

# *Curriculum Skills for CLIL*

*Bridging the Gap between Content and Language*

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# Curriculum skills

<b>Scientific Skills</b> Observing Classifying Measuring and using numbers Inferring Predicting Communicating Using space-time relationships Interpreting data Defining operationally Controlling variables Hypothesising Experimenting Manipulative skills <b>Thinking strategies</b> Conceptualising Making decisions Problem solving Reasoning	<b>Thinking skills (Critical and creative)</b> <b>Critical thinking skills:</b> Attributing Comparing and contrasting Grouping and classifying Sequencing Prioritising Analysing Detecting bias Evaluating Making conclusions <b>Creative thinking skills:</b> Generating ideas Relating Making inferences Predicting Making generalisations Visualising Making hypotheses Making analogies Inventing
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# 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

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

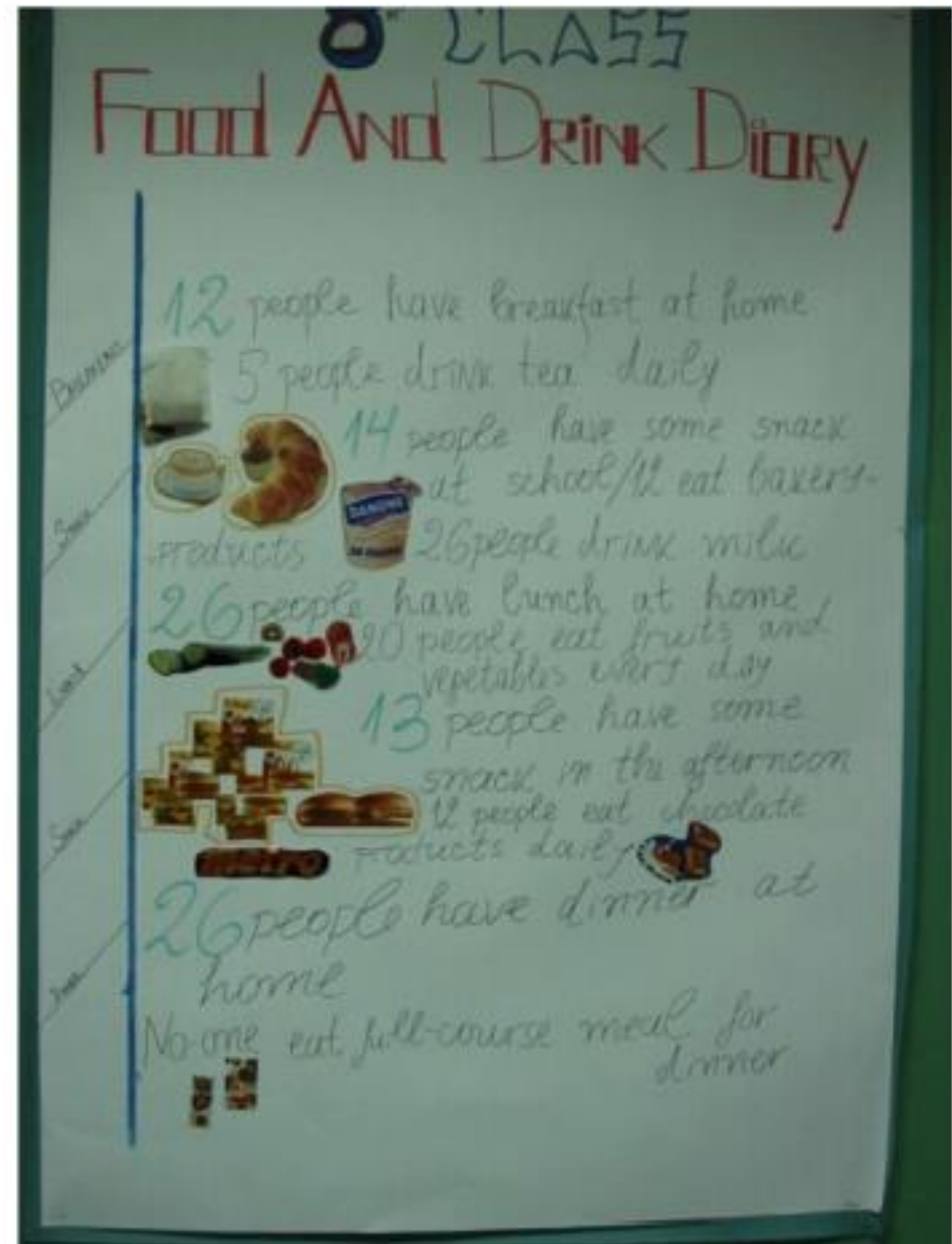
Time of day	Activities	Meals/ Snacks eaten
04.00		
05.00		
06.00		
07.00		
08.00		
09.00		
10.00		
11.00		
12.00		
13.00		
14.00		
15.00		
16.00		
17.00		
18.00		
19.00		
20.00		
21.00		
22.00		
23.00		
24.00		

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:  
☐ a balanced diet   ☐ too much salt  
☐ enough fruit   ☐ too much sugar  
☐ and vegetables  
☐ enough dietary   ☐ 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.

# Giving advice

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

Student A

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

Student B

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

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

# Comparing locally and Globally (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?



# 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)	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	

# A Language Curriculum based on content skills

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

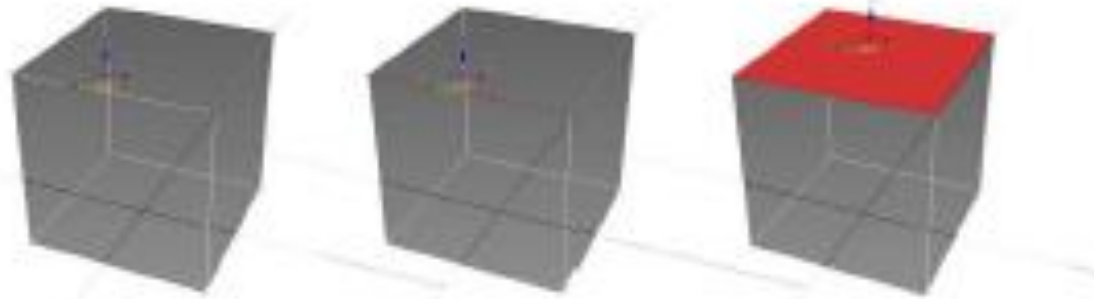
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Describing objects

# 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**

3. **Back-light**

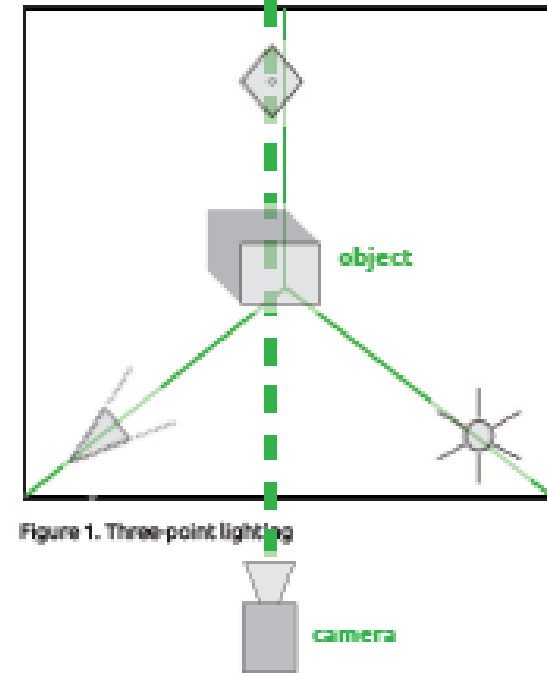


Figure 1. Three-point lighting

1. **Key-light**

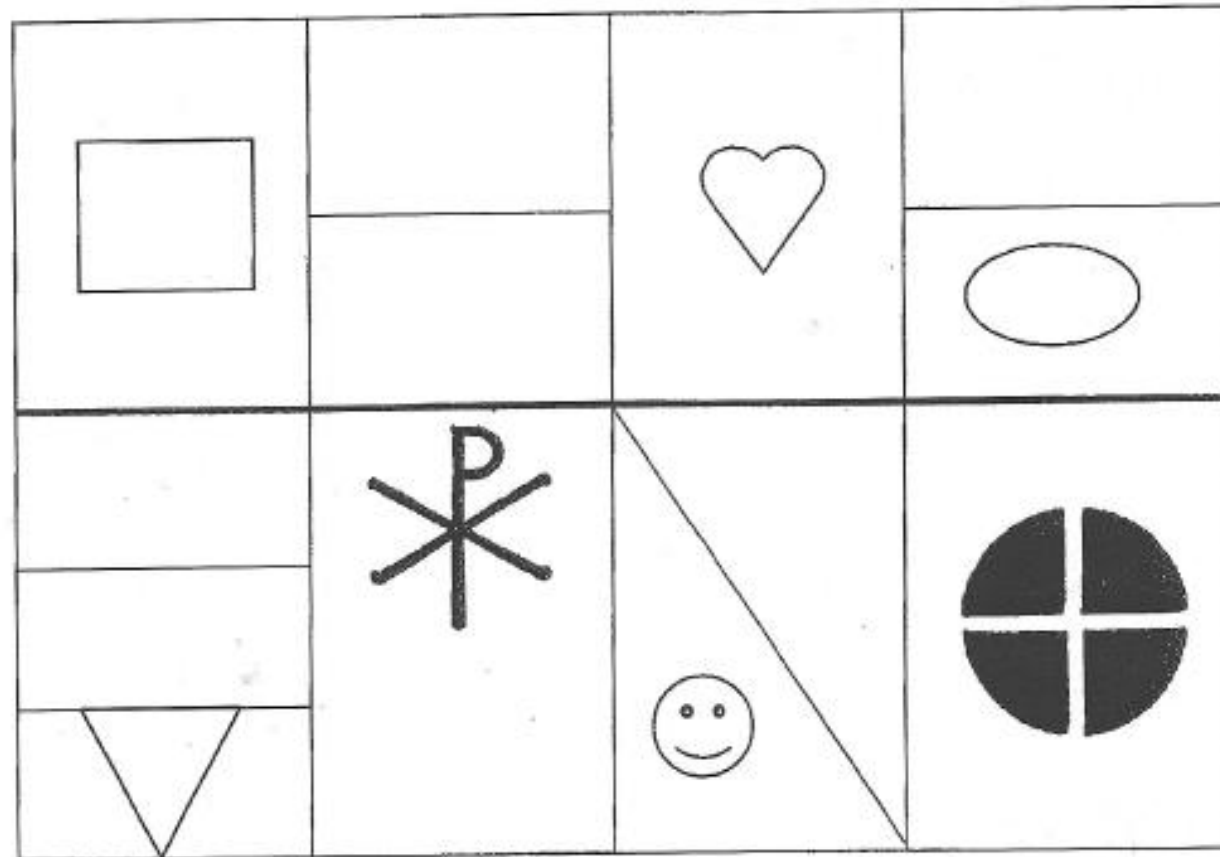
# Listen and Draw

## 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.

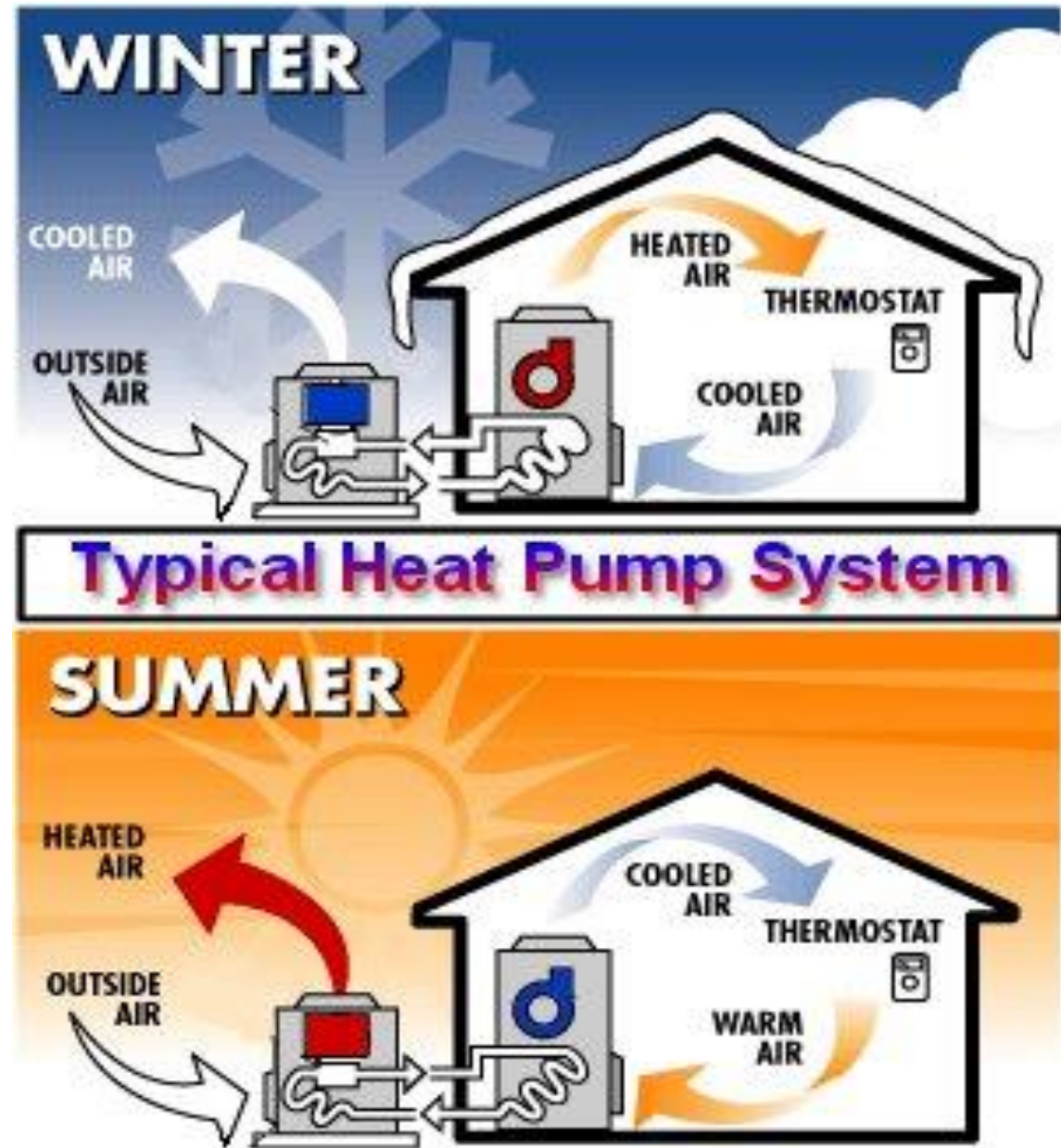
When your partner is done, compare and discuss what matches and what is different.





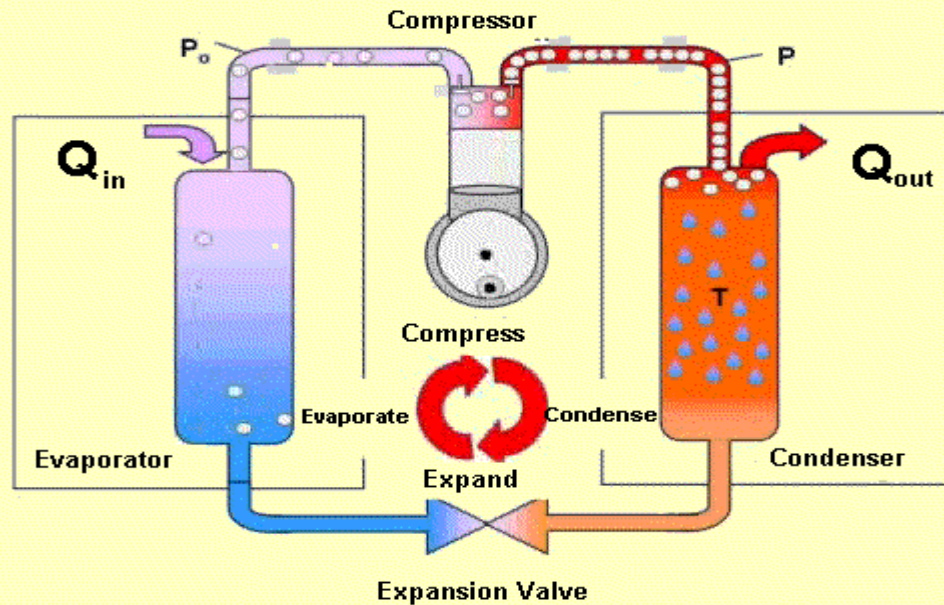
# Process Description

# Content – Heat Pump



# 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.

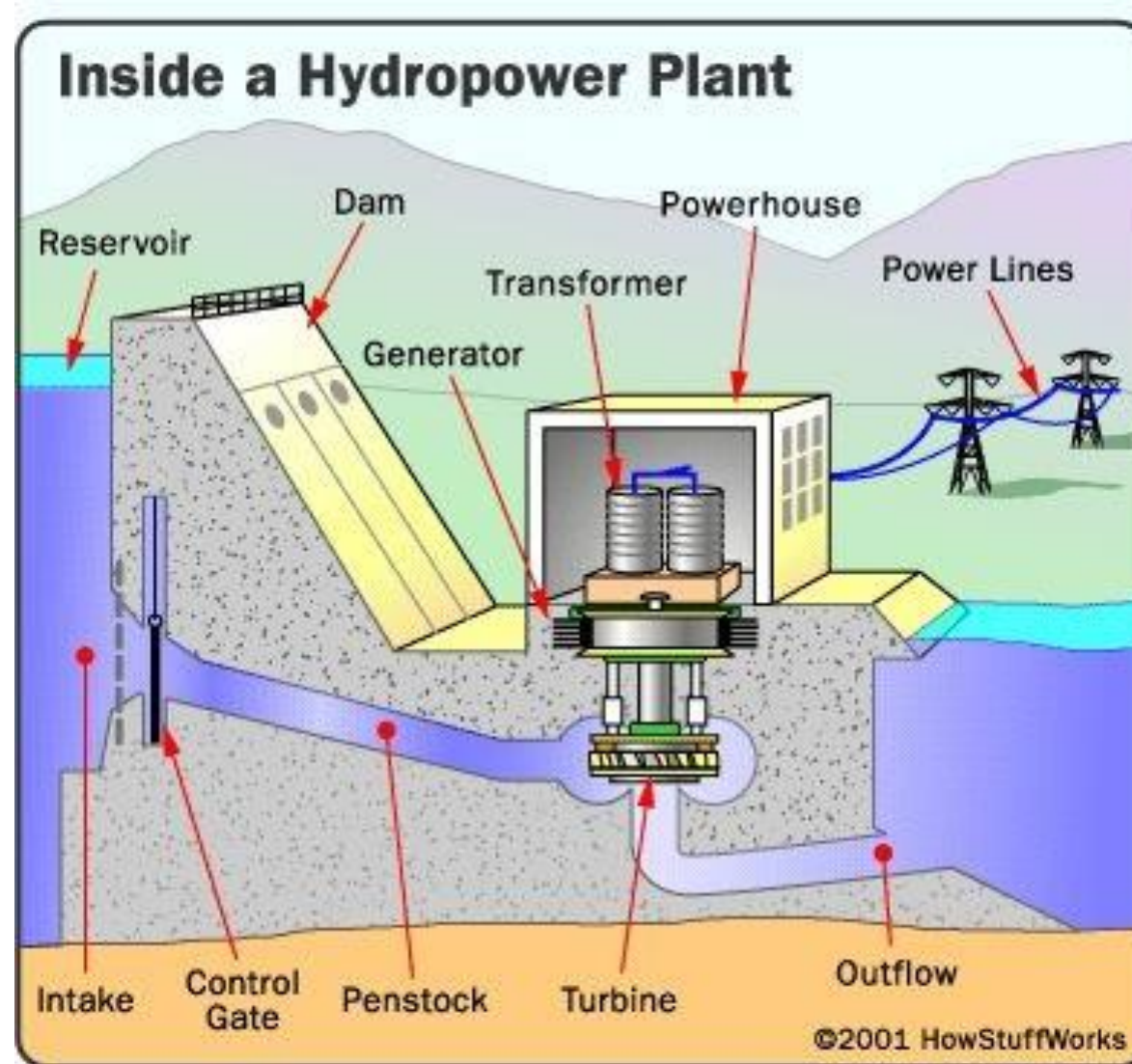
# Heat Pump – process verbs, time/place phrases, conjunctions

## 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.
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- **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 Use the sentence starters and sequencing phrases to describe how a hydropower plant works.

First

Next

After that

Then

Finally 2 The water level is raised by ...

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

3 The dam creates ...

4 The water goes through ...

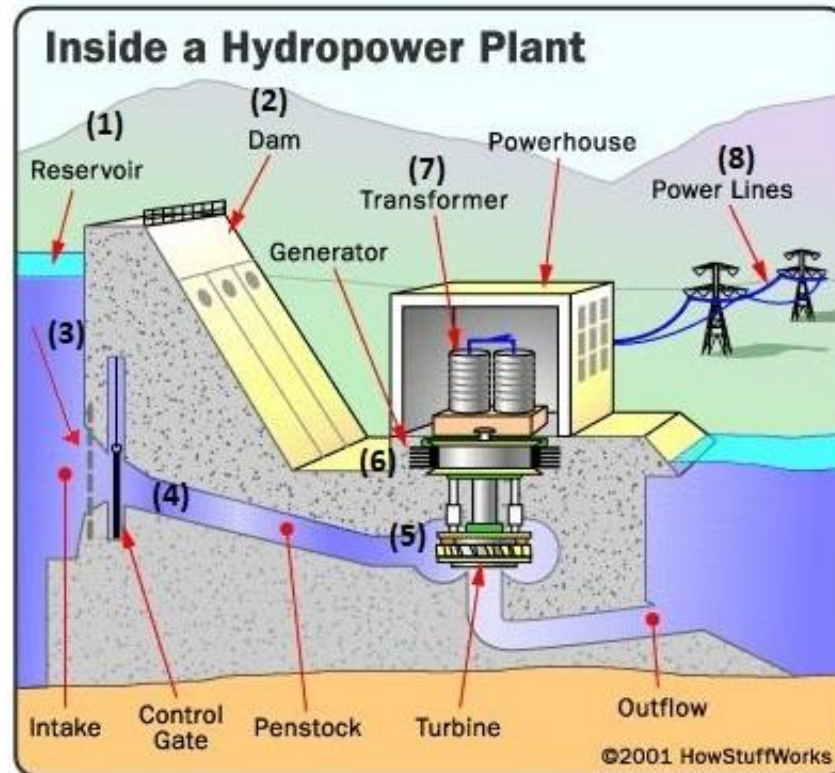
5 This falling water makes ...

8 A network of powerlines transports ...

7 A tranformer in a powerhouse converts ...

Match the sentences endings to the sentence starters.

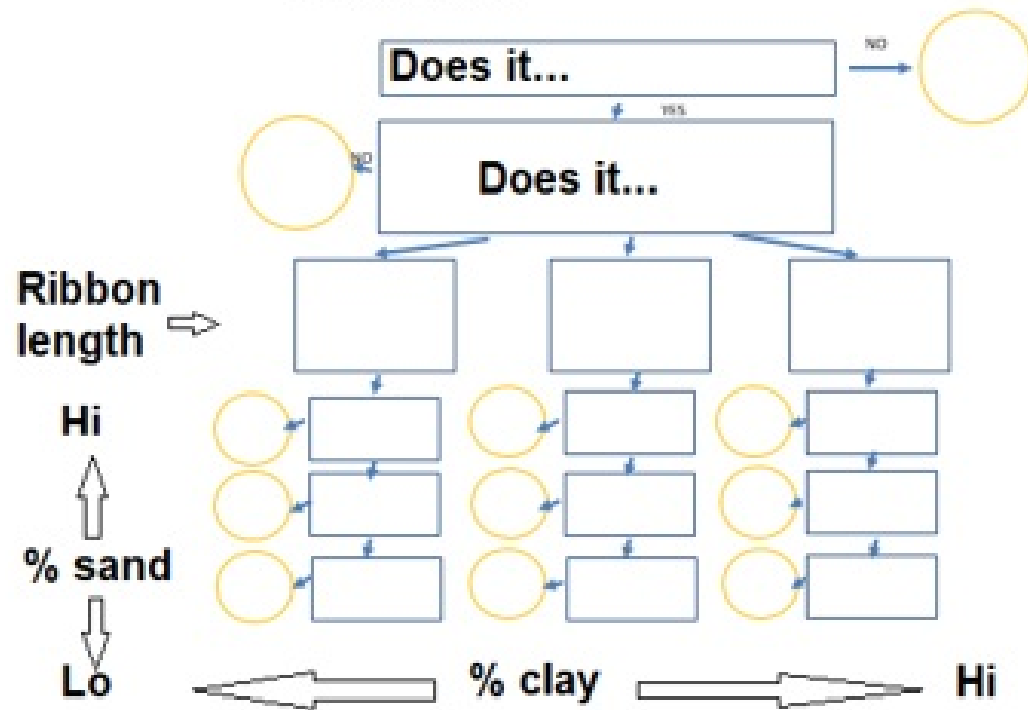
- a) a control gate down into a tunnel called a penstock.
- b) a large amount of water.
- c) a dam, which is a huge wall in the lake or river.
- d) a drop for the water to fall.
- e) the electrical energy into high voltage current.
- f) the electricity to our homes, factories, places of work.
- g) the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



# Describing Characteristics

# Content – Soil Texturing

Try to create a flow chart in order to determine the soil type of your sample by gathering information from the video:



## Language Box:

sand – Sand

silt – Schluff

clay – Ton

loam - Lehm

palm - Handfläche

gritty – grobkörnig

smooth – glatt, geschmeidig

ribbon – Band

squeeze - drücken

knead - kneten

silky - seidig

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 ...



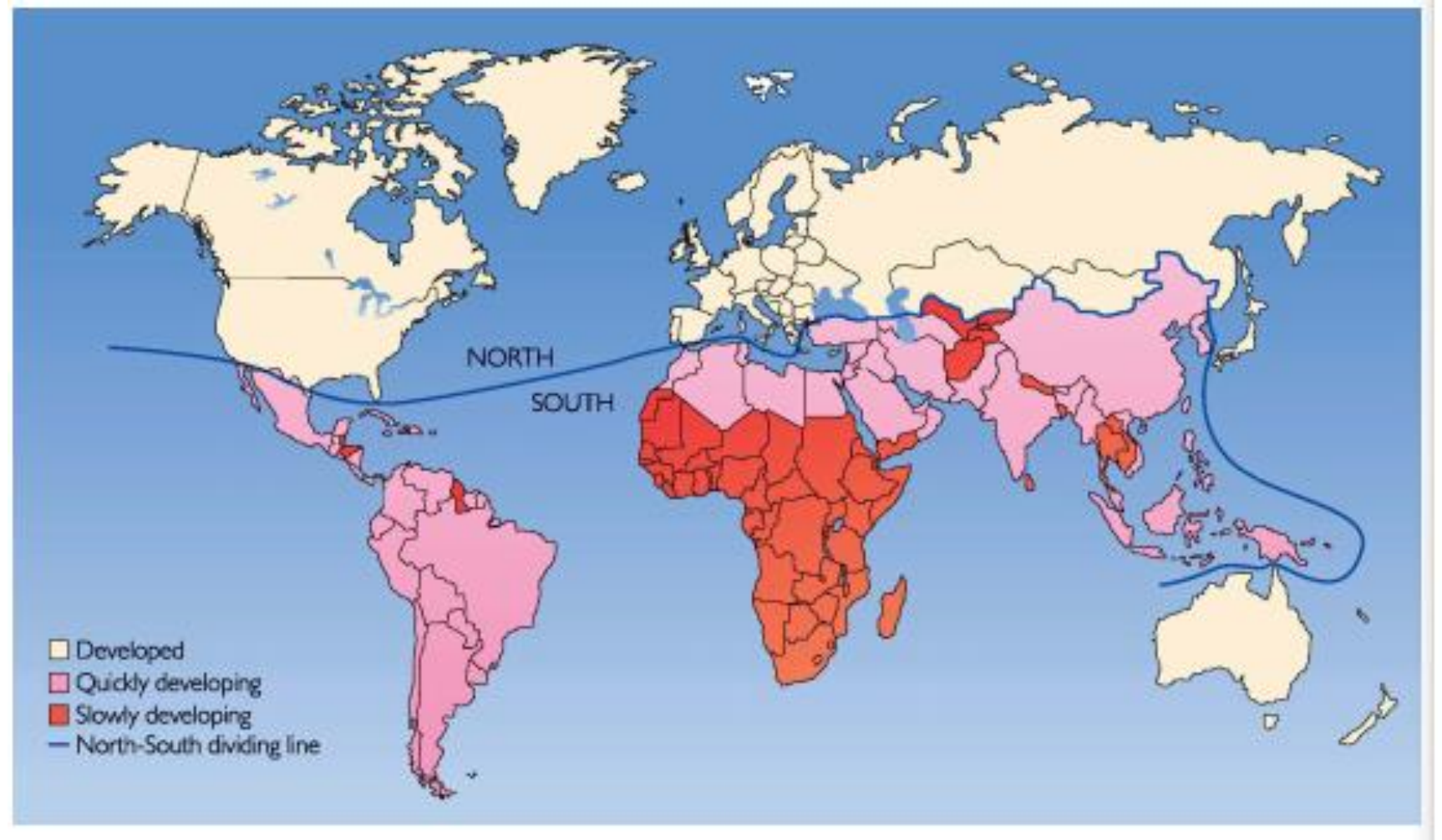
# Practice





# 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



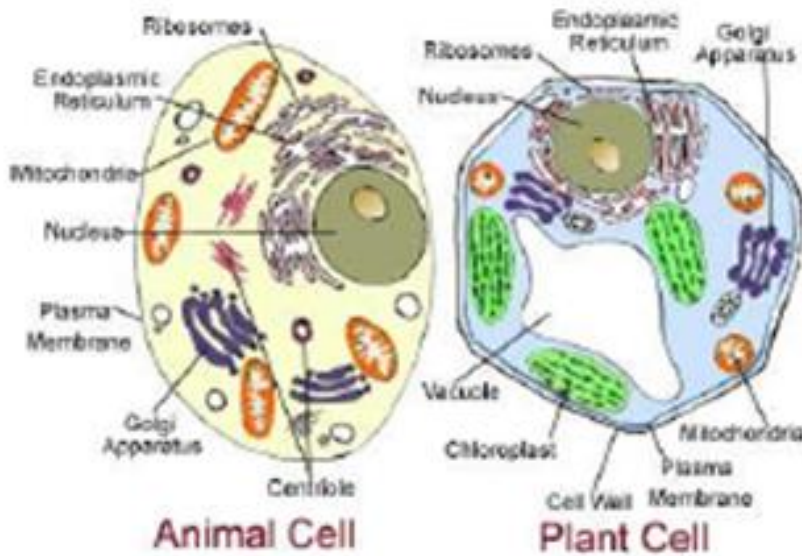
classified  
divided  
belong  
associated  
separated  
grouped  
organized  
sorted  
arranged

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



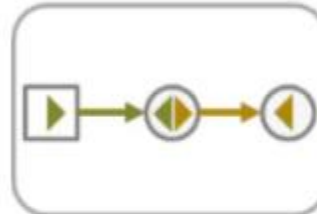
# Public transport

## Structure, function, location of transport systems



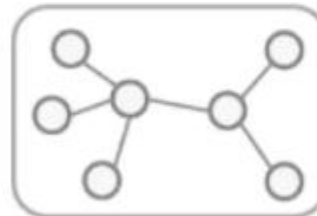
### Modes

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



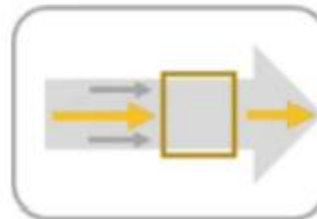
### Infrastructures

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.

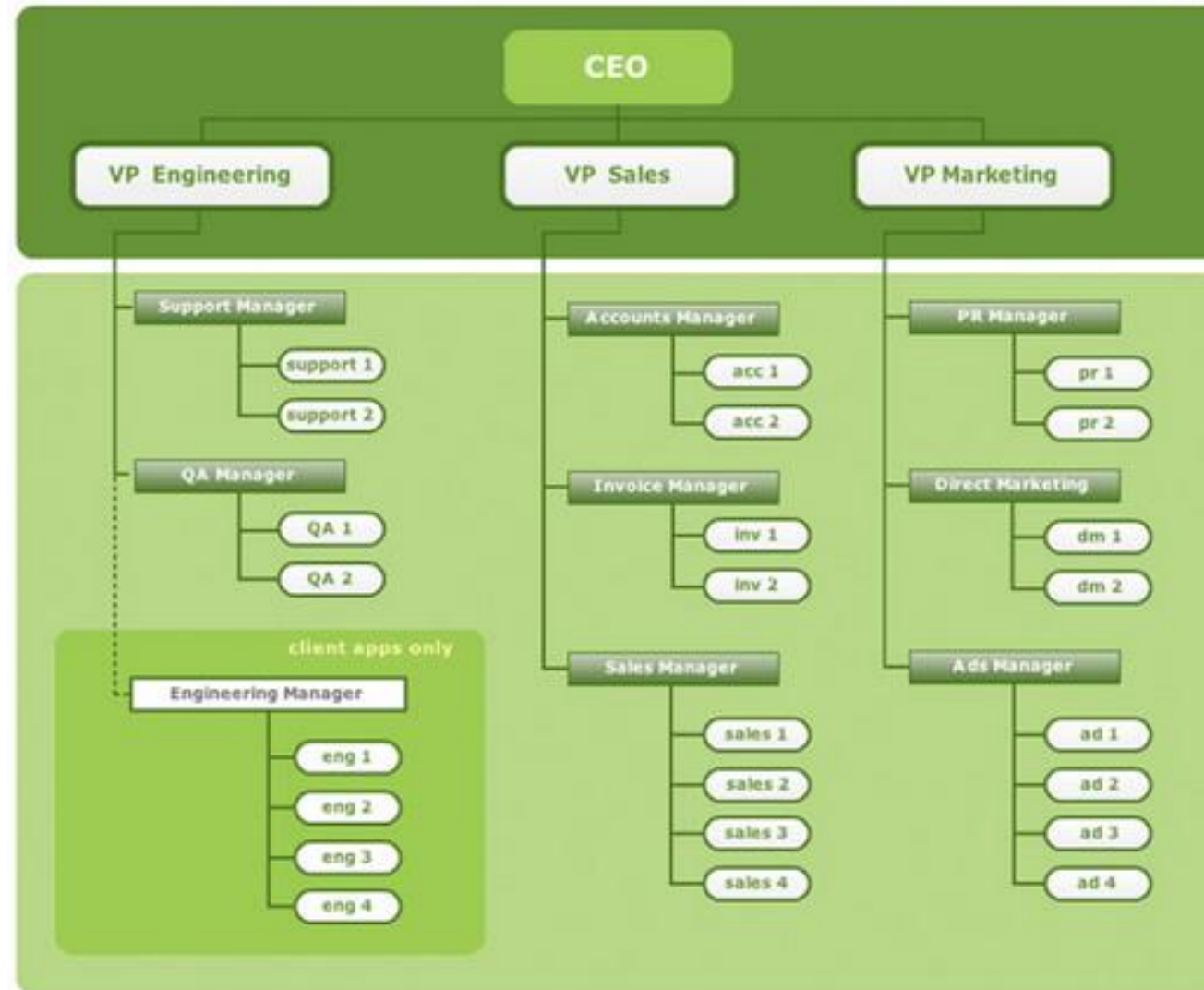


### Flows

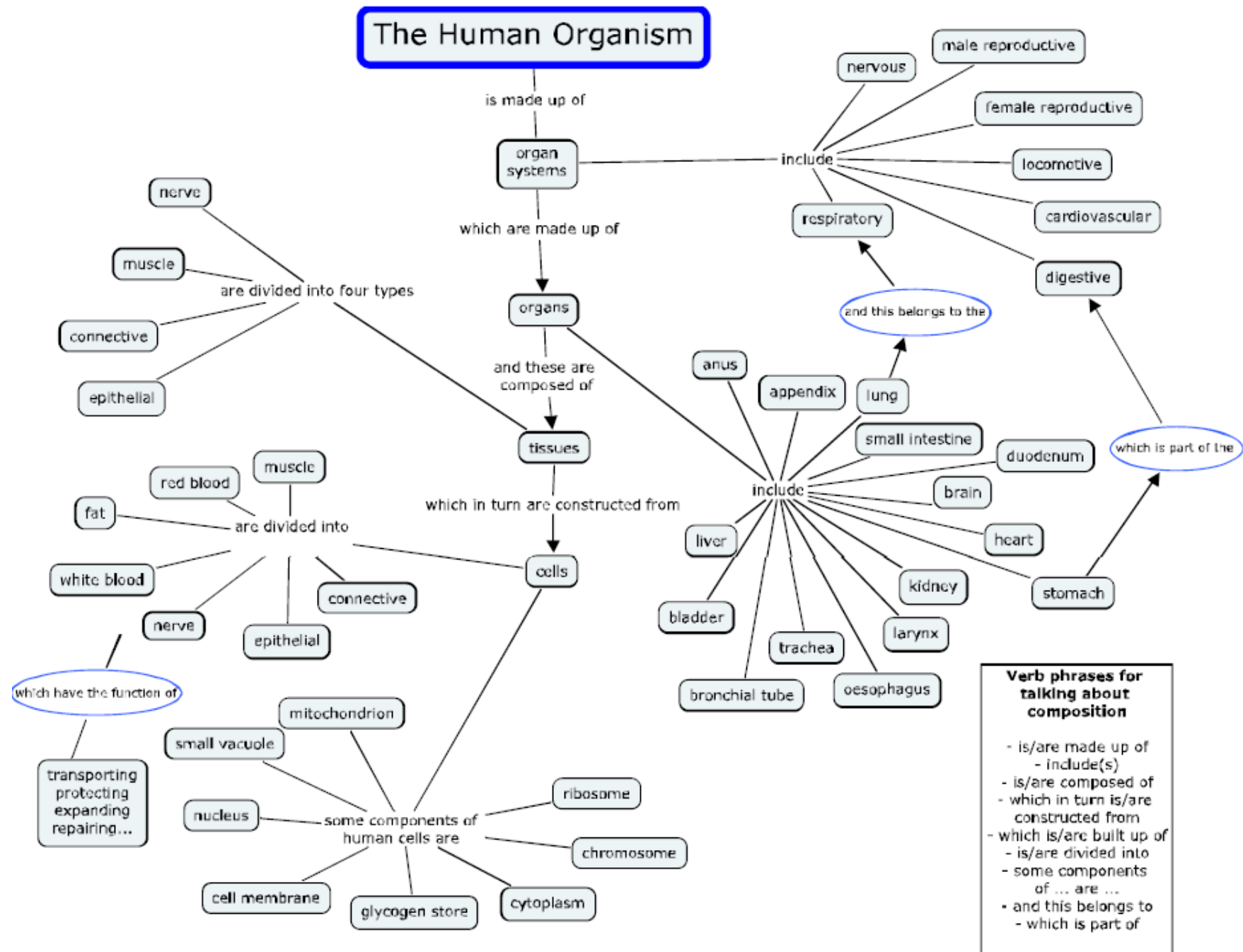
Movements of people, freight and information over their network.  
Flows have origins, intermediary locations and destinations.

# Describing Composition

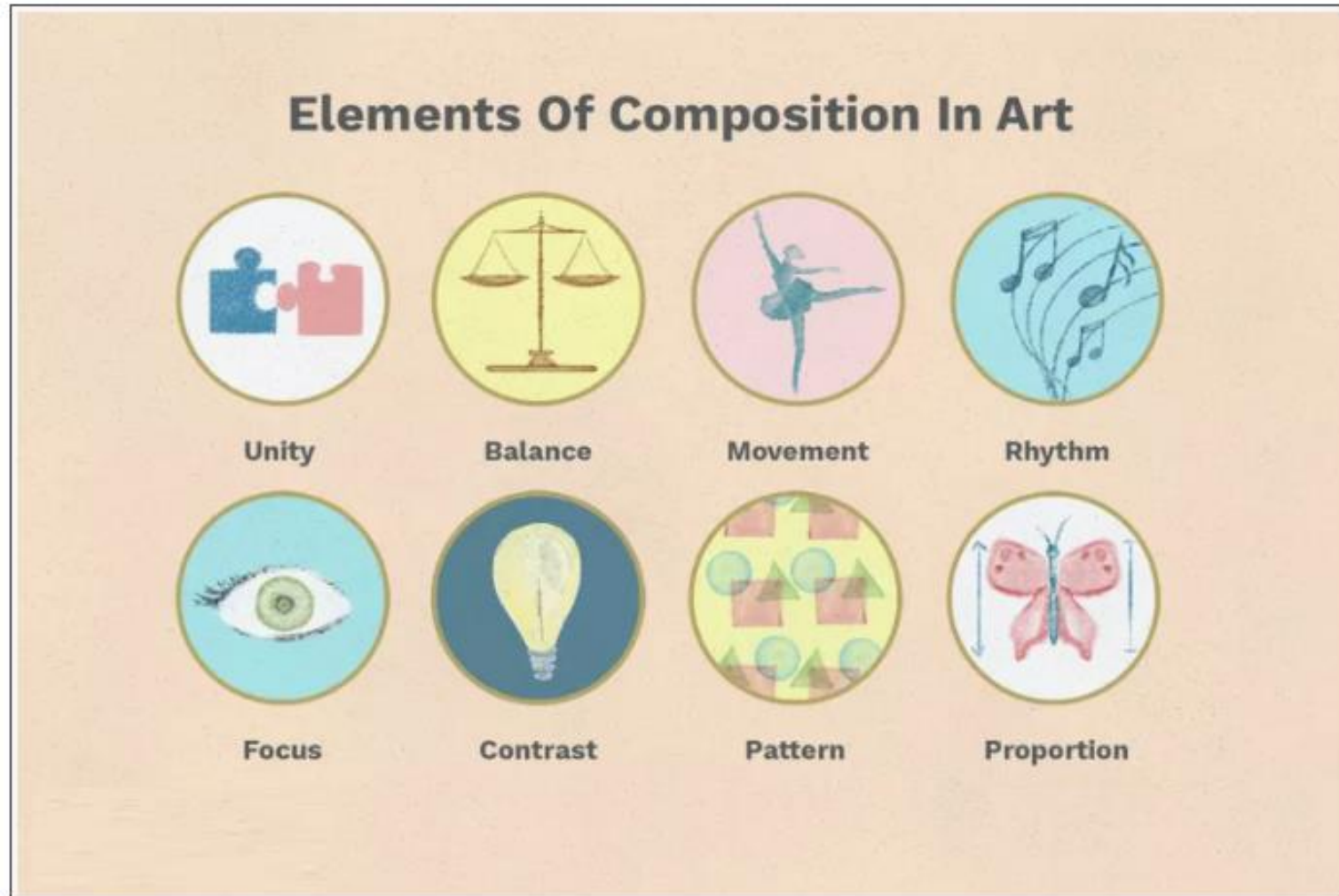
# Org Chart



# 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.



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Verb patterns

Imperatives

Agitate / invert / stop  
agitating / put / tap / pick up

Infinitives

To agitate

Conditional forms

... may lead to ...

Advice / Instruction

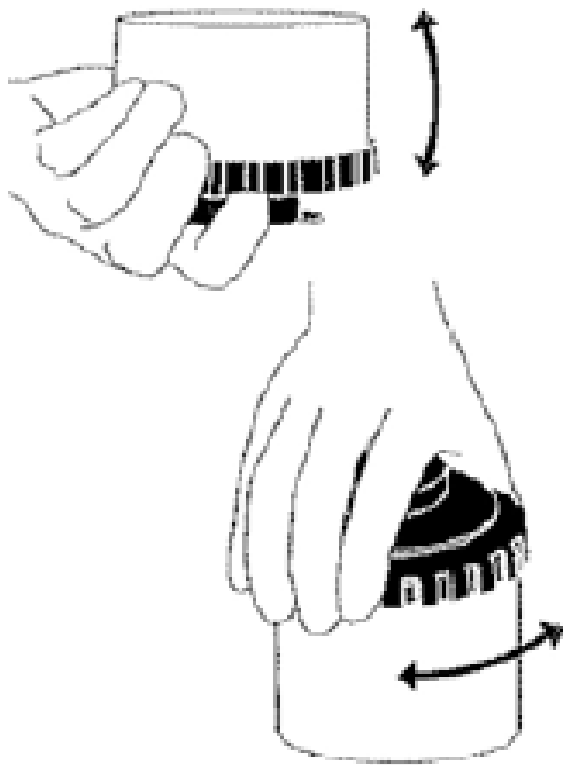
...be careful to...

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

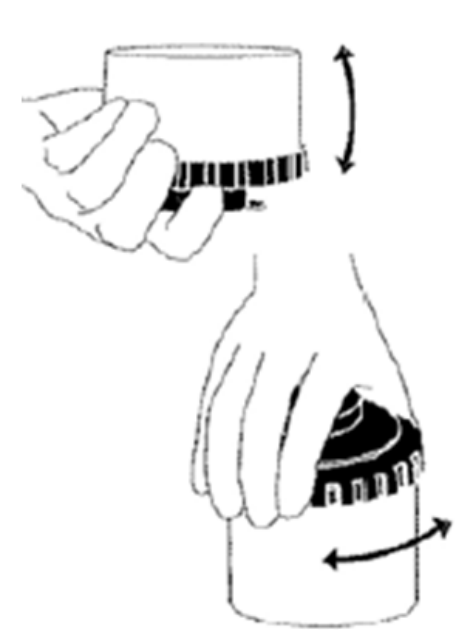
Sequencing phrases - then ... / After (x seconds)... / (Thirty seconds) later ... / ... when you ...

# 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



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.*
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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

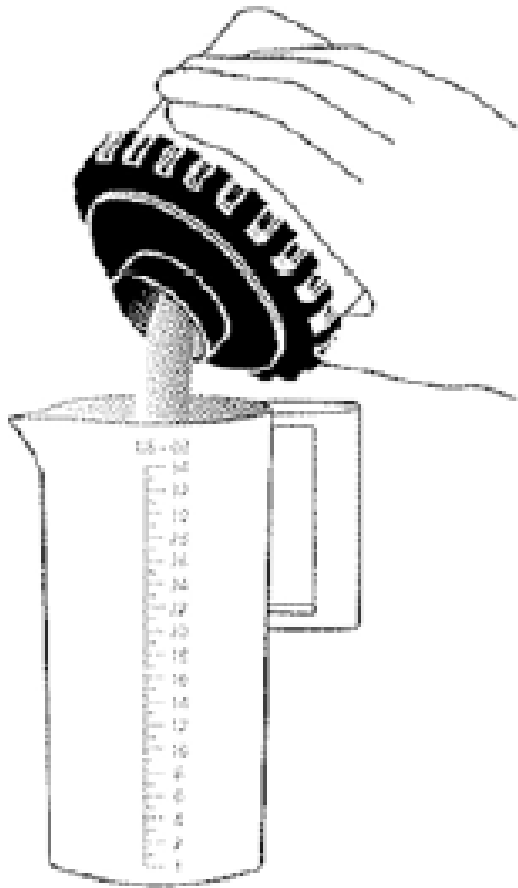
If ... , ...

... 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



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.
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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.

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 ...

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

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

/ for 30 seconds to 1 minute /

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

Time phrases ... takes 1 to 3 hours

Verb patterns

Inperatives

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  
 Agreeing  
 Analysing  
 Apologising  
 Arguing  
 Asking for clarification /more information  
 Asking for information  
 Asking for opinions  
 Asking for permission  
 Asking historical questions about pictures and artefacts  
 Attributing  
 Challenging  
 Changing the subject/Moving on  
 Checking that people are following  
 Checking that you have understood  
 Classifying / categorising  
 Comparing  
 Concluding  
 Contrasting  
 Controlling the discussion  
 Dealing with difficult questions  
 Defining  
 Describing aims and objectives/Intentions  
 Describing change  
 Describing function  
 Describing graphs and figures

Describing objects  
 Describing problems  
 Describing procedures  
 Describing processes and developments and changes  
 Disagreeing  
 Explaining causes and effects  
 Expressing doubt and reservation  
 Encouraging  
 Emphasising a point  
 Evaluating  
 Exemplification - giving examples  
 Expressing method and means  
 Expressing certainty  
 Expressing reasons and explanations  
 Following up a question  
 Expressing frequency  
 Generalising  
 Giving background information  
 Giving explanations  
 Giving further information  
 Giving instructions  
 Giving opinions  
 Giving, withholding & seeking permission  
 Holding the floor - preventing interruptions  
 Hypothesising

Inquiring/seeking information  
 Introducing your group/team  
 Interpreting  
 Interrupting politely  
 Inviting  
 Justifying  
 Listing  
 Narrating  
 Obliging  
 Offering  
 Persuading  
 Predicting  
 Presenting and discussing results  
 Referring to research  
 Quoting directly  
 Requesting  
 Rephrasing  
 Sequencing  
 Speeding up things  
 Suggesting  
 Summarising  
 Synthesizing  
 Using visuals  
 Warning

## Curriculum Language Audit

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