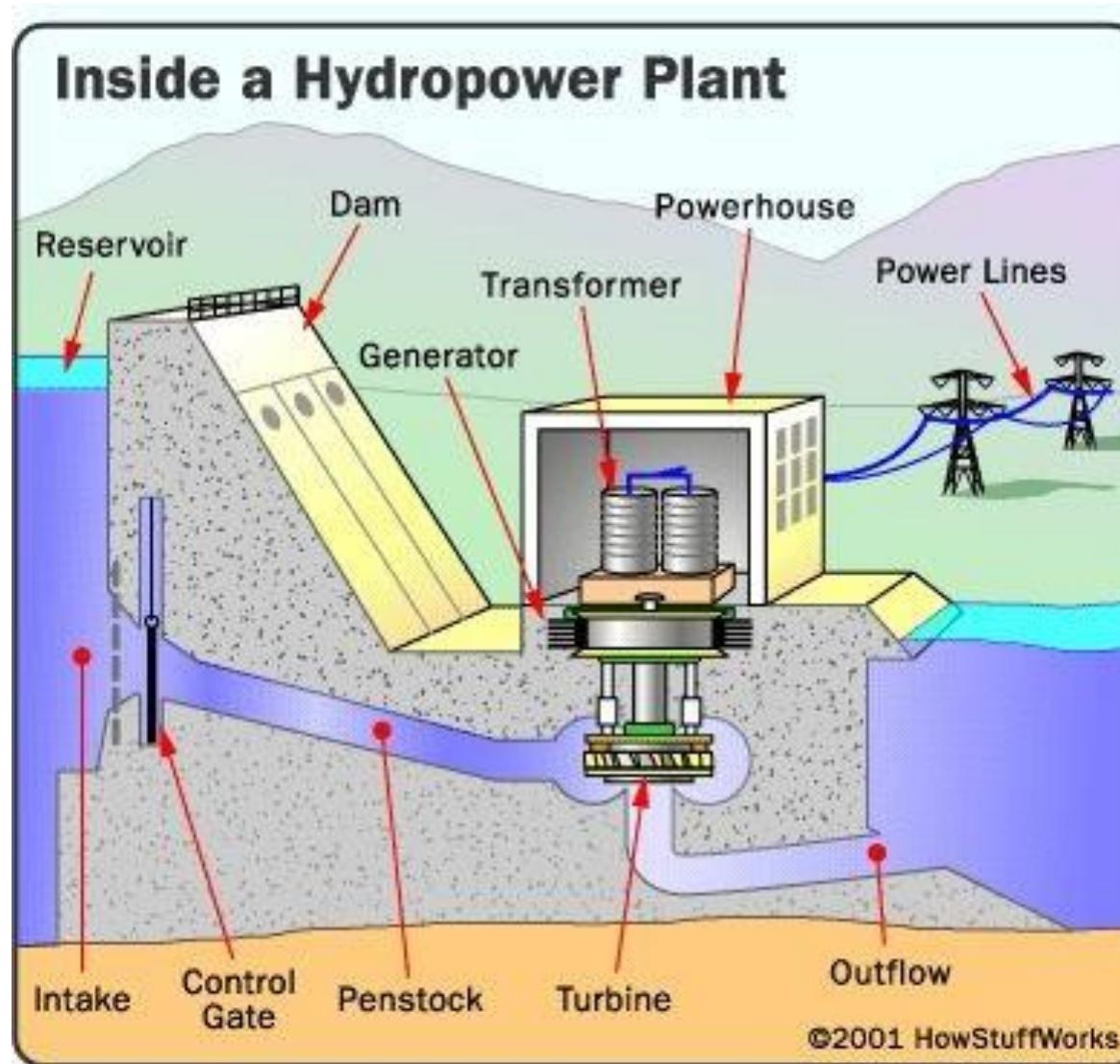
- Refrigerant enters the evaporator in the form of a cool, low-pressure mixture of .....
- Heat is transferred to the refrigerant from the relatively warm air or water to be cooled, causing the liquid refrigerant to .....
- The resulting vapor is then pumped from the evaporator by the ....., which increases the ..... and ..... of the refrigerant vapor.
- The resulting hot, high-pressure refrigerant vapor enters the ..... where heat is ..... to ambient air or water, which is at a lower temperature.
- Inside the ....., the refrigerant condenses into a .....
- The expansion device creates a pressure drop that ..... the pressure of the ..... to that of the evaporator.
- At this low pressure, a small portion of the refrigerant..... (or flashes),..... the remaining liquid refrigerant to the desired evaporator temperature.
- The cool mixture of..... and ..... refrigerant travels to the evaporator to repeat the cycle.

# Heat Pump – process verbs, time/place phrases, conjunctions

## Review of a Typical Vapour Compression Cycle

- Refrigerant **enters** the evaporator in the form of a cool, low-pressure mixture of .....
- Heat **is transferred to** the refrigerant from the relatively warm air or water to be cooled, **causing** the liquid refrigerant **to** .....
- The resulting vapor **is then pumped** from the evaporator by the ....., **which increases** the ..... and ..... of the refrigerant vapor.
- **The resulting** hot, high-pressure refrigerant vapor **enters** the ..... **where** heat is ..... to ambient air or water, which is at a lower temperature.
- **Inside** the ....., the refrigerant **condenses** into a .....
- The expansion device **creates** a pressure drop **that** ..... the pressure of the ..... to that of the evaporator.
- **At this** low pressure, a small portion of the refrigerant..... (or flashes),..... **the remaining** liquid refrigerant to the desired evaporator temperature.
- The cool mixture of..... and ..... refrigerant **travels to** the evaporator **to repeat** the cycle.

# Other contexts for similar process language



# Other contexts for similar process language

## Inside a Hydropower Plant

First

Next

After that

Then

Finally

1 A reservoir or man-made lake holds ...

3 The dam creates ...

4 The water goes through ...

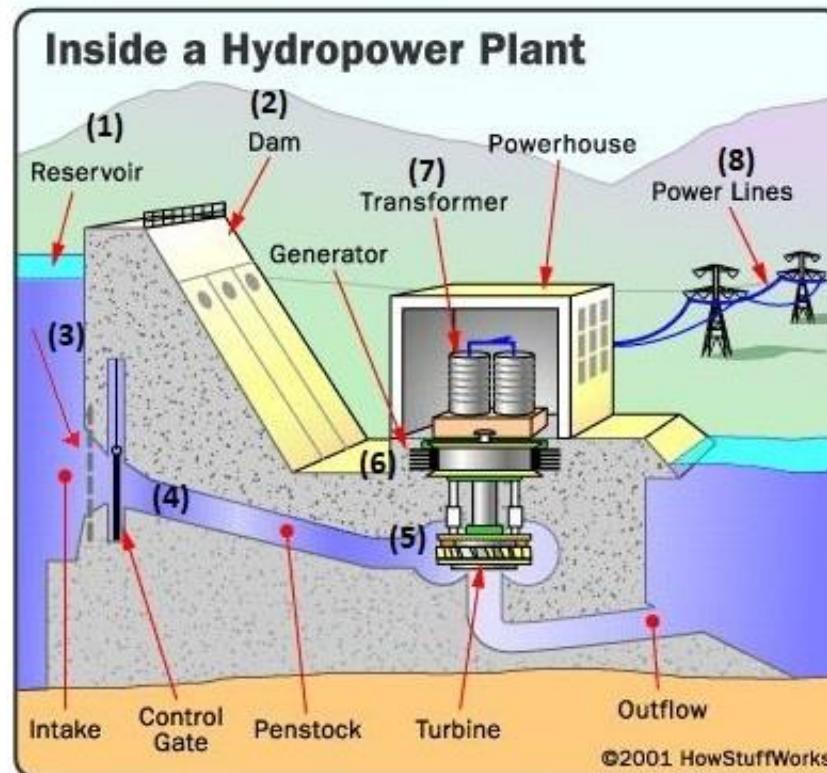
5 This falling water makes ...

6 This causes the generator to turn and converts ...

7 A transformer in a powerhouse converts ...

8 A network of powerlines transports ...

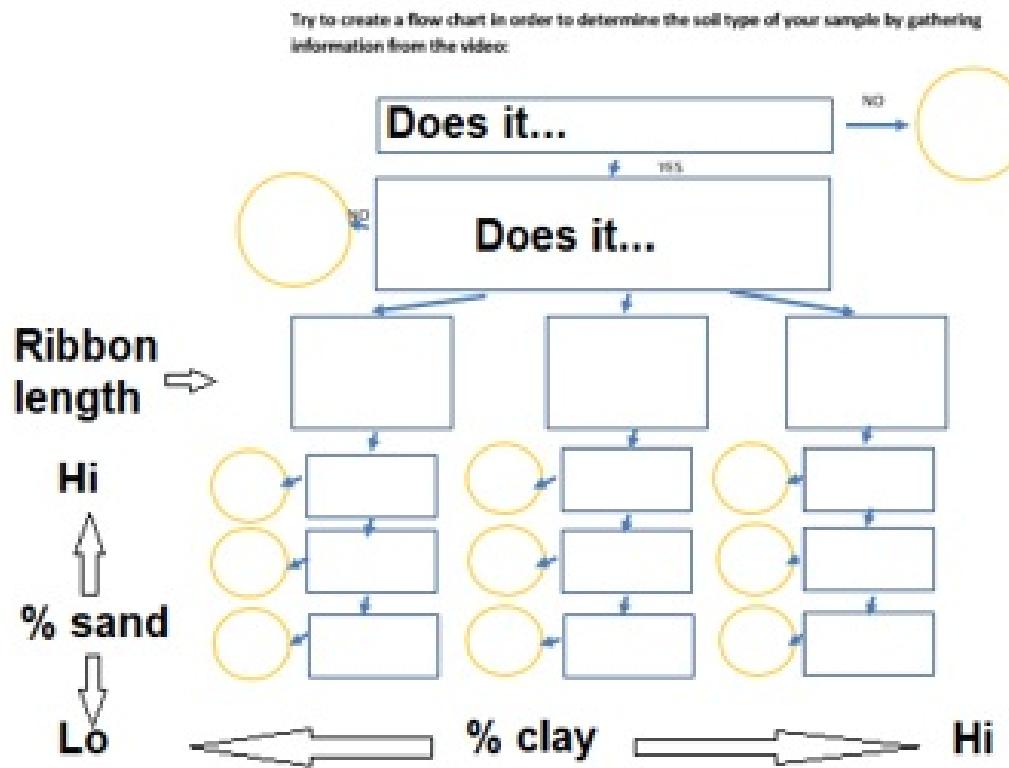
Match the sentences endings to the sentence starters.



- a) a control gate down into a tunnel called a penstock.
- b) a large amount of water.
- c) a dam, which is a huge wall in the lake or river.
- d) a drop for the water to fall.
- e) the electrical energy into high voltage current.
- f) the electricity to our homes, factories, places of work.
- g) the mechanical energy from the turbine into electrical energy.
- h) the turbine go round.

# Describing Characteristics

# Content – Soil Texturing



## Language Box:

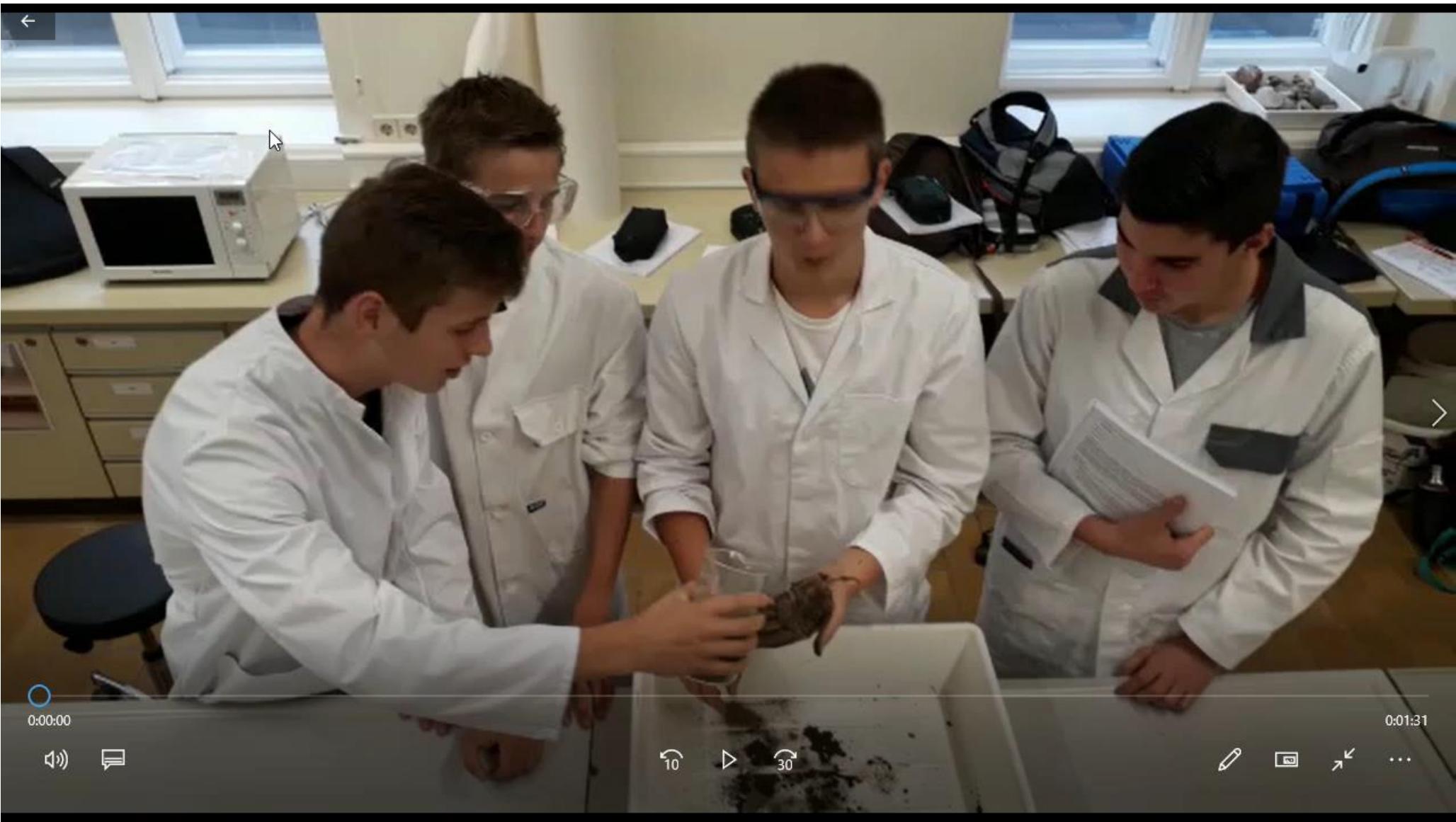
sand – Sand	smooth – glatt, geschmeidig
silt – Schluff	ribbon – Band
clay – Ton	squeeze - drücken
loam - Lehm	knead - kneten
palm - Handfläche	silky - seidig
gritty – grobkörnig	moldable – formbar

Use your flow chart to explain to your lab partner how soil texturing works (like the expert in the video, using the following phrases from the language box provided):

## Language Box:

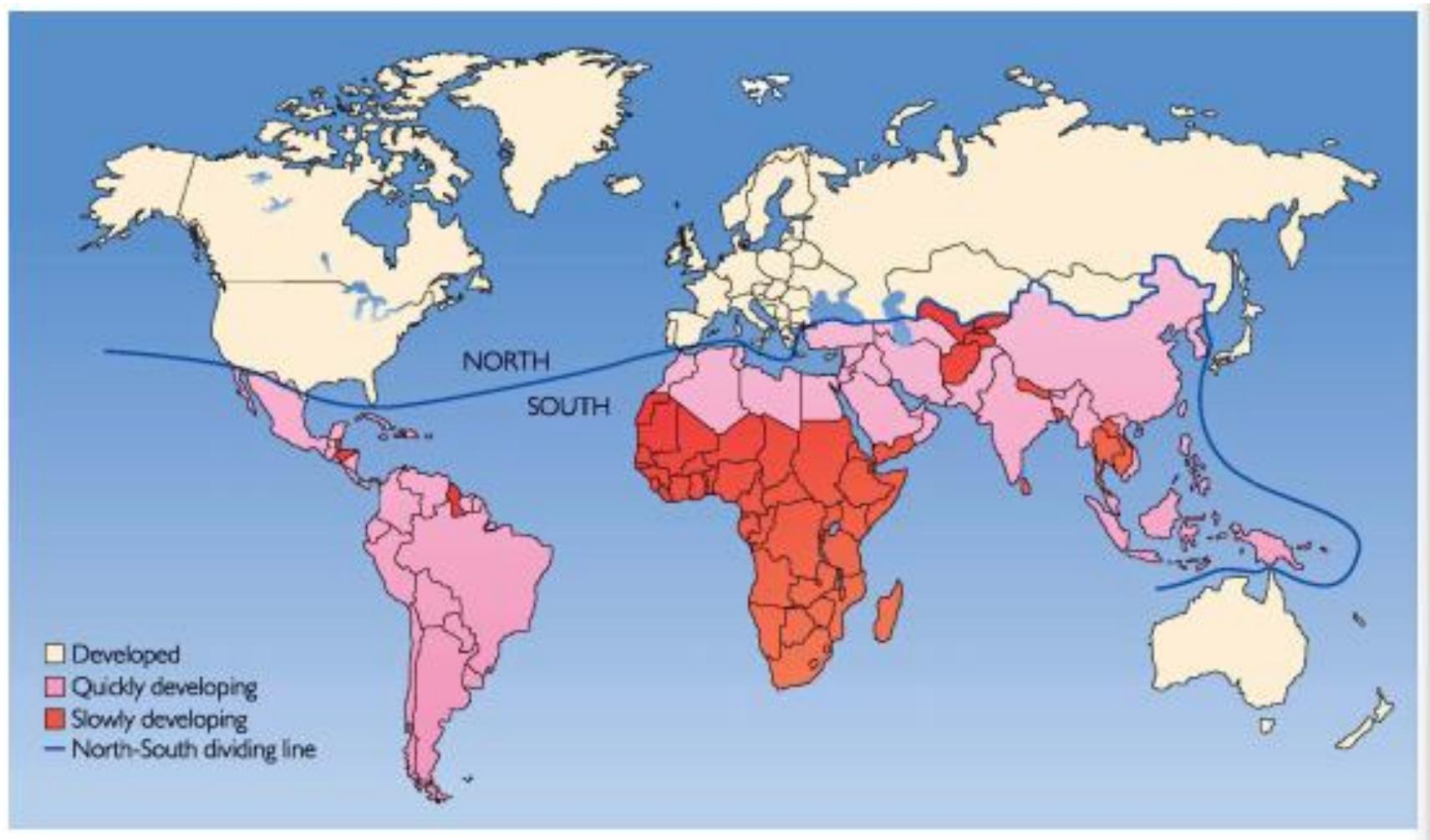
Mix the soil
Rub the soil
Work the soil
If it feels / If you can hear / If it makes a ball ...
When it...
Then ...

# Practice



Grouping  
and  
Categories

# Content - Development



# Classifying factors

## Classifying factors

	slowly developing countries	quickly developing countries	developed countries
GNP			
exports and industry			
facilities			
wealth / poverty			
example countries			

very low and falling	low but rapidly increasing	high and increasing each year
export only raw materials and have little industry	rapidly increasing industrial development and exports	well established profitable industry
facilities such as health care and education are only for the rich	improving transport facilities	facilities such as hospitals and schools are well financed and high-tech
poorest countries of the world	most still poor but wages, working conditions and living standards are rising quickly	world's wealthiest countries
Peru, Sudan, Somalia	Indonesia, Malaysia and the Philippines	EU countries, Germany, USA, Canada

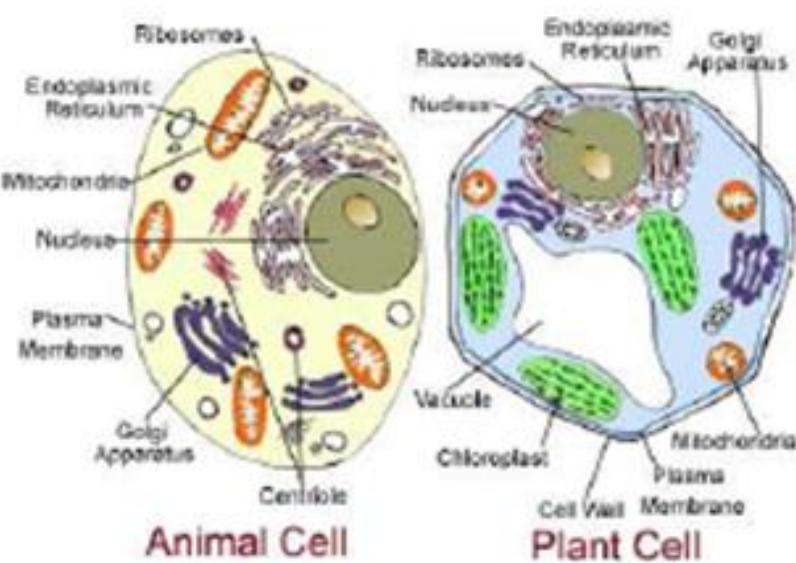
classified  
divided  
belong  
associated  
separated  
grouped  
organized  
sorted  
arranged

Comparing  
and  
Contrasting

# Comparing and contrasting

Group work, groups of 4 or 5

Exercise 4: Have a close look at the two pictures of an animal and a plant cell below. Read the text carefully and fill in the missing words.



The whole cell is surrounded by the **plasma membrane**. This is built of lipids and proteins like all bio membranes. In addition, plant cells have a **cell wall**.

Inside the cell there is the **cytoplasm**, a fluid. This contains different compartments called **cell organelles**:

The round **nucleus** is the control centre of the cell. This organelle contains the DNA with the genetic code in the **chromosomes**.

The **mitochondria** is also called "the powerhouse of the cell". There are two membranes.

The **outer membrane** covers the organelle. The **inner membrane** folds over many times to get more room for reactions.

We only find **plastids** in plants. There are 3 different types: green **chloroplasts** in leaves and plants, yellow to red **chromoplasts** in fruits and blossoms and colourless **leucoplasts** in roots.

The **endoplasmic reticulum** or short **ER**, is the transporting system inside the cell which is connected to the nucleus. If it is covered with **ribosomes** it is called **rough ER**.

**Ribosomes** are the protein builders or the protein **synthesizers** of the cell. They are very small organelles in the cytoplasm and next to the **ER**.

The **golgi apparatus** combines molecules and pack them in **vesicles**. This organelle is built by a pile of membranes with round vesicles at their ends.

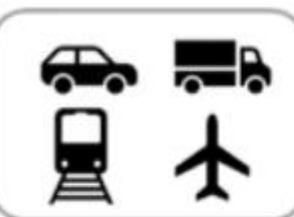
The **vacuole** is a bubble filled with fluid. In plant cell it can get very big and takes the whole centre of the cell. In animal cells there is usually more than one and they are smaller.

# Structure, function, location

Verb phrases		Adverbial phrases
<p><u>Structure:</u></p> <p>... are made up of...</p> <p>... organized in...</p> <p>... is a self-contained unit</p> <p>... contains...</p> <p>... feels/looks like...</p> <p>... are separated from... by...</p> <p>... are small...</p> <p>... tend to be...</p> <p>... can take other shapes...</p> <p>... it includes...</p> <p>... have...</p> <p>... is a part that contains...</p> <p>... consist of...</p> <p>... are joined together... (to...)</p> <p><u>Types:</u></p> <p>...there are ...</p> <p>...have various shapes...</p> <p>...are divided into...</p> <p>...are arranged in...</p> <p>...resembles...</p>	<p><u>Location:</u></p> <p>... is found in...</p> <p>...surrounded by...</p> <p>... form...</p> <p>...form one or several...</p> <p>...includes...</p> <p>...is located under/around...</p> <p>...is most abundant under...</p> <p>...is common in...</p> <p>...is found mainly in...</p> <p>...along ... runs...</p> <p><u>Function:</u></p> <p>...have parts which...</p> <p>...builds up...</p> <p>...lines...</p> <p>...exhibits ...</p> <p>...release...</p> <p>...connects...</p> <p>...has the function of...</p> <p>...provides...</p> <p>...builds up...</p> <p>...amidst...</p>	<p>...often...</p> <p>...very often...</p> <p>...usually...</p> <p>... likely to be...</p> <p>...just...</p>

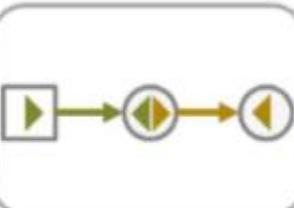
# Public transport

## Structure, function, location of transport systems



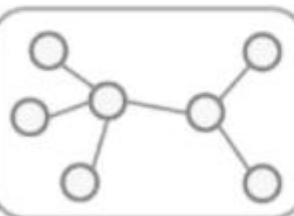
### Modes

Conveyances (vehicles) used to move passengers or freight.  
Mobile elements of transportation.



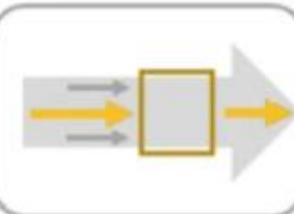
### Infrastructures

Physical support of transport modes, such as routes and terminals.  
Fixed elements of transportation.



### Networks

System of linked locations (nodes).  
Functional and spatial organization of transportation.

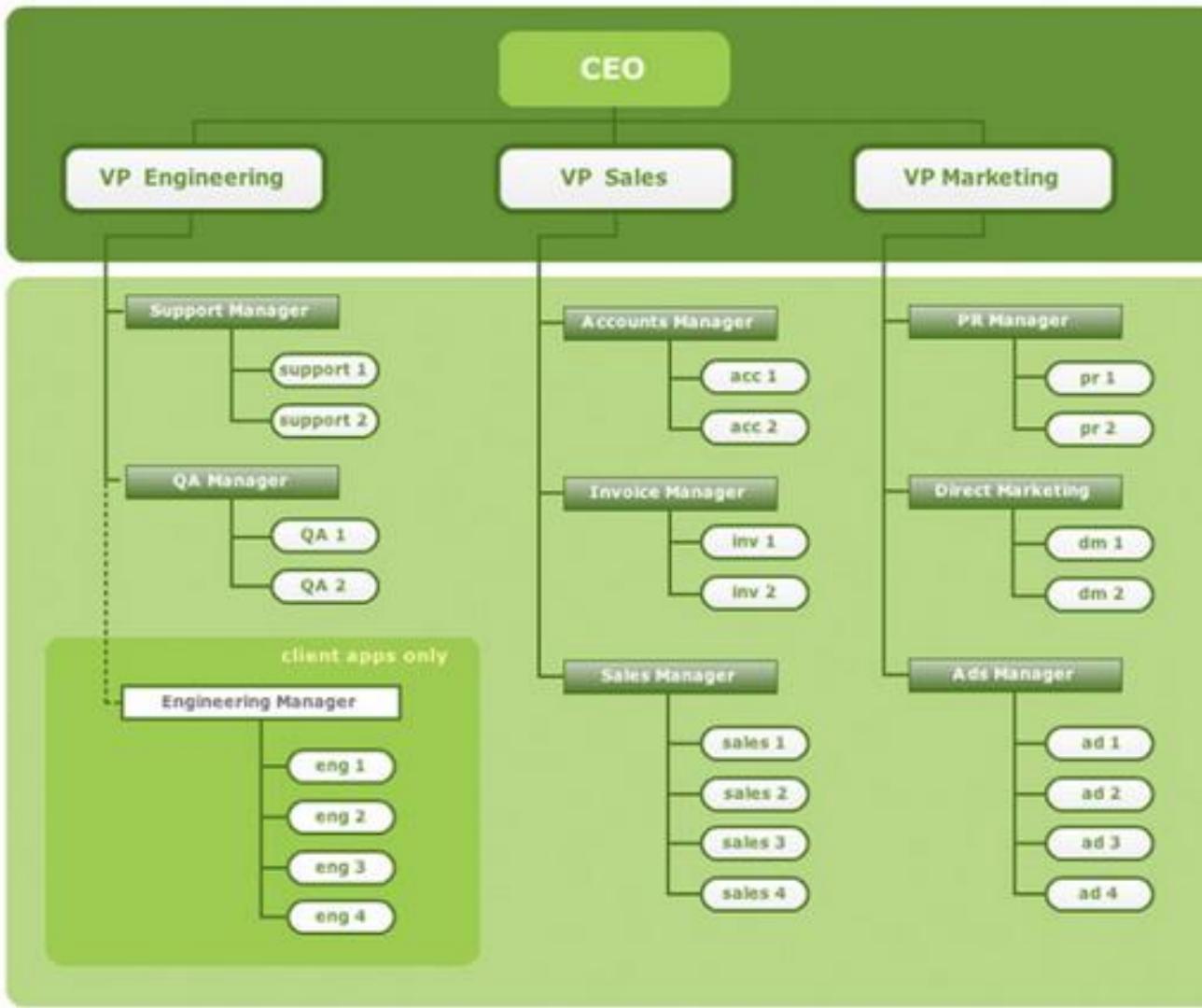


### Flows

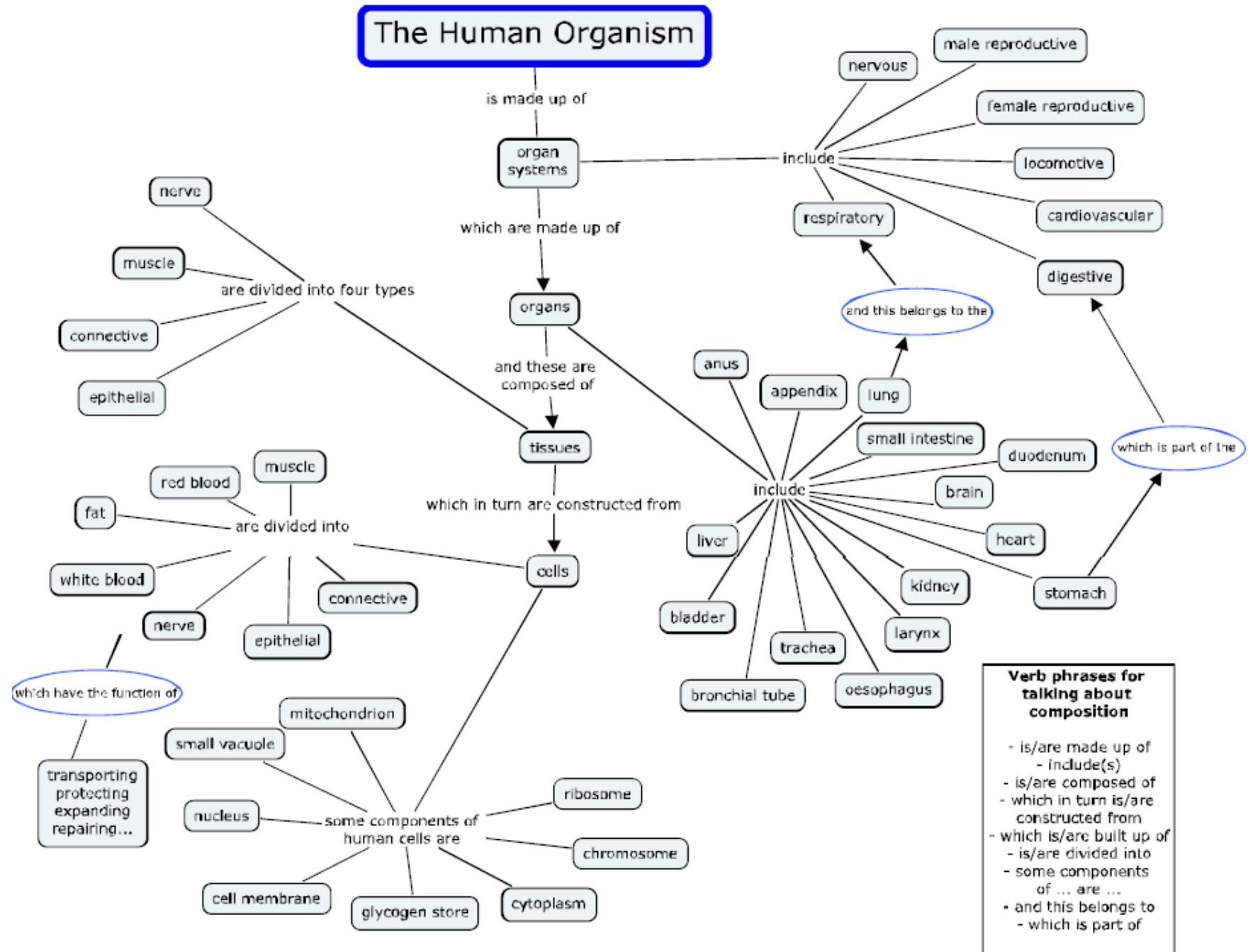
Movements of people, freight and information over their network.  
Flows have origins, intermediary locations and destinations.

# Describing Composition

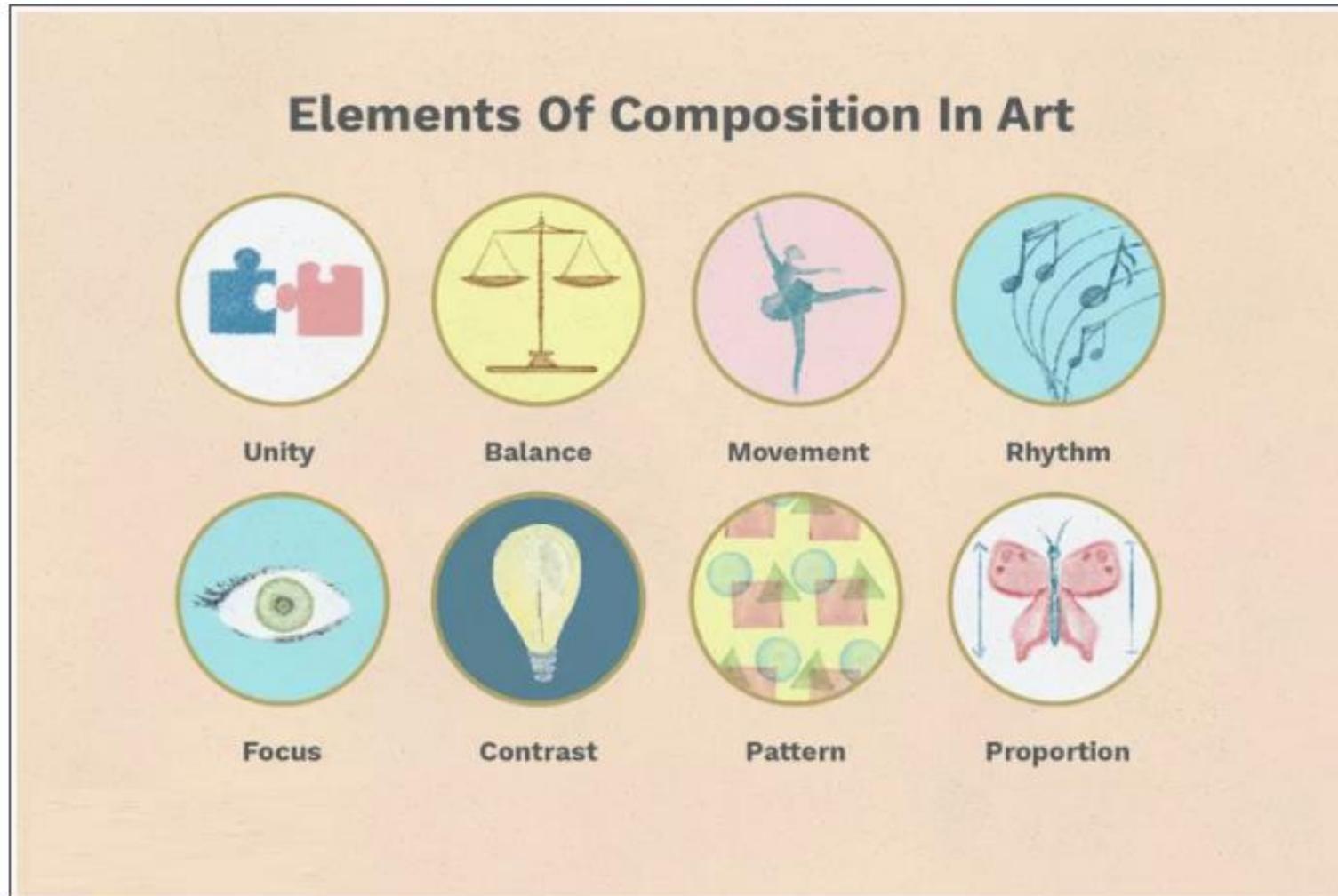
# Org Chart



# The human organism



# Composition in art (and photography)

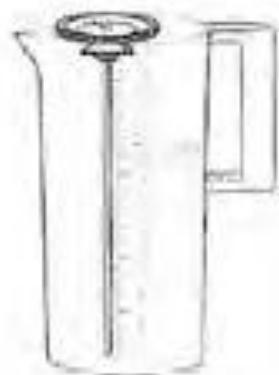


# Giving Instructions

# Content - Developing film

## Developing Film: Step by Step

1. *Presoak (optional).* Pour plain water into the loaded processing tank and soak the film for 1 minute to soften the emulsion and promote even development. After you pour in the water, gently tap the bottom of the tank a few times against a table, counter, or sink to help dislodge air bubbles that may otherwise settle on the film. Air bubbles may lead to air belles, circular marks of uneven development, in the final negative.
2. *Take the temperature of the developer and determine the correct developing time* by referring to the time-temperature chart for the film and developer you are using.
3. *Pour the developer into the processing tank*, holding the tank at a slight angle to facilitate pouring. Start timing the development when about half of the solution is poured in, 5 seconds or so after you begin pouring. When the solution is in the tank, tap the bottom of the tank gently against the sink or counter a few times.
4. *Put the cap on the top of the tank.* Remove the cap when you need to dump or add solutions, but remember to put it back on when you are agitating the tank to prevent leaking.
5. *Agitate the tank for the first 30 seconds of development.* To agitate, gently



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## Imperatives

Presoak / Pour / Soak / Take / Determine / Start / Tap / Put / Remove / Agitate

## Infinitives of purpose

... to soften ... promote  
... to help (dislodge) ...  
... to facilitate ...  
... to prevent (leaking) ...

## Time phrases

... for 1 minute... / 5 seconds or so

## Sequencing phrases / conjunctions

After you... when ... / When...

# Content – Developing film



5. *Agitate the tank for the first 30 seconds of development.* To agitate, gently rotate the tank in a circular direction two or three times, and then invert it once or twice. Repeat this rotation and inversion for the full 30 seconds—no more or less. After 30 seconds, stop agitating and put the tank down and gently tap the bottom of the tank.
6. *Thirty seconds later, pick up the tank and agitate for 5 seconds only.* For the remaining time in the developer, agitate for 5 of every 30 seconds. Tap the tank gently when you put it down each time.

Whatever method of agitation you choose, be careful to agitate consistently and regularly during the development step. Underagitation (less than the recommended time or no agitation at all) or overagitation (more than the recommended time or constant agitation) may lead to under- or over-developed film, uneven development, or possibly image streaking.

# Content – Developing film



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Adverbs - gently / consistently / regularly

Time phrases - for the first 30 seconds / for the full 30 seconds / no more or less / for 5 seconds / for 5 seconds only / for 5 of every 30 seconds

Sequencing phrases - then ... / After (x seconds)... / (Thirty seconds) later ... / ... when you ...

Verb patterns

Imperatives

Agitate / invert / stop

agitating / put / tap / pick up

Infinitives

To agitate

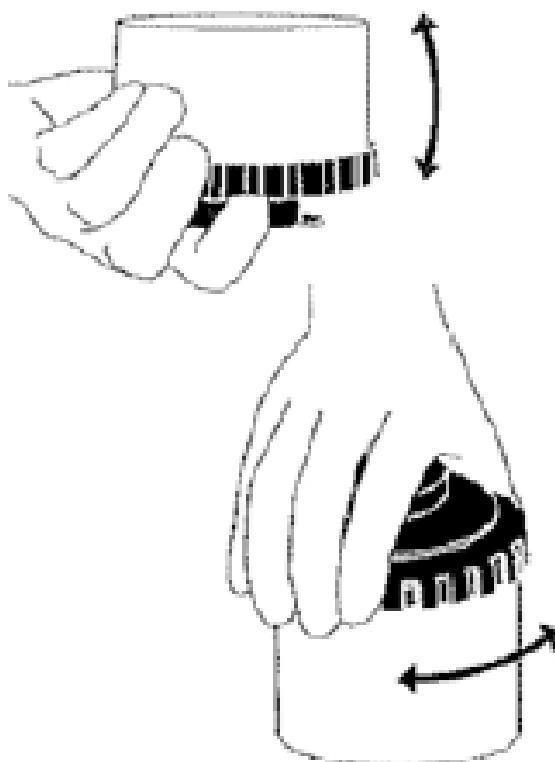
Conditional forms

... may lead to ...

Advice / Instruction

...be careful to...

# Content – Developing film



7. *Pour the developer out of the processing tank.* Start pouring 5 to 10 seconds before the developing time is up, taking into consideration that the film continues to develop until you add the next solution (stop bath). If you're using a one-use developer, discard the used solution.
8. *Pour stop bath into the processing tank* as soon as all of the developer is poured out. Start timing when you have entirely filled the tank with stop bath. Soak the film in this solution for 30 seconds to 1 minute.
9. *Pour in the fixer.* Fix the film for 3 to 5 minutes with rapid fixers or 5 to 10 minutes with standard fixers, depending on the brand of fixer, the freshness of the solution, and the film type. Certain films may require a longer fixing time: about 5 to 8 minutes for rapid fixers and 8 to 10 minutes for standard fixers.

# Content – Developing film



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Time phrases - for 30 seconds to 1 minute / for 3 to 5 minutes / 5 to 10 minutes / about 5 to 8 minutes

Sequencing phrases - before (the developing time is up) / as soon as

Verb patterns

Imperatives

Pour ... out

Start (pouring)...

Start (timing)...

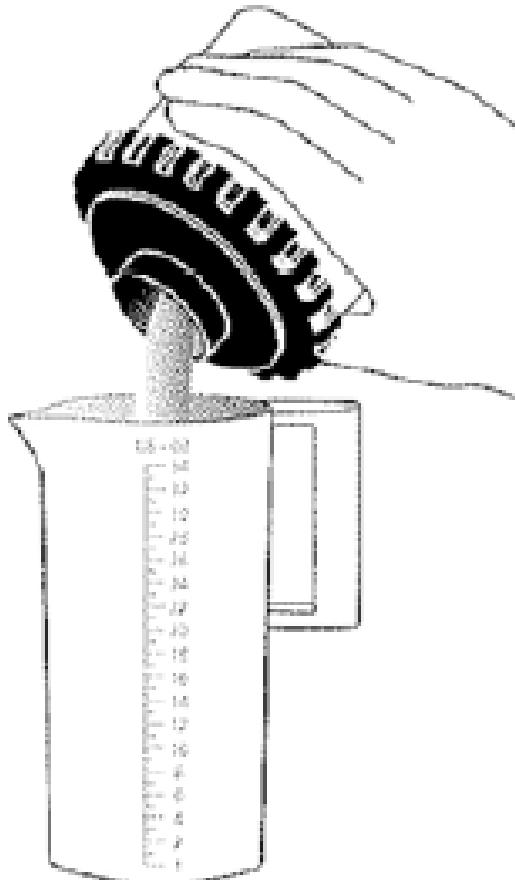
Conditional structures

If ... , ...

... depending on ...

... may require ...

# Content – Developing film



Step 10

10. *When the time is up, pour the fixer out of the processing tank.* Store the solution for reuse in a clean bottle or storage container marked "used fixer."
11. *Take the top off the tank and wash the film.* This final wash usually takes 5 to 10 minutes.
12. *Empty the water from the processing tank after the final wash is complete.*
13. *Pour wetting agent into the processing tank.* Soak the film for 30 seconds to 1 minute. Pour in the wetting agent gently, and don't agitate the tank. Agitation may cause soapy bubbles, which can result in streaks or scum on the surface of the dried film.
14. *When the time is up, pour the wetting agent out of the processing tank.* Store the solution for reuse in a clean bottle or storage container marked "used wetting agent."
15. *Take the reel(s) out of the processing tank, and remove the processed and washed film—now a roll of negatives.* Handle film by its edges with care.

# Content – Developing film



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15. Take the reel(s) out of the processing tank, and remove the processed and washed film—now a roll of negatives. Handle film by its edges with care.

Sequencing phrases - When the time is up, ... / ... after ... / ... now ...

Time phrases (adverbs) - ... usually takes 5 to 10 minutes ...

/ for 30 seconds to 1 minute /

Verb patterns

When ... , ...

Imperatives  
(of purpose (NB infinitives))

Store ... for ...

Take ... off ... / wash ... / Empty ... /  
Pour ... into ... / Soak ... / don't  
agitate ... / Store ... / Take ... out.../  
Handle ... / remove ...

Conditionals

may cause ..., which can result in ...

# Content – Developing film



*washed film*—now a roll of negatives. Handle film by its edges with care.

16. *Hang the film to dry* in either a film-drying cabinet or from a string or wire, using a film clip or spring-type clothespin. Weight the film at the bottom with another clip or clothespin to prevent the film from curling as it dries. Dry film in a dust-free environment. Otherwise, your film may pick up dust, scratches, and other defects when drying—a very common problem in a school or other gang darkroom.
17. *As soon as it is dry, store the film* to keep it clean and scratch-free. Film generally takes 1 to 3 hours to dry, depending on the temperature and humidity of the environment. Check the bottom of the film; it dries last so if it feels dry then the entire roll should be dry. Remove the film from the clips, and place it on a clean counter or other surface for cutting (wipe and dry the surface before putting the negatives on it). If you have a large light box available, place the negatives on that. Carefully cut the negatives into strips, usually of five or six frames each, depending on the type of film and negative protectors you are using. Then gently slide the strips into the protector, one strip per slot. Take care not to scratch the negatives as you slide them in.

# Content – Developing film



washed film—now a roll of negatives. Handle film by its edges with care.

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17. **As soon as it is dry, store the film** to keep it clean and scratch-free. Film **generally takes 1 to 3 hours to dry**, depending on the temperature and humidity of the environment. **Check the bottom of the film; it dries last so if it feels dry then the entire roll should be dry.** Remove the film from the clips, and **place it on a clean counter or other surface for cutting** **wipe** and **dry** the surface before putting the negatives on it. If you have a large light box available, **place the negatives on that**. **Carefully cut the negatives into strips, usually of five or six frames each**, depending on the type of film and negative protectors you are using. Then **gently slide** the strips into the protector, one strip per slot. **Take care not to scratch the negatives as you slide them in.**

Sequencing phrases - As soon as it is dry ...

Time phrases ... takes 1 to 3 hours

Verb patterns

Imperatives

Hang ... to dry / Weight ... to prevent / Dry ... / Check ... /

Remove ... / wipe ... / place ... / slide

Conditional structures

Otherwise, ... may ... / If you have ... , ...

Adverbs

... generally takes ... / carefully cut ... into ... / usually / gently slide ...

Infinitives of purpose (negative)

Take care not to ...

# Instruction language in summary

- Verb patterns – imperative forms / infinitives of purpose (negatives) / conditional phrases and structures (if..., ... / otherwise... / modals / depending on) / verbs with adverbs / Start doing – stop doing / Giving advice about care
- Adverbial phrases - frequency / generality / nature of movement
- Time phrases – takes (about) ... / from ... to ... (approximation) / (precision) ...only ... / no more no less
- Sequencing phrases – After ... (position in a sequence) / As soon as.../ After ..., / ...now... / When the time is up, ... / ... before ... / ... then ...

So, what would be a context for the language classroom to practice this language?

- Invitation - Language and content teachers pair up, investigate the curriculum skills, identify language functions, coordinate the content classes alongside the language class. Write to me for support, help, ideas – [keith@anglia-school.info](mailto:keith@anglia-school.info)

Advising and persuading	Describing objects	Inquiring/seeking information
Agreeing	Describing problems	Introducing your group/team
Analysing	Describing procedures	Interpreting
Apologising	Describing processes and developments	Interrupting politely
Arguing	and changes	Inviting
Asking for clarification /more information	Disagreeing	Justifying
Asking for information	Explaining causes and effects	Listing
Asking for opinions	Expressing doubt and reservation	Narrating
Asking for permission	Encouraging	Obliging
Asking historical questions about pictures and artefacts	Emphasising a point	Offering
Attributing	Evaluating	Persuading
Challenging	Exemplification - giving examples	Predicting
Changing the subject/Moving on	Expressing method and means	Presenting and discussing results
Checking that people are following	Expressing certainty	Referring to research
Checking that you have understood	Expressing reasons and explanations	Quoting directly
Classifying / categorising	Following up a question	Requesting
Comparing	Expressing frequency	Rephrasing
Concluding	Generalising	Sequencing
Contrasting	Giving background information	Speeding up things
Controlling the discussion	Giving explanations	Suggesting
Dealing with difficult questions	Giving further information	Summarising
Defining	Giving instructions	Synthesizing
Describing aims and objectives/intentions	Giving opinions	Using visuals
Describing change	Giving, withholding & seeking permission	Warning
Describing function	Holding the floor - preventing	
Describing graphs and figures	interruptions	
	Hypothesising	

# Curriculum Language Audit

- ... And I'll send you the language audit