Lower Secondary CLIL

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Learners as input and the world around us

CURRICULUM SKILLS
Collaborative products
Survey work (local)
Data handling (researching global data)
Practical home work (speed test)
Researching specific themes (thought-found-think)

Online platforms (www.trashedworld.com)
Online training (www.factworld.info)

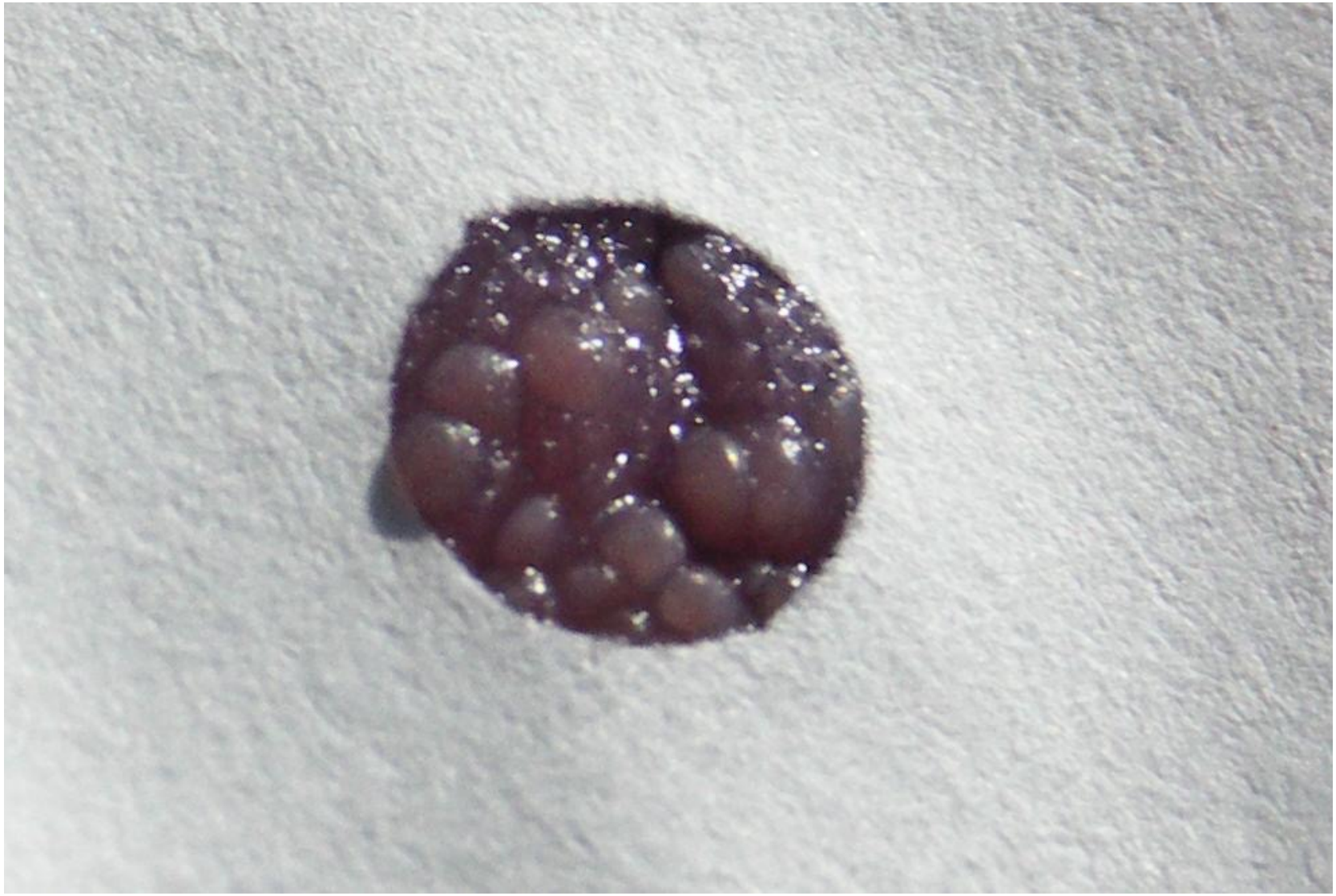
Putting CLIL into Practice
Teacher Training

[Putting Secondary CLIL into Practice (PSCIP)]
[Putting Primary CLIL into Practice (PPCIP)]
[Putting Pre-Primary CLIL into Practice (PP-PCIP)]

https://www.factworld.info/en/Bulgaria-Course-Putting-CLIL-into-Practice

Who we are

What is this?



Taste buds



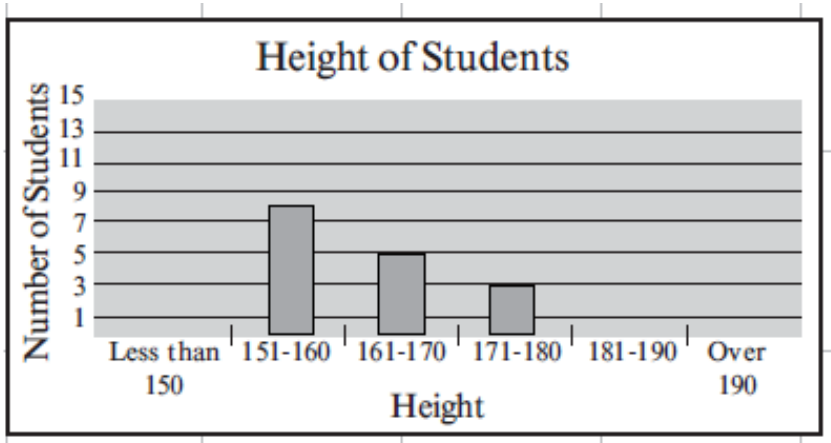
Inherited characteristics in a group

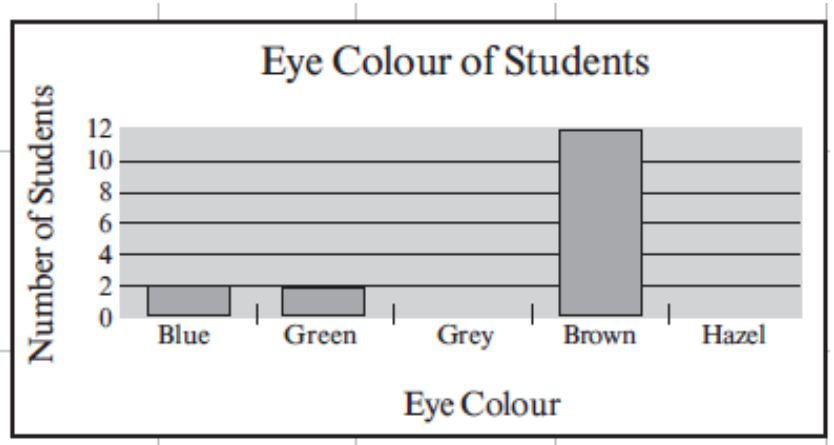
- taste buds
- height (gp 1)
- hair colour (real hair colour!) (gp 2)
- eye colour (gp 3)
- skin colour
- middle finger hair (gp 4)
- earlobes: attached / not attached (gp 5)
- tongue rolling (gp 6)
- others:

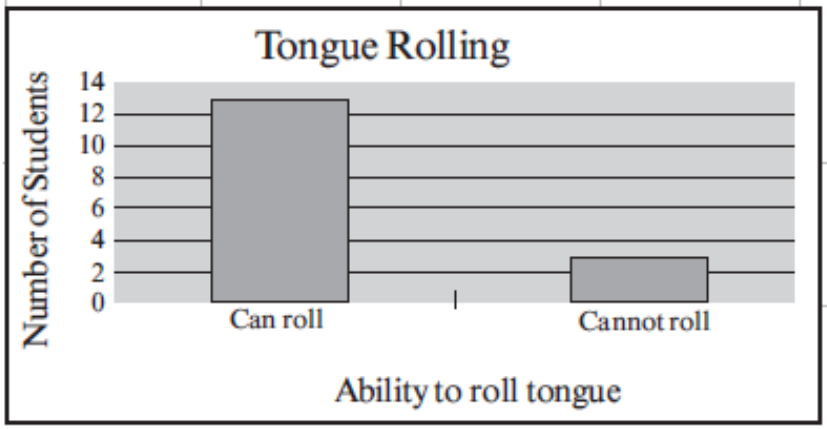
shape of nose, shape of face, shoe size

Task - Survey your group – poster

Presenting data and comparing groups



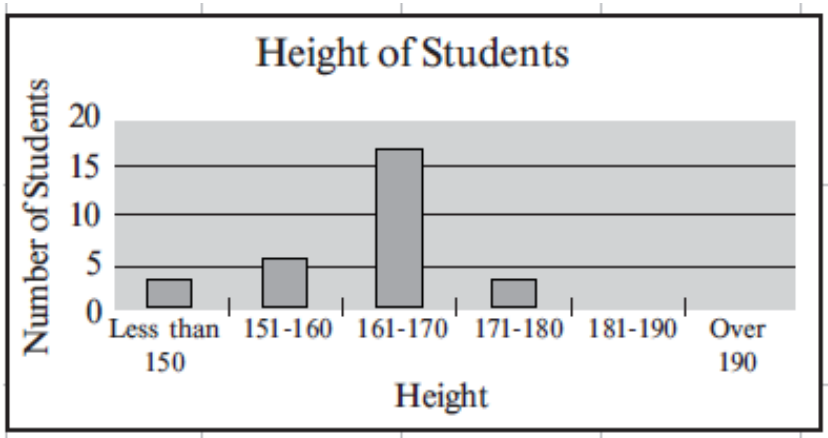


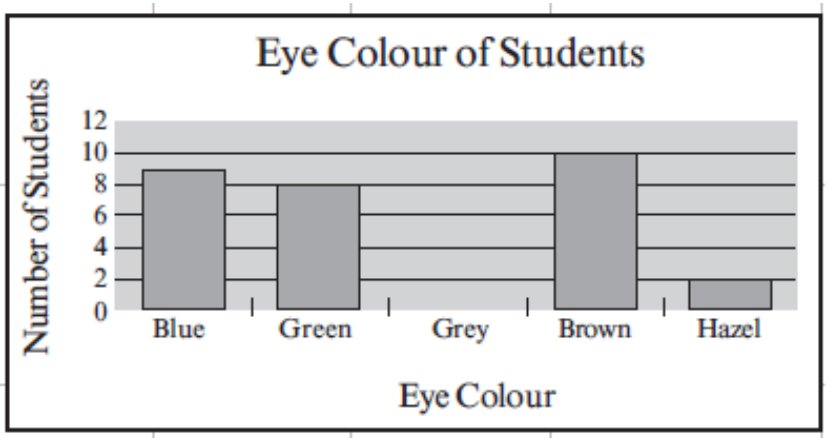


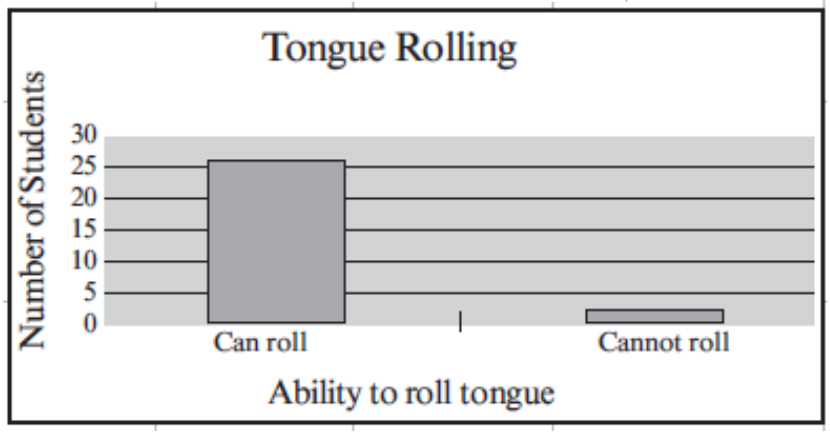
1 Spain

Refer to share your world pp 31-35

Presenting data and comparing groups





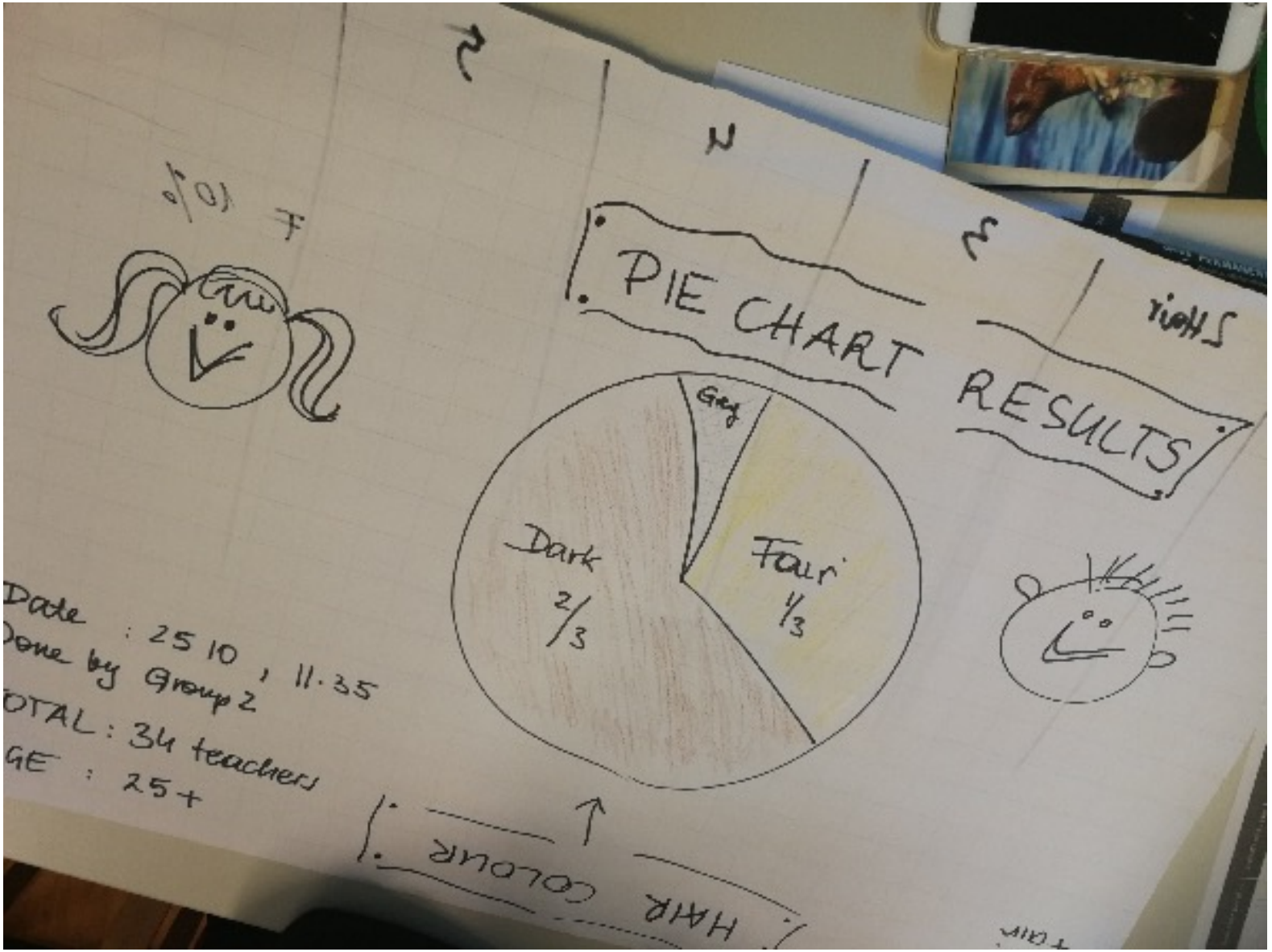


1 UK

Refer to share your world pp 31-35

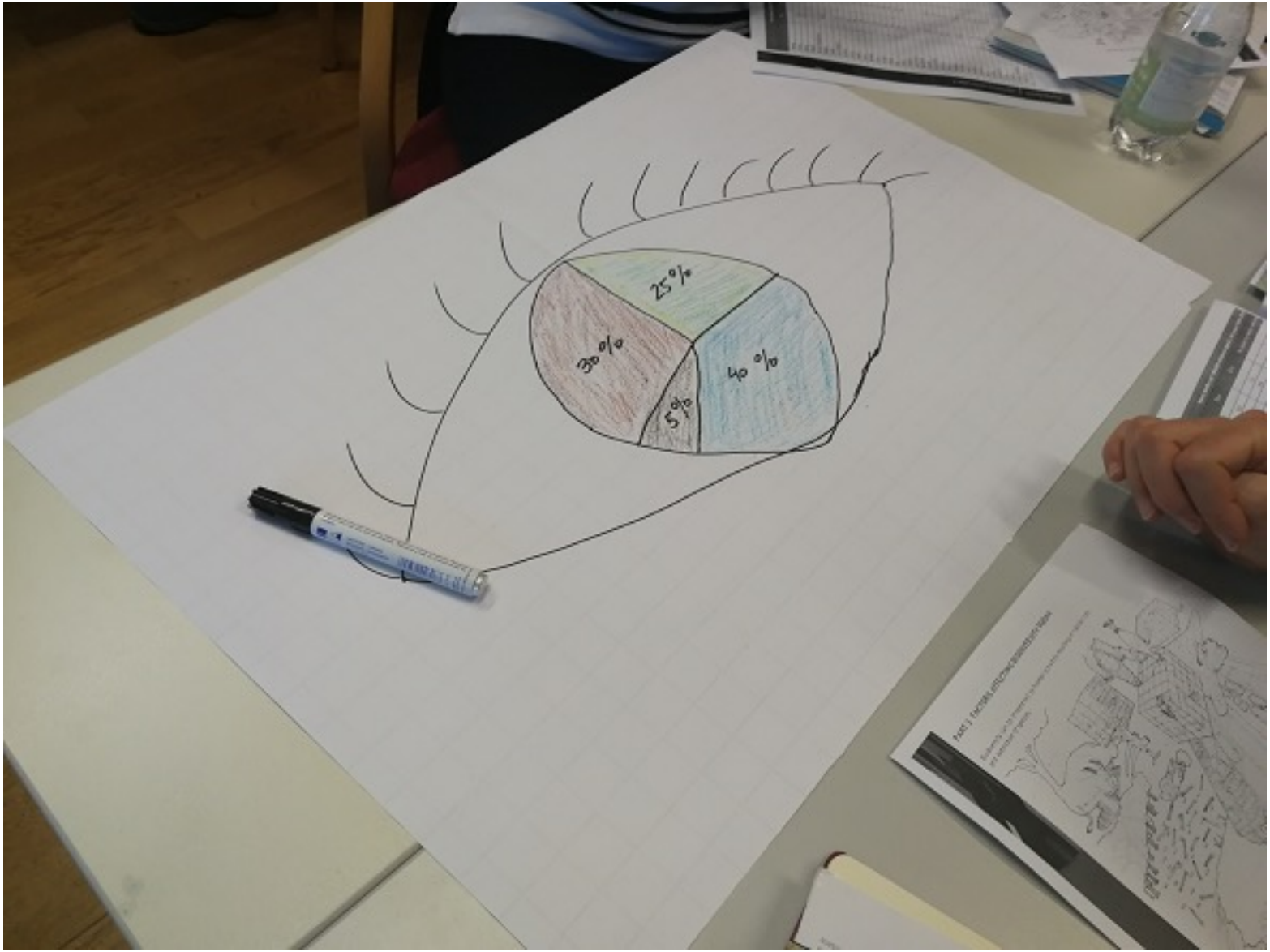
Presenting data and comparing groups

Hair



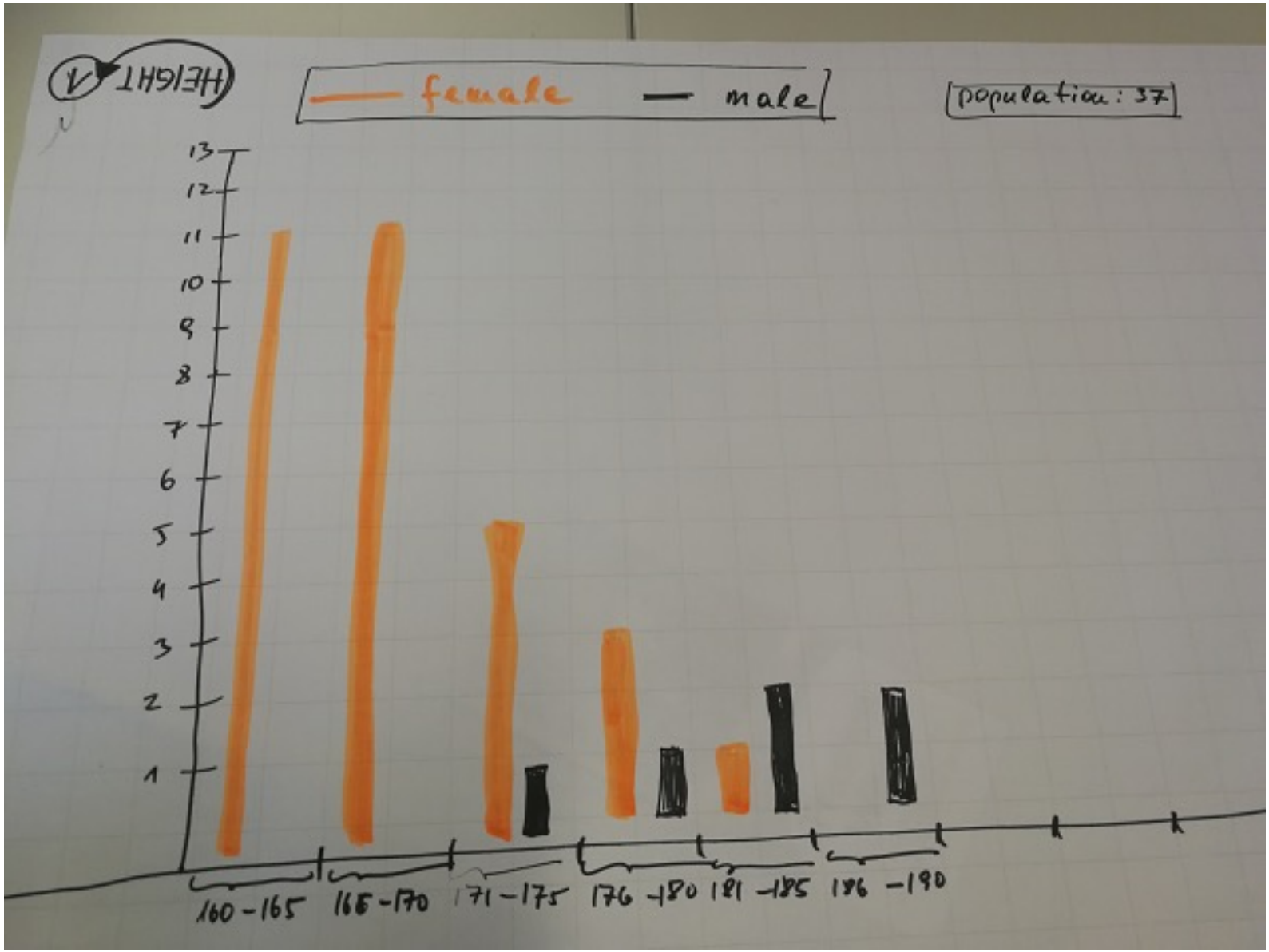
Presenting data and comparing groups

Eyes



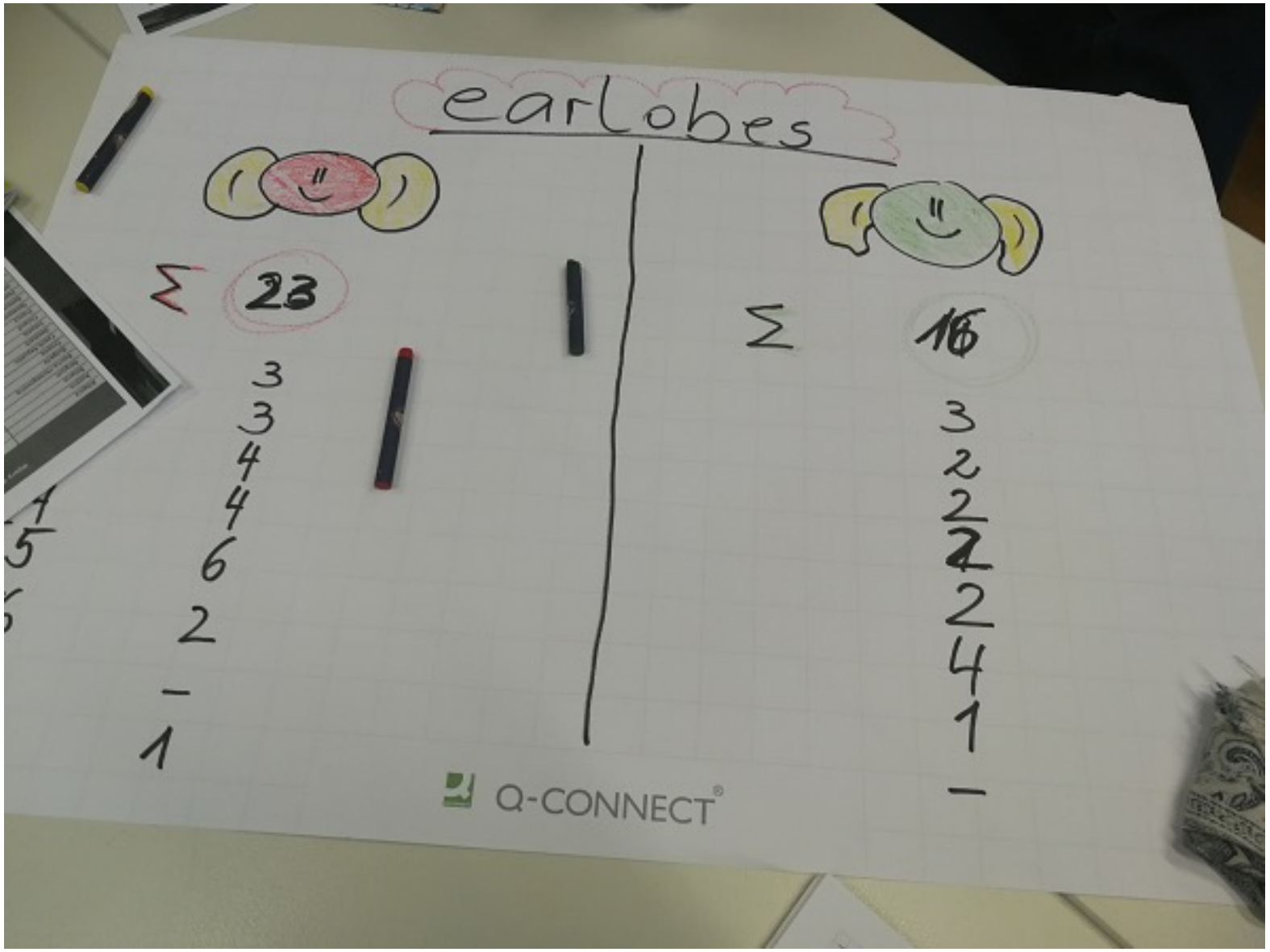
Presenting data and comparing groups

Height



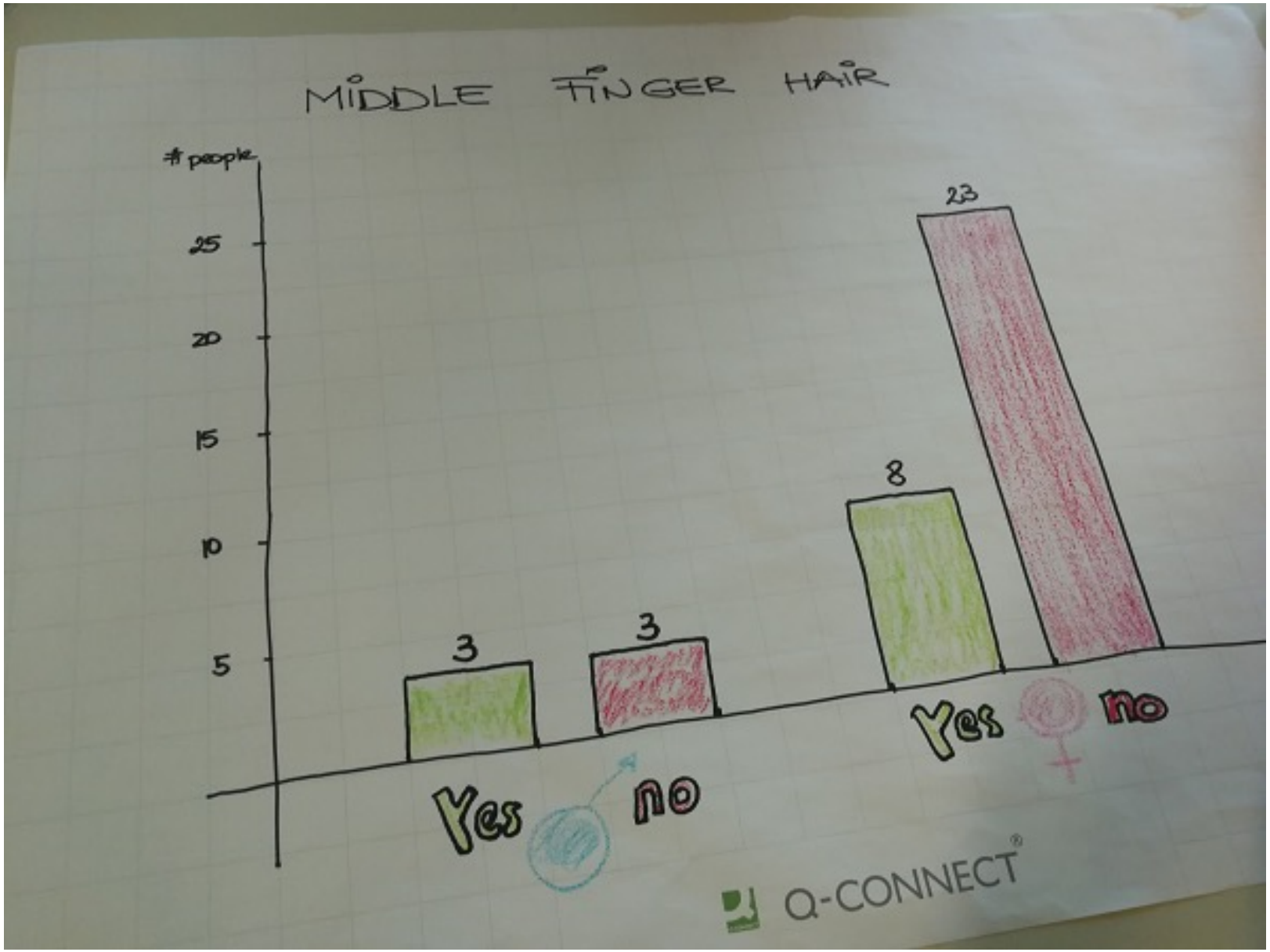
Presenting data and comparing groups

Earlobes



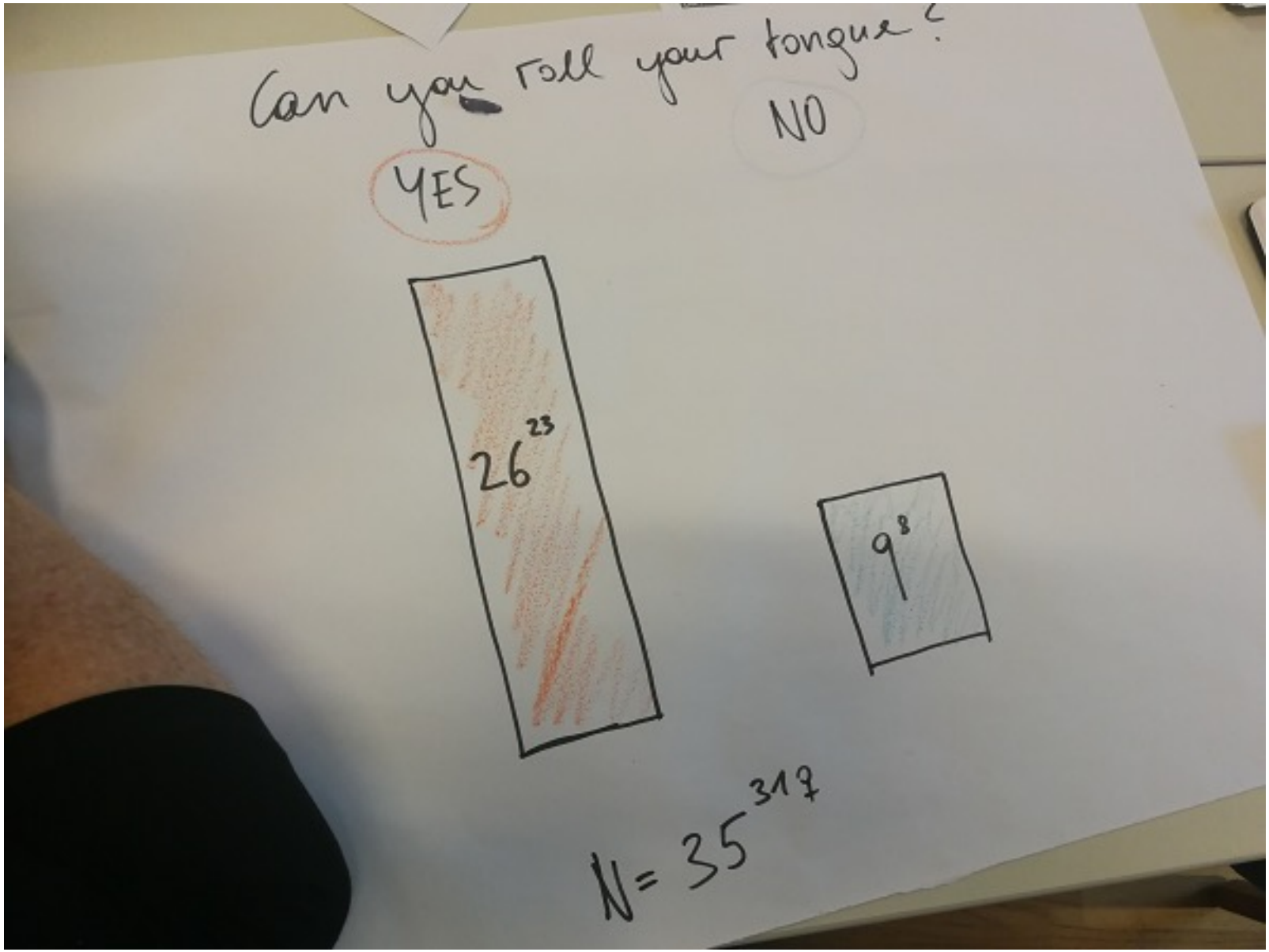
Presenting data and comparing groups

Middle finger hair



Presenting data and comparing groups

Tongue rolling



Your own GM person

Create …

… and present

Cartoon Fun

REMEMBER: Nobody else in the whole world has a DNA recipe quite like yours – you are a very special person!

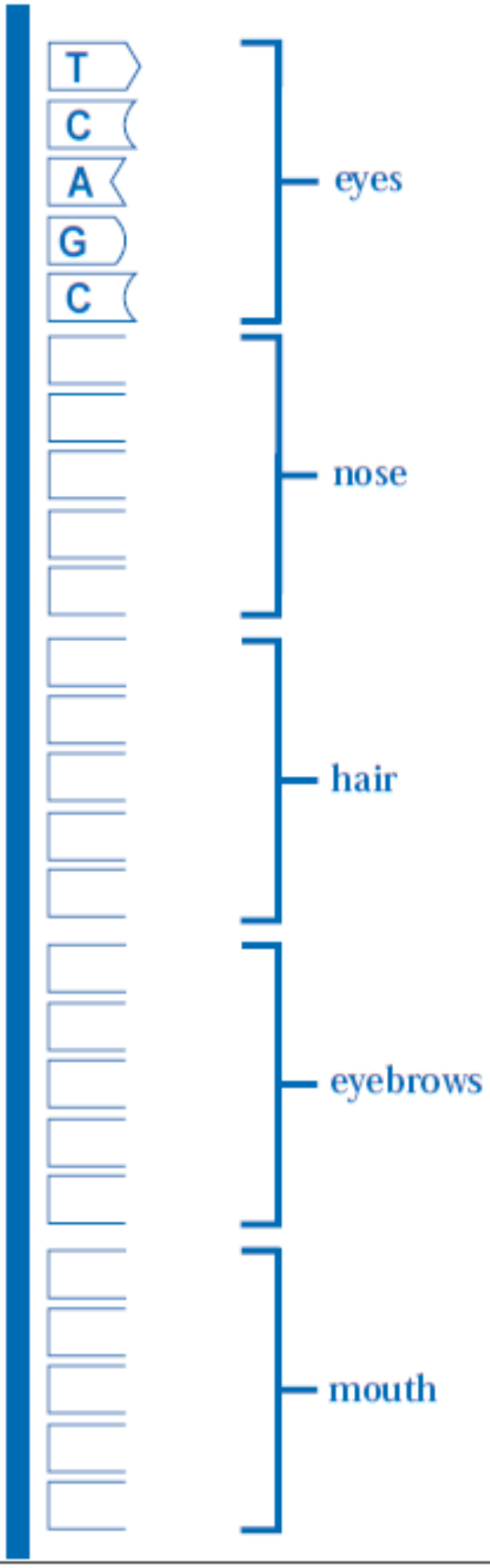
The human "recipe for life" is very large. Nobody fully understands how all of the ingredients work together to make a human being because the rules are so complicated. To make a human eye, you need several very long recipes taken from different chromosomes.

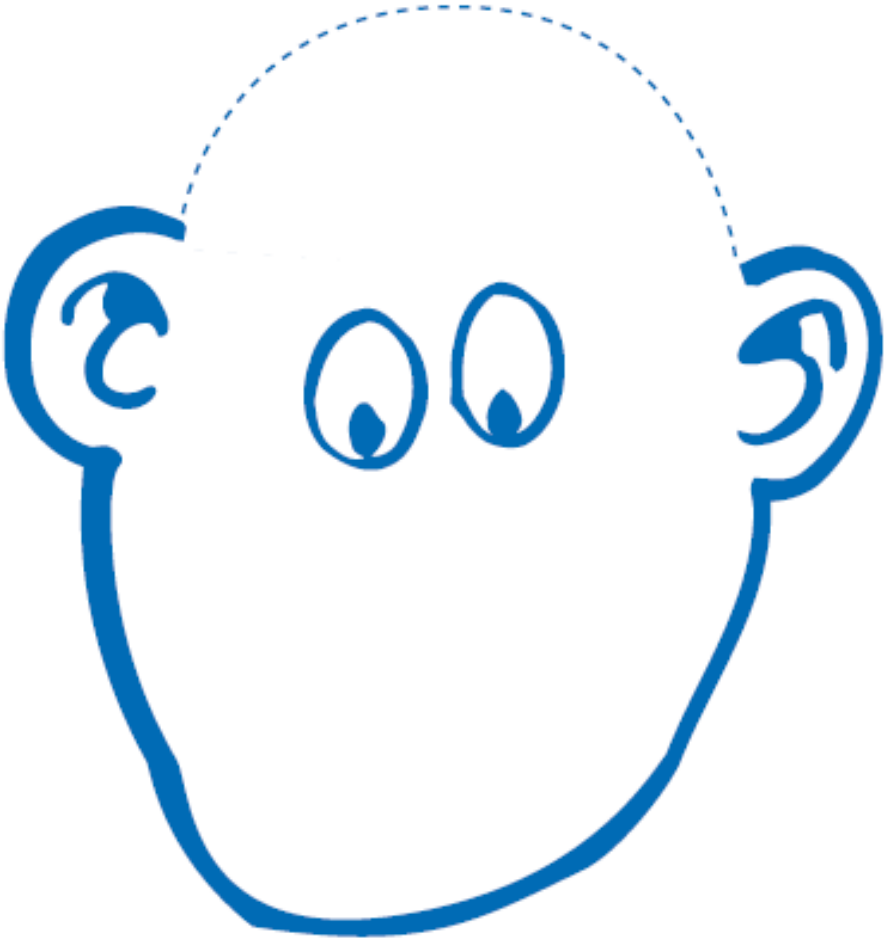
But in Cartoonland we have made the rules much easier for you to understand. We have made up some short simple DNA recipes to build cartoon faces. So why don't you use our rules to build your own cartoon character.

What to do

- Choose the features which you like from the sheets, cut them out carefully along the dotted lines and stick them on the cartoon face. Don't forget to give your character a name!
- Write down the DNA recipes for your characters by filling in the boxes on this page. To make it easier, we have only shown you one strand of the DNA. We have already filled in the recipe for the eyes to get you started.
- If there is time, give your worksheet to another group so that they can have a go at building your character. Would you expect the character they build to be exactly the same as yours?

The DNA of my cartoon character is:



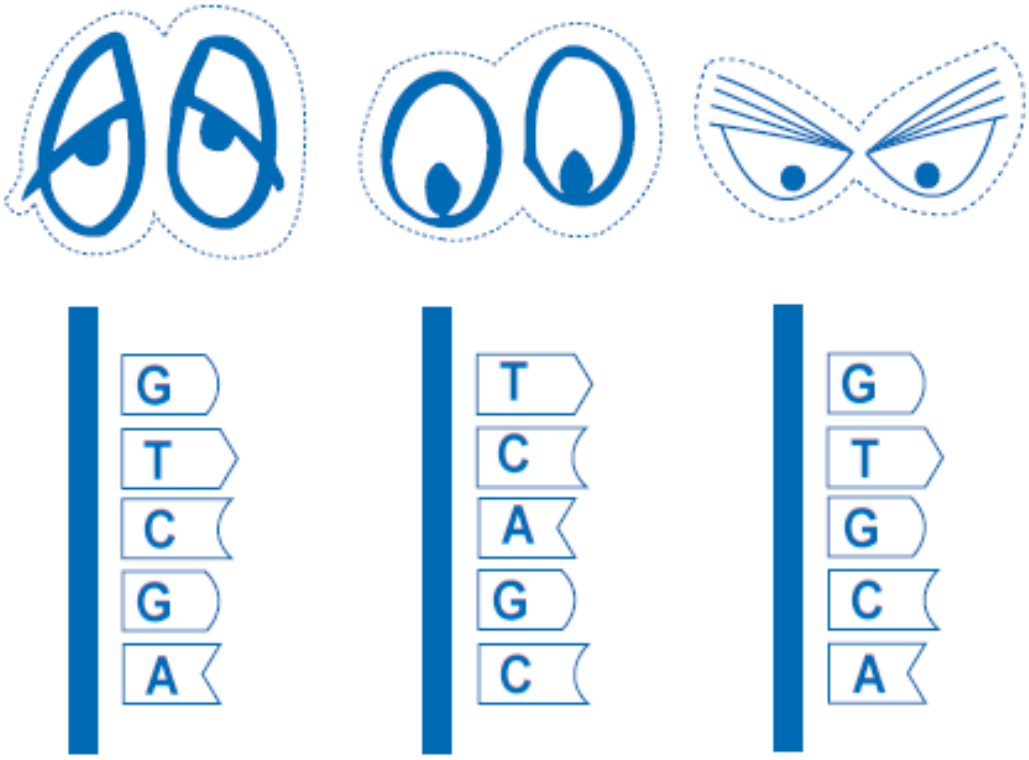


The name of my cartoon character is:

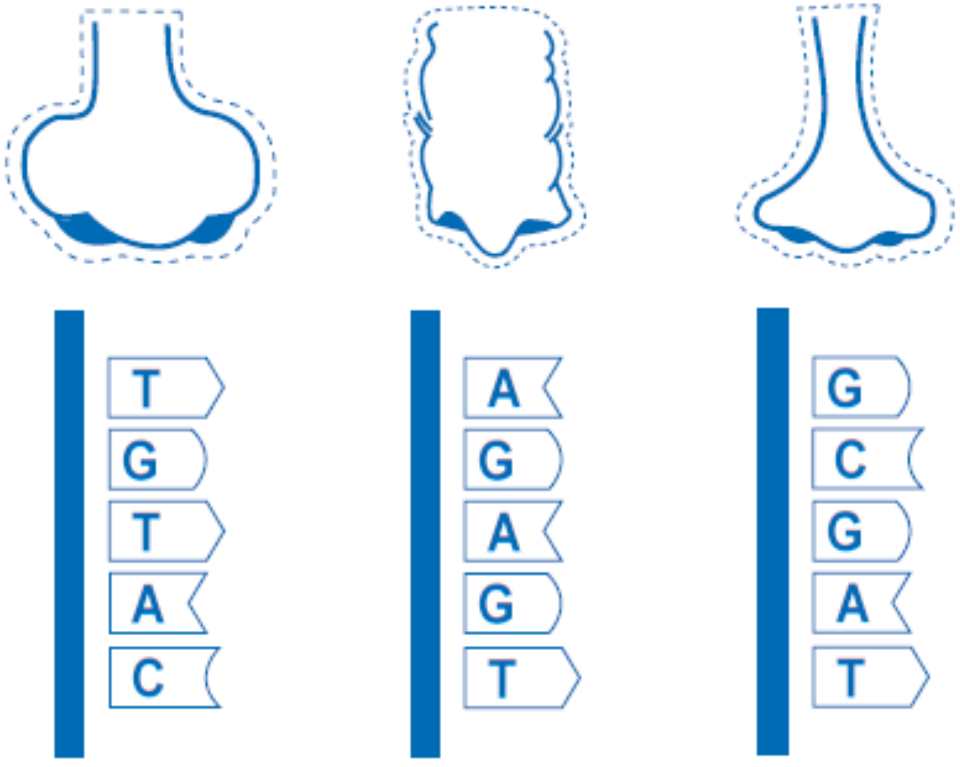
_____

Worksheet 11b

DNA "recipes" for eyes



DNA "recipes" for noses



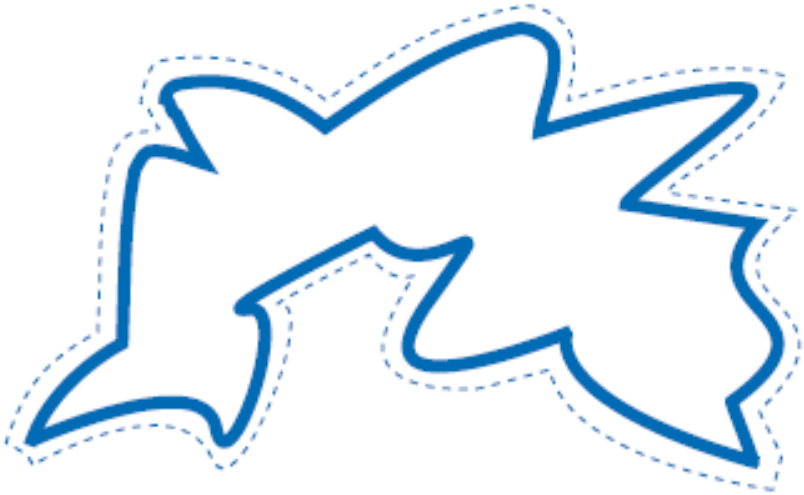
Worksheet 11c

DNA "recipes" for eyebrows

DNA "recipes" for mouths

Worksheet 11d

DNA "recipes" for hair



A
T
C
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A

Worksheet 11e

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 eyebrush 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 - Who do you take after?

Our health

Researching Country Data - Bulgaria

American Heart Association 2008 Statistical Update – Intl. Death Rates

International Death Rates (Revised 2007): Men

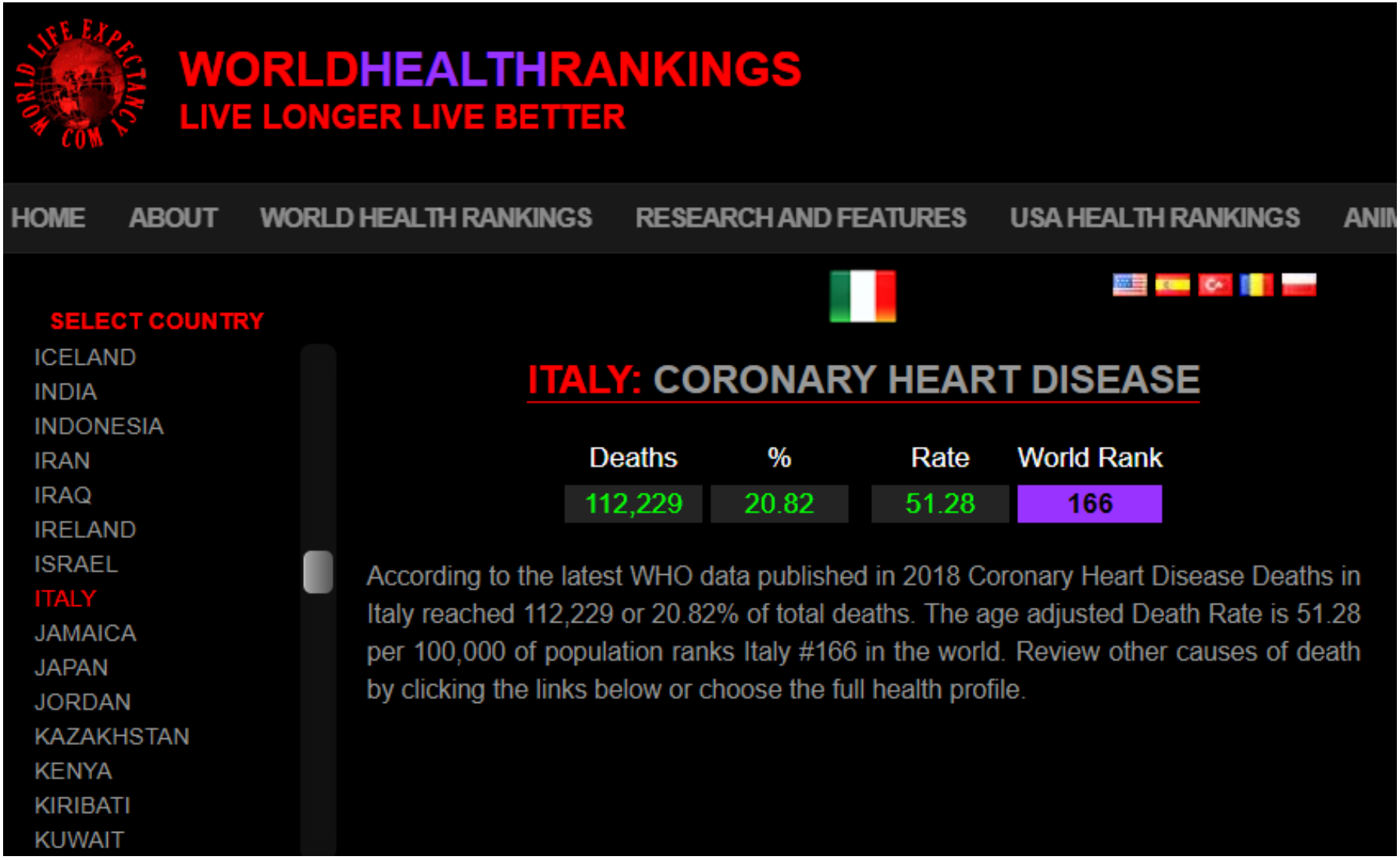
Death rates (per 100,000 population) for Total Cardiovascular Disease, Coronary Heart Disease, Stroke and Total Deaths in Selected Countries (most recent year available).

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:

- Speed test
- Accidents and deaths

Italy – heart disease



Is your class healthy?

5. There are **26** students in our class.

   The number of students who have been ill and taken time off school in the last **3** months is **24**.

   On average, the students who were sick in our class, in the last **3** months, took **1** days off school when ill.

   The range was from **1** days (shortest) to **3** days (longest).

   Here are two examples to show what we do to get better when we are ill and absent from school.

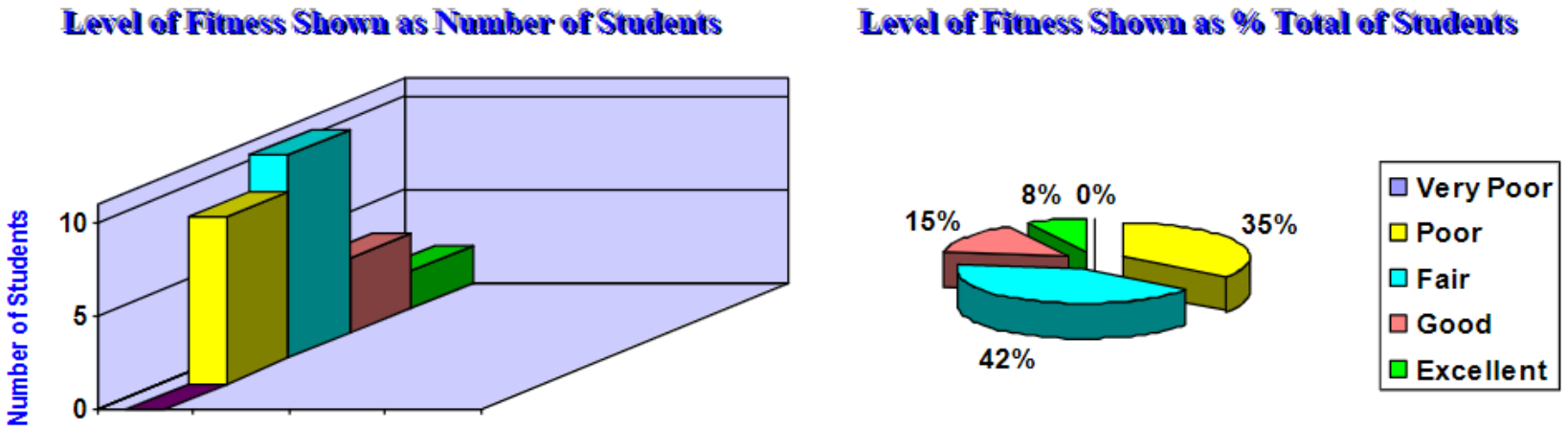
   i) **relax in bed**
   ii) **anti inflammatory**

https://www.factworld.info/en/Science-Across-the-World-exchanges

How much exercise do you do?

Part 3 Caring for our health

8. This bar chart shows the level of fitness of our class.



10. Out of school, the number of students and the type and frequency of exercise are as follows:

Frequency of exercise	Number of students	Type of exercise
Never	5	No activity
Twice a week	4	Dance
Three times a week	9	Gym

11. The most common form of exercise our class does out of school is:

i) gym
ii) no activity
iii) dance

Our safety

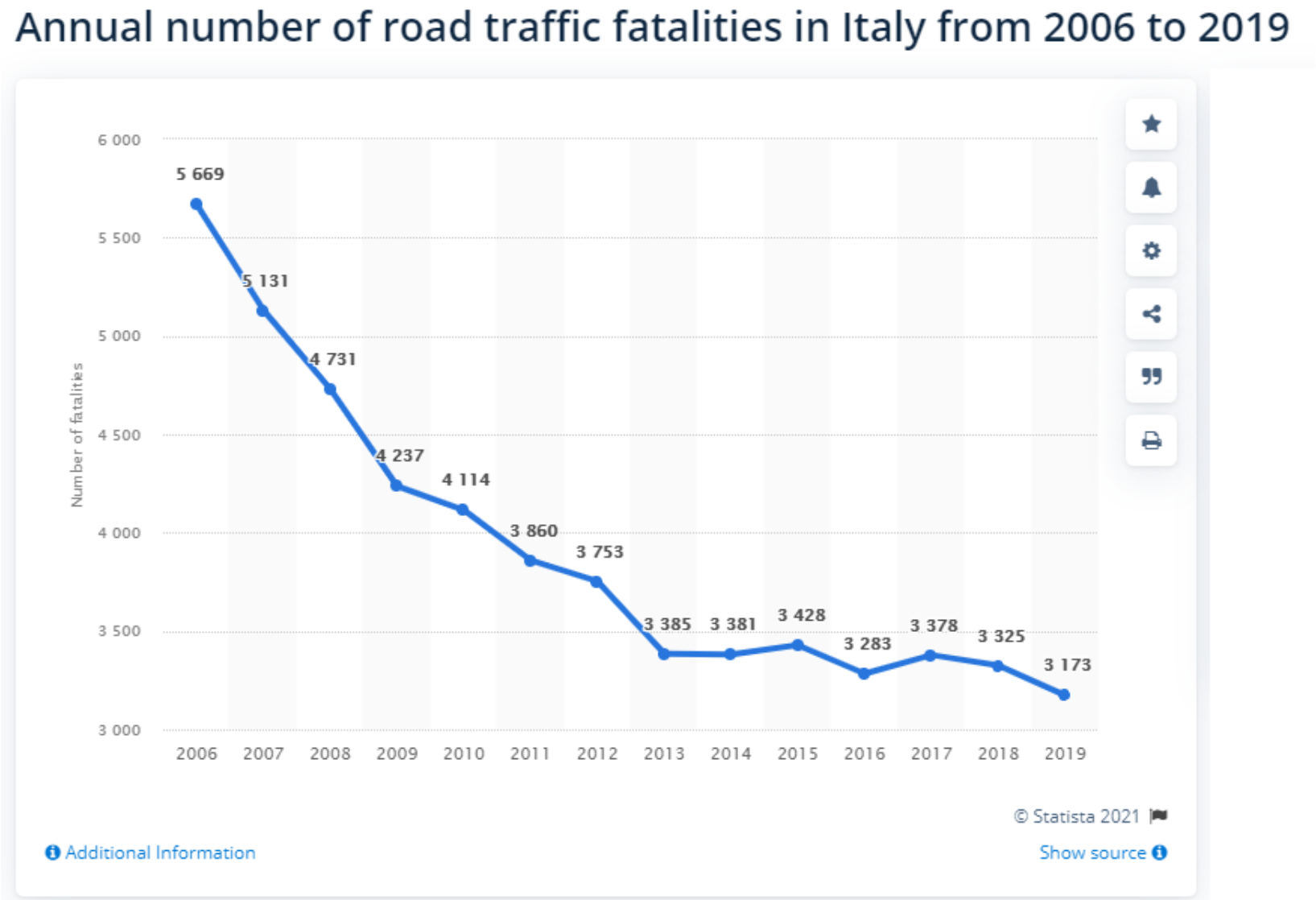
Injury deaths in young people

	Injury deaths per 100,000 children aged 5-14 years 2011-2013		
	Boys	Girls	% caused by motor vehicles
Albania			
Austria	10.0	7.3	51
Belarus	22.4	8.6	29
Belgium			
Bosnia-Herzegovenia			
Bulgaria	19.4	7.9	32
Croatia			
Czech Republic	11.9	5.7	48
Denmark	8.4	6.9	58
Estonia	28.1	12.7	35
Finland	10.9	3.2	43
France	7.9	4.7	58

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 accidents and deaths in Italy



https://www.statista.com/statistics/437928/number-of-road-deaths-in-italy/

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

How ‘safe’ are you?

Speed test

0.228 (of sec.) If you can't do better than this, be very very careful on the road
0.217 Day dreaming
0.204 Still too slow. I'm not taking a lift in your car
0.191 Not bad at all - carry on practising
0.177 Good! You should have no difficulty in braking quickly or jumping out of the way
0.161 Excellent! You should be very safe
0.177 Good! You should have no difficulty in braking quickly or jumping out of the way
0.161 Excellent! You should be very safe
0.144 That was amazingly fast! But could you do it a second time?
0.125 This is not reaction, it's mind reading!

Our diet

Who eats the most ice cream?

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

Figure 1: How much ice cream do we eat?

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		

1 Breakfast

a For breakfast most students eat:

b We think that eating a good breakfast before going to school is:
important/not important because:

2 Eating habits

a The sort of snacks and sweets we eat during the day are:

b The arrangements for meals during the school day are:

c The people who choose and prepare our food are:

d Traditional beliefs about diet in our country are:

e The ways in which eating habits are changing are:

3 Diet and health

a We think that most members of our class eat:

- ☐ a balanced diet
- ☐ enough dietary fibre
- ☐ enough fruit and vegetables
- ☐ too much salt
- ☐ too much sugar
- ☐ too much fat

b Suggestions for improving our diet are:

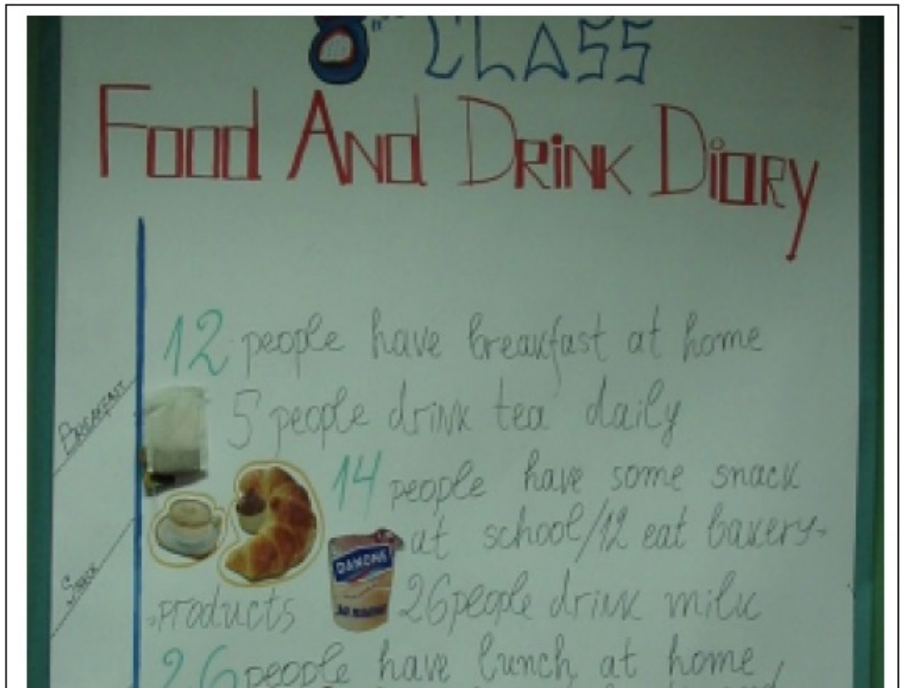
c Our main concerns about diet and health are:

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 – What did you eat for breakfast?

Exploring energy in sweets

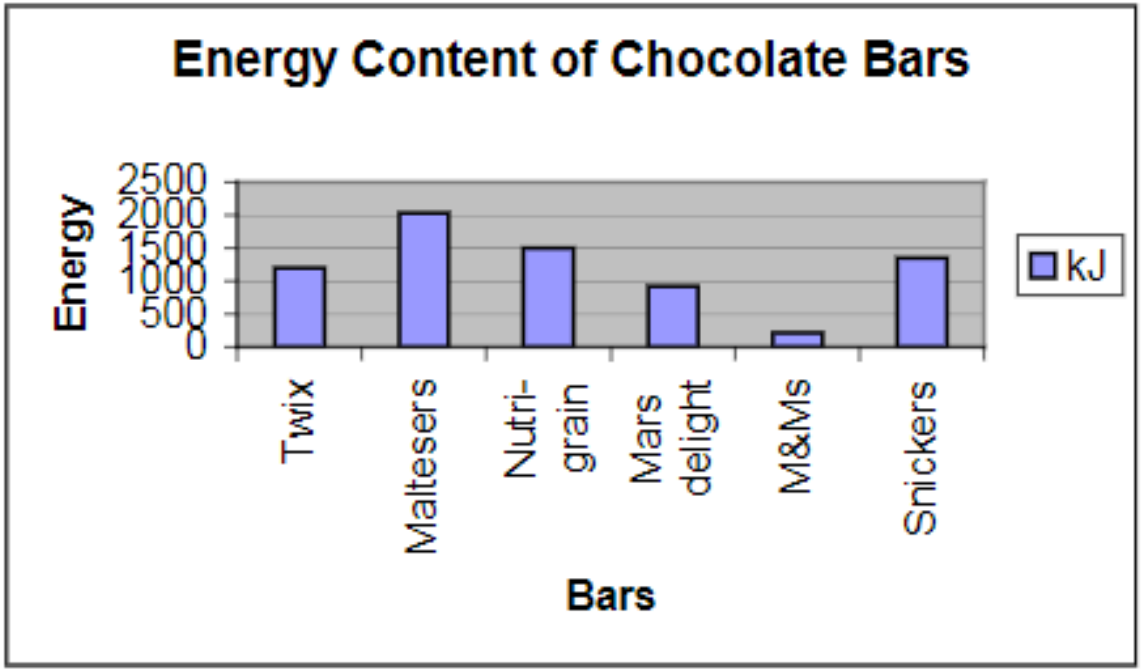


Figure 7 Energy Content of Chocolate bars

Above is a chart showing the amount of energy in the most common bars of chocolate ate by the class. Below is the type and time the class participates in activities.

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.

What about Italy?

Italy - sugar consumption

Sugar Consumption – Special attention https://diabetesed.net/what-about-the-italian-diet/

Italians consume half the amount of sugar as Americans (14 tsps a day for Italians vs 30 tsps a day for Americans). Is added sugar a surrogate indicator of the U.S. consumption of less nutritious and more processed foods? Is all this sugar affecting the health of our gut microbiome and contributing to decreased longevity and increased obesity?

Sugar consumption per capita/day. The World Health Organization recommends that adults should keep their intake of sugar to no more than 25 grams (6 teaspoons) daily.

#1 Brazil: 152g

#2 Russia: 108g

#3 Mexico: 104g

#4 European Union: 100g

#5 Egypt: 94g

#6 United States: 90g

#7 Pakistan 62g

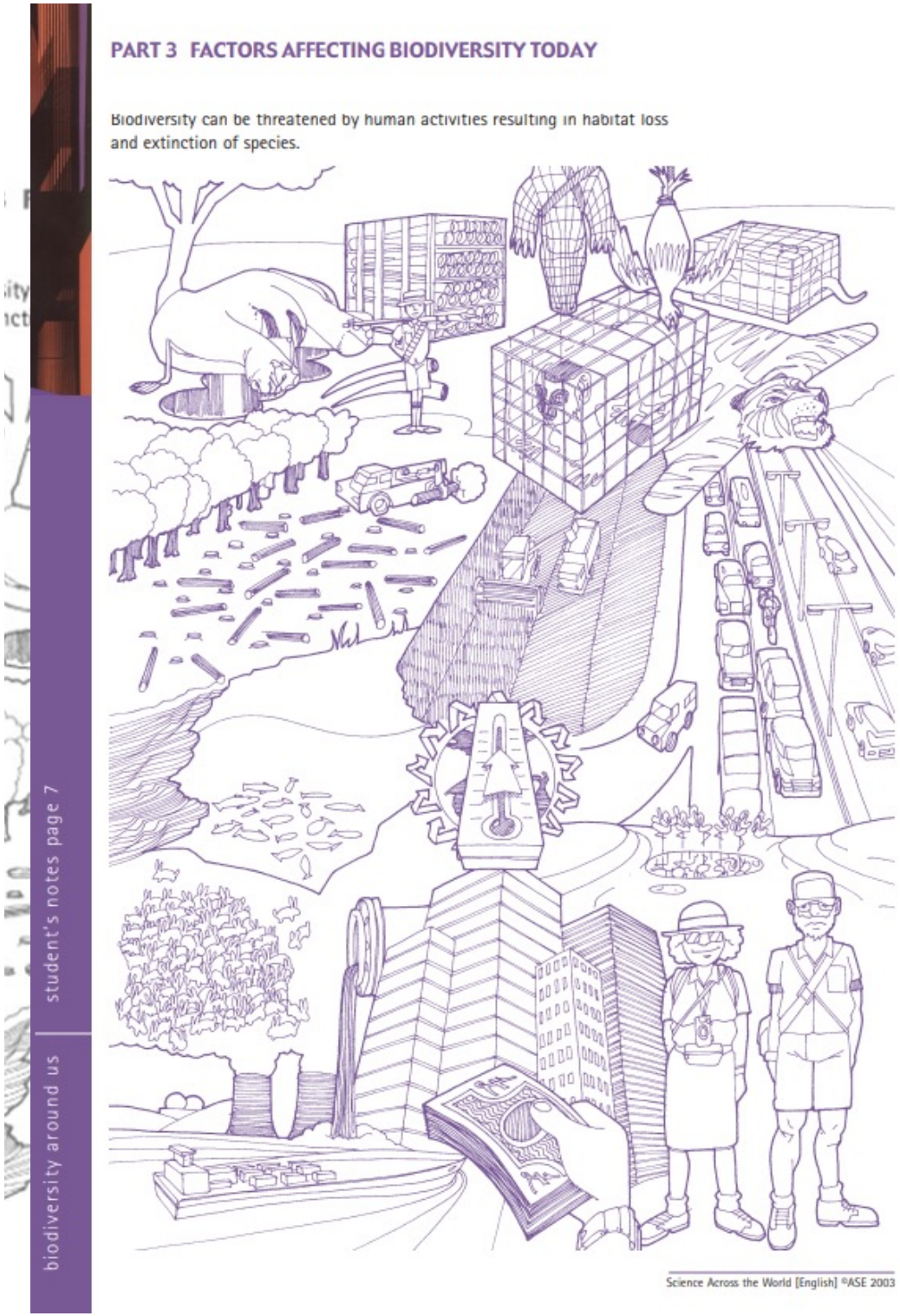
#8 Indonesia: 62g

#9 India: 58g

#10 China: 33g

https://www.weforum.org/agenda/2015/10/which-countries-consume-the-most-added-sugar/

Our nature



Biodiversity – habitat and species loss

agriculture
capture of live wild animals
deforestation
global warming
illegal hunting
ivory trade
pollution of waterways
rare animal skins and furs
road building

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.

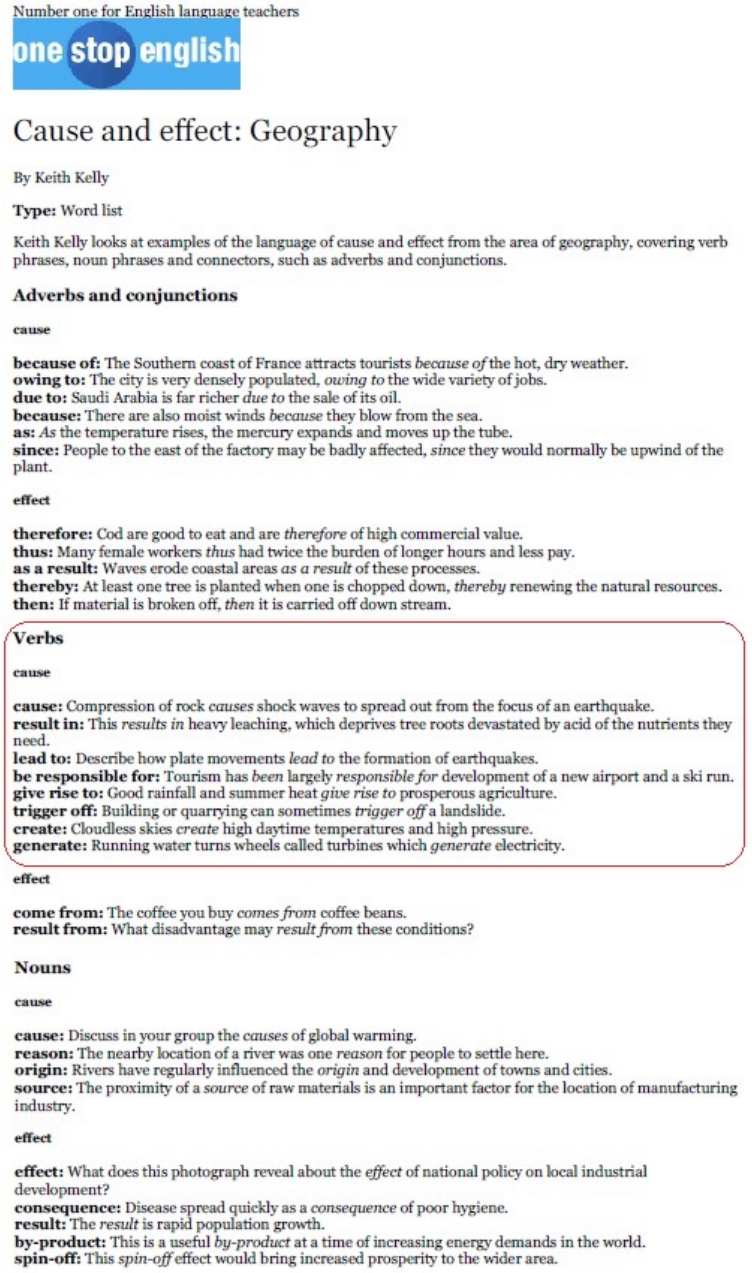
‘causes’ - structures

‘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

one stop english

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.

https://www.onestopenglish.com/clil/your-clil/551172.article

Exploring biodiversity locally

Part 1 What is Biodiversity

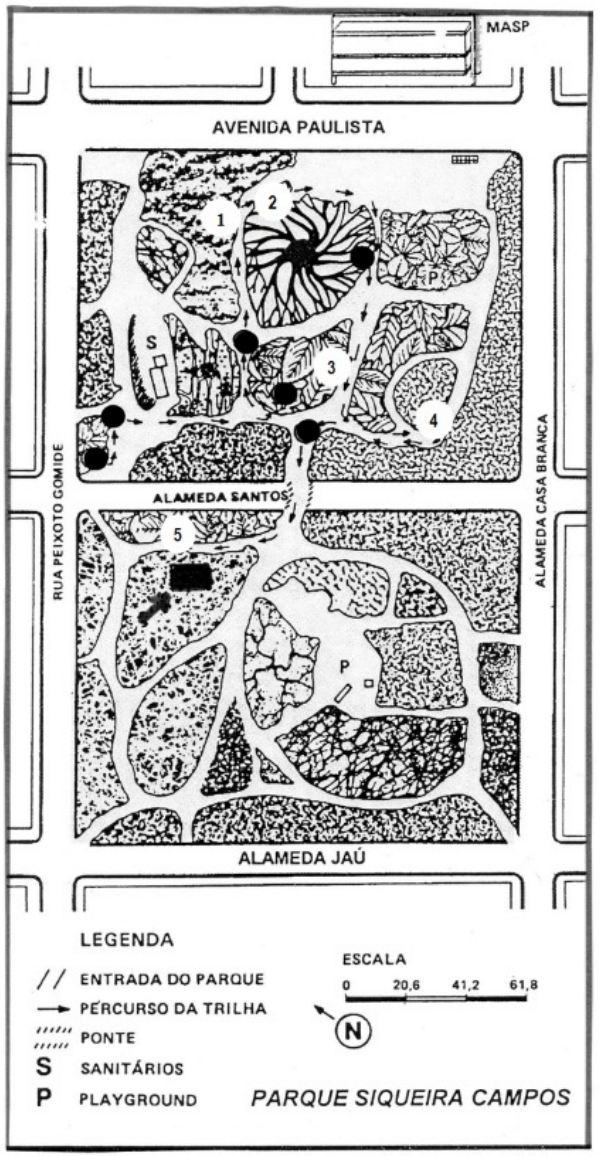
1. This is a map to show the habitat type and use of land in an area within or near to our school. We have shown the location of some of the interesting plants and animals we have found.

São Paulo is a very large city, its territory is 1,525 km² and it has about 10,434,252 inhabitants. In our streets 7 million vehicles make our traffic become slow and heavy sometimes. There are many industries in São Paulo. We have a 4.8m of green área per inhabitant, 1/3 of what ONU recommends.

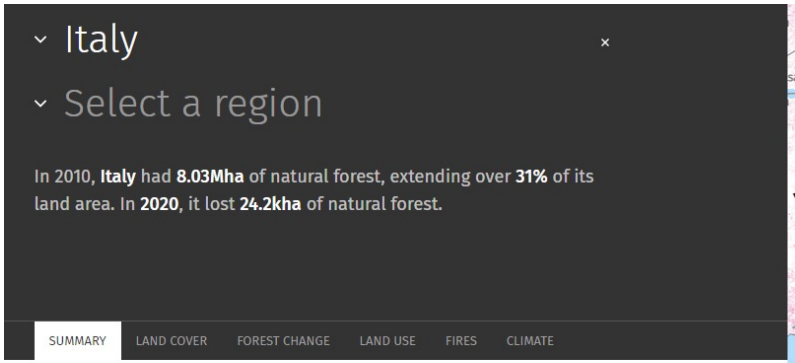
This green area between the buildings, was our choice: Parque Trianon.
We choose the block of green area that faces our school.

In the next page there's a map showing the use of the land and the habitants in the chosen area.
In it we show the location of some interesting plants and animals we've found.

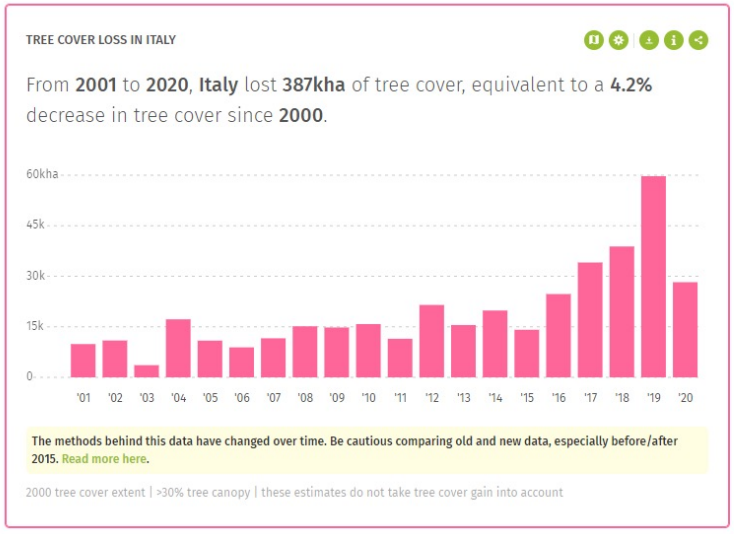
nº 1 - cedro, jatobá, pau-ferro – native trees of the former forests that covered this areas.



Italy - deforestation



Explore interactive charts and maps that summarize key statistics about forests in **Italy**. Statistics – including rates of forest change, forest extent, drivers of deforestation, and deforestation and fire alerts – can be customized, easily shared and downloaded for offline use.



https://www.globalforestwatch.org/

Our rubbish

www.trashedworld.info

Investigating waste locally and sharing globally

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

https://www.youtube.com/watch?v=5z2s_klZkFg&t=9s

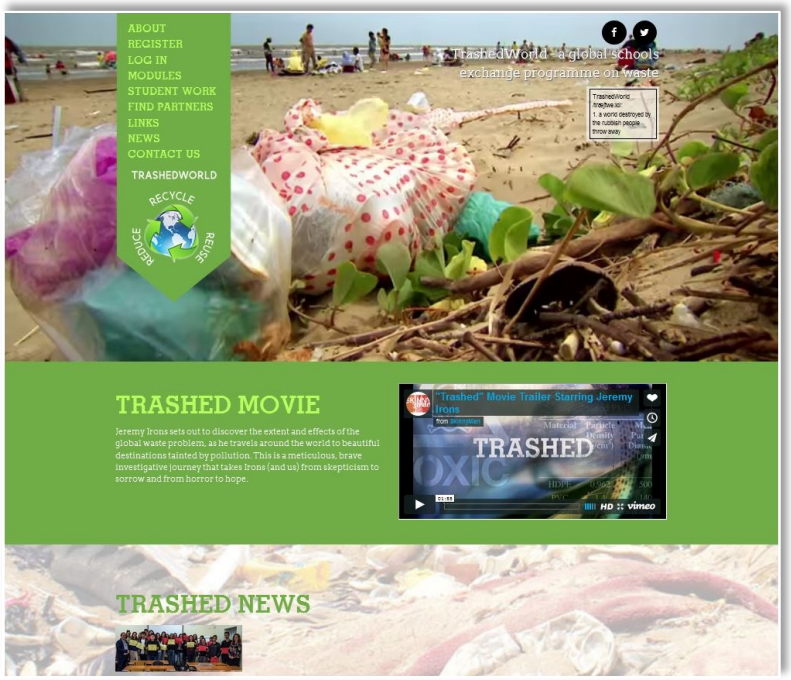
TrashedWorld

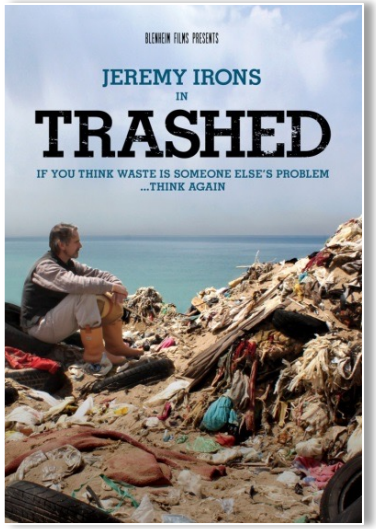
A global schools' platform for curriculum exchange work on the topic of waste.

Aims:

- **To develop awareness of the worldwide problem of waste**
- **To develop English language skills**

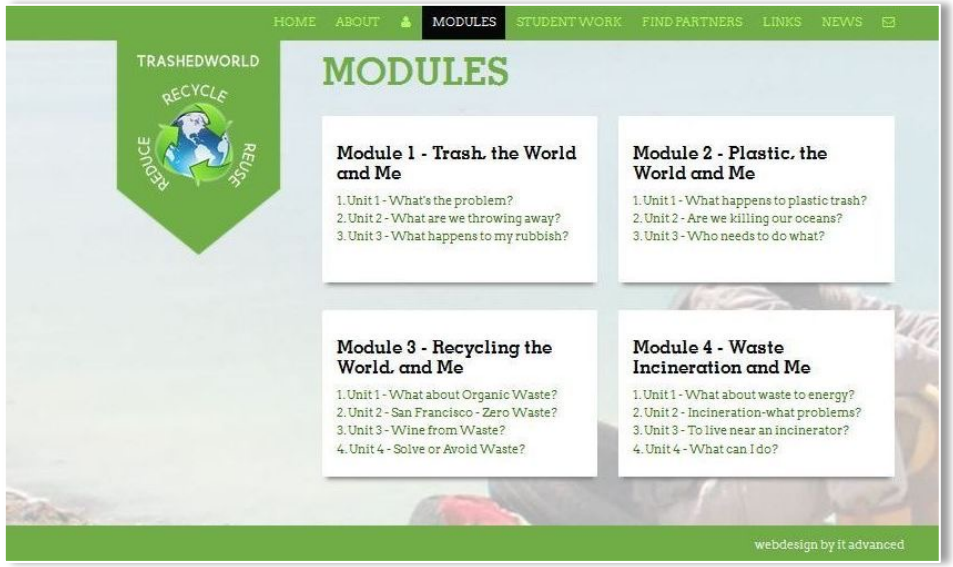
Materials are based on Jeremy Irons's award-winning documentary 'Trashed'.

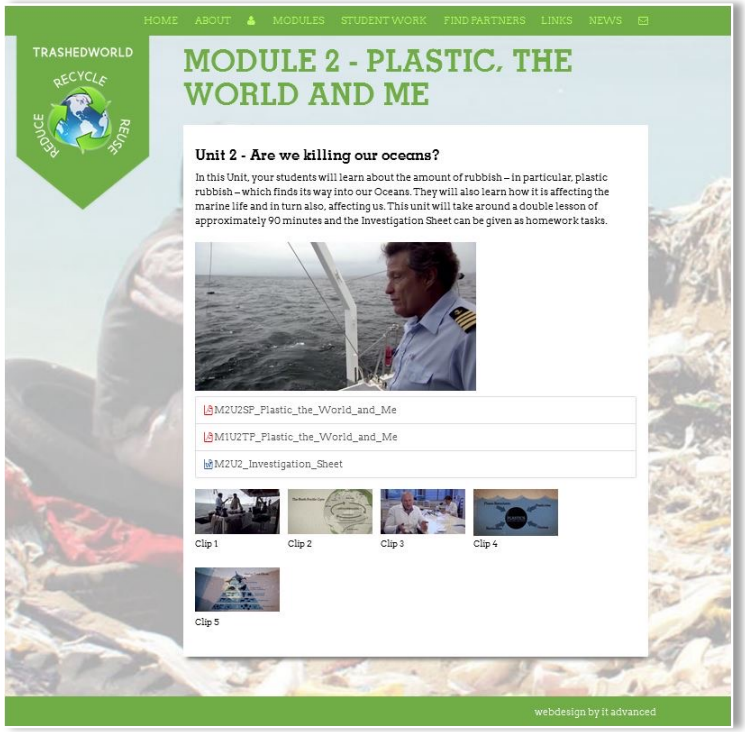




www.trashedworld.com

The materials are grouped into four Modules which focus on one aspect of the waste issue. For example, Module 2 focuses on the problem of plastic, especially in our oceans and this is linked with plastic in our students' lives.





m1u1c3 - Lebanon (maps, locations, global problem)
m1u2c1 - Scientists (numbers)
m1u2c3 - History, waste stream
m4u1c1 - incinerators

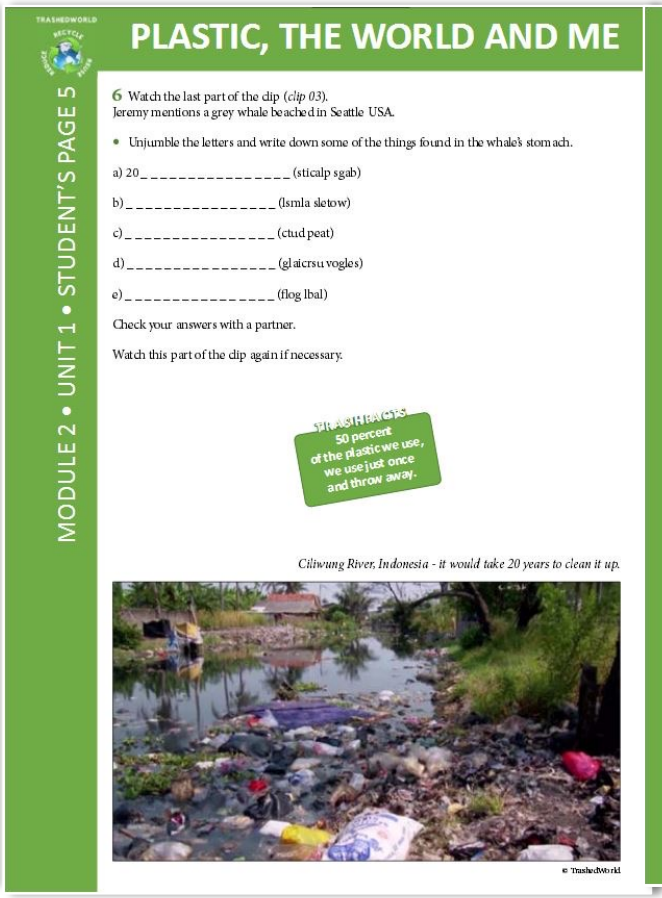
Each lesson is based around 3 or 4 clips from the film and includes a glossary of terms used in the clips, vocabulary and comprehension exercises.

MODULE 2 • UNIT 1 • STUDENT'S PAGE 8

PLASTIC, THE WORLD AND ME

Unit glossary

aside from	(phrase) except for, besides *Scientists found many other items aside from the algae typical of bottom feeding mammals.*
beached	(v) to become stuck on a beach, driven or pulled on to a beach *One of the worst cases ever recorded was this grey whale, beached in Seattle.*
become of	(phrase) to happen to, result in *What becomes of the plastic rubbish you throw away?*
biodegradable	(adj) can be broken down by bacteria *Cigarette butts are biodegradable aren't they?*
break down	(v) to separate into smaller parts *It will break down into smaller and smaller pieces.*
cellulose acetate	(n) a plastic resin from cellulose used for making cigarette filters *Cigarette butts are made of cellulose acetate.*
cigarette butt	(n) remains of a smoked cigarette including the filter *But I do notice a lot of cigarette butts.*
contaminated	(v) to be made dirty, polluted, poisoned *The river is so contaminated that it will take 20 years to clean.*
debris	(n) pieces of what is left behind after something has been destroyed *The seal was trapped in debris and plastic netting.*
decay	(v) to rot, break down, become rotten *Garbage of all types, even dead animals decays in the river.*
degrade	(v) to break down, to slowly become poorer quality *So this plastic from cigarette butts will never degrade?*
duct tape	(n) a wide multi-purpose adhesive tape usually black or silver *There were 20 plastic bags, small towels, duct tape, surgical gloves and a golf ball.*
feel holier than thou	(phrase) feel good about yourself, feel self-righteous *I'm feeling rather holier than thou because at the moment I'm not smoking.*
hang around	(v) to stay around, to remain, not disintegrate *Essentially it will just kind of hang around for several years.*
inhabitant	(n) a person who lives in a place, a resident *Most of the rubbish from the inhabitants of Jakarta, ends up in a river.*
lacerated	(adj) injured by being cut *The seal was lacerated by the fishing line around its neck.*
laundry	(n) clothing and other items such as towels or sheets that are washed *Millions of people depend on the river, for their daily activities such as laundry.*
leach out	(v) to pass through something with the aim of filtering *The toxins in the cigarette butts can leach out into the water.*
litter	(n) waste or rubbish left in a mess, thrown away on the ground *It's the litter from the last few decades which many scientists fear poses the biggest threat yet.*



MODULE 2 • UNIT 1 • STUDENT'S PAGE 5

PLASTIC, THE WORLD AND ME

6 Watch the last part of the clip (*clip 03*).
Jeremy mentions a grey whale beached in Seattle USA.

- Unjumble the letters and write down some of the things found in the whale's stomach.

a) 20 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (sticalp sgab)

b) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (lsmla sletow)

c) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (ctud peat)

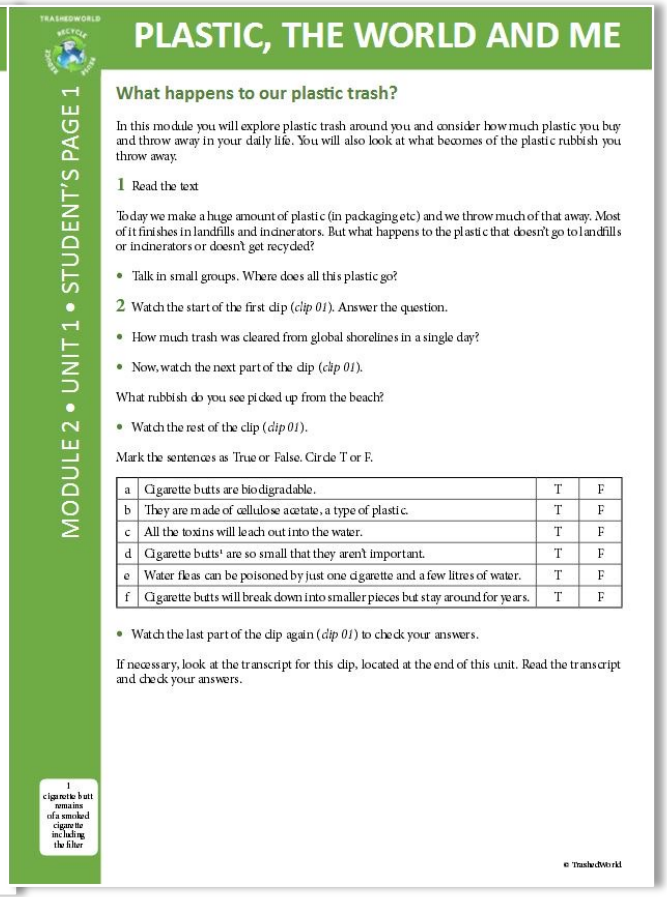
d) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (glaicrsu vogles)

e) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (flog lbal)

Check your answers with a partner.

Watch this part of the clip again if necessary.

Ciliwung River, Indonesia - it would take 20 years to clean it up.



MODULE 2 • UNIT 1 • STUDENT'S PAGE 1

PLASTIC, THE WORLD AND ME

What happens to our plastic trash?

In this module you will explore plastic trash around you and consider how much plastic you buy and throw away in your daily life. You will also look at what becomes of the plastic rubbish you throw away.

1 Read the text

Today we make a huge amount of plastic (in packaging etc) and we throw much of that away. Most of it finishes in landfills and incinerators. But what happens to the plastic that doesn't go to landfills or incinerators or doesn't get recycled?

- Talk in small groups. Where does all this plastic go?

2 Watch the start of the first clip (*clip 01*). Answer the question.

- How much trash was cleared from global shorelines in a single day?
- Now, watch the next part of the clip (*clip 01*).

What rubbish do you see picked up from the beach?

- Watch the rest of the clip (*clip 01*).

Mark the sentences as True or False. Circle T or F.

a	Cigarette butts are biodigradable.	T	F
b	They are made of cellulose acetate, a type of plastic.	T	F
c	All the toxins will leach out into the water.	T	F
d	Cigarette butts[1] are so small that they aren't important.	T	F
e	Water fleas can be poisoned by just one cigarette and a few litres of water.	T	F
f	Cigarette butts will break down into smaller pieces but stay around for years.	T	F

- Watch the last part of the clip again (*clip 01*) to check your answers.

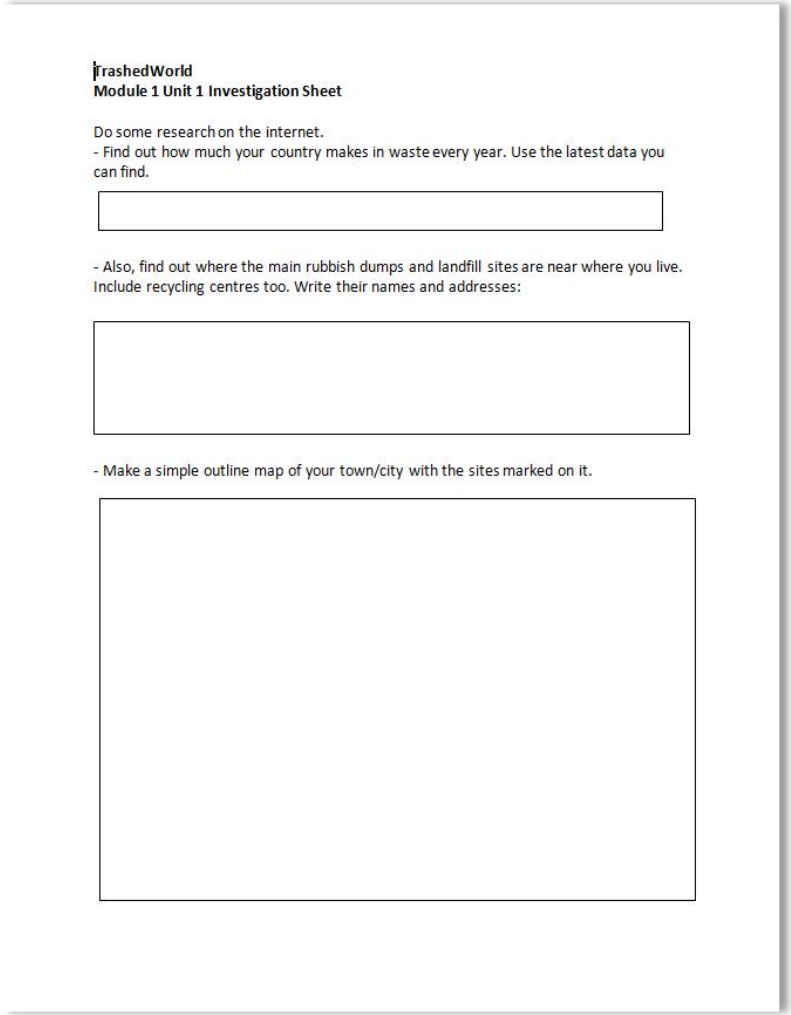
If necessary, look at the transcript for this clip, located at the end of this unit. Read the transcript and check your answers.

1 cigarette butt remains of a smoked cigarette including the filter

m2u1c1 - ocean pollution, plastic a toxic magnet
m2u1c3 - ocean life harm
m2u2c1 - ocean plastic quantities

Trashed the movie

Each Unit concludes with an 'Investigation' exercise in which students are encouraged to discover more about the waste issue in their locale and also to make positive changes in their own lives regarding the amount of waste they produce.



TrashedWorld
Module 1 Unit 1 Investigation Sheet

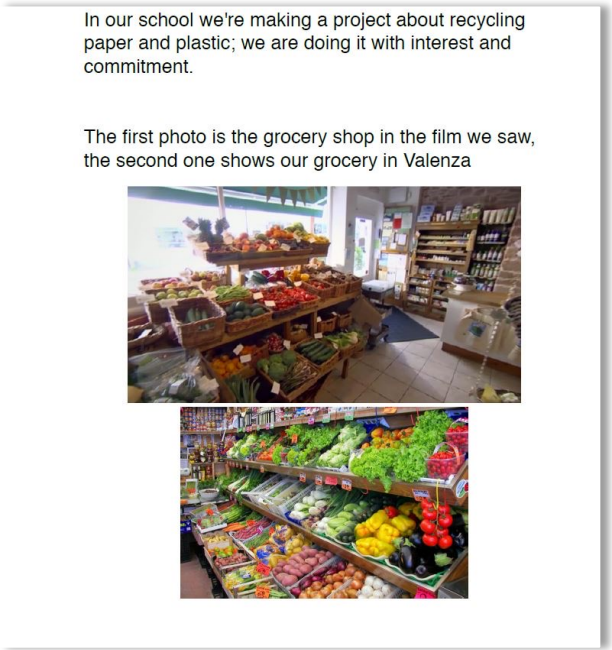
Do some research on the internet.
- Find out how much your country makes in waste every year. Use the latest data you can find.

- Also, find out where the main rubbish dumps and landfill sites are near where you live. Include recycling centres too. Write their names and addresses:

- Make a simple outline map of your town/city with the sites marked on it.

EXAMPLES: questionnaires, surveys, maps, data sheets, photos of bins, packaging

The website allows and encourages teachers to upload the results of investigations and share them with students in other countries. As of now there are more than 30 different countries with schools which have registered on the site. These examples of students' investigations are from Italy, Slovenia and Bulgaria.



Example –
films of locations, PPTs, plastic bags - films of interviews

Film of reuse centre Slovenia

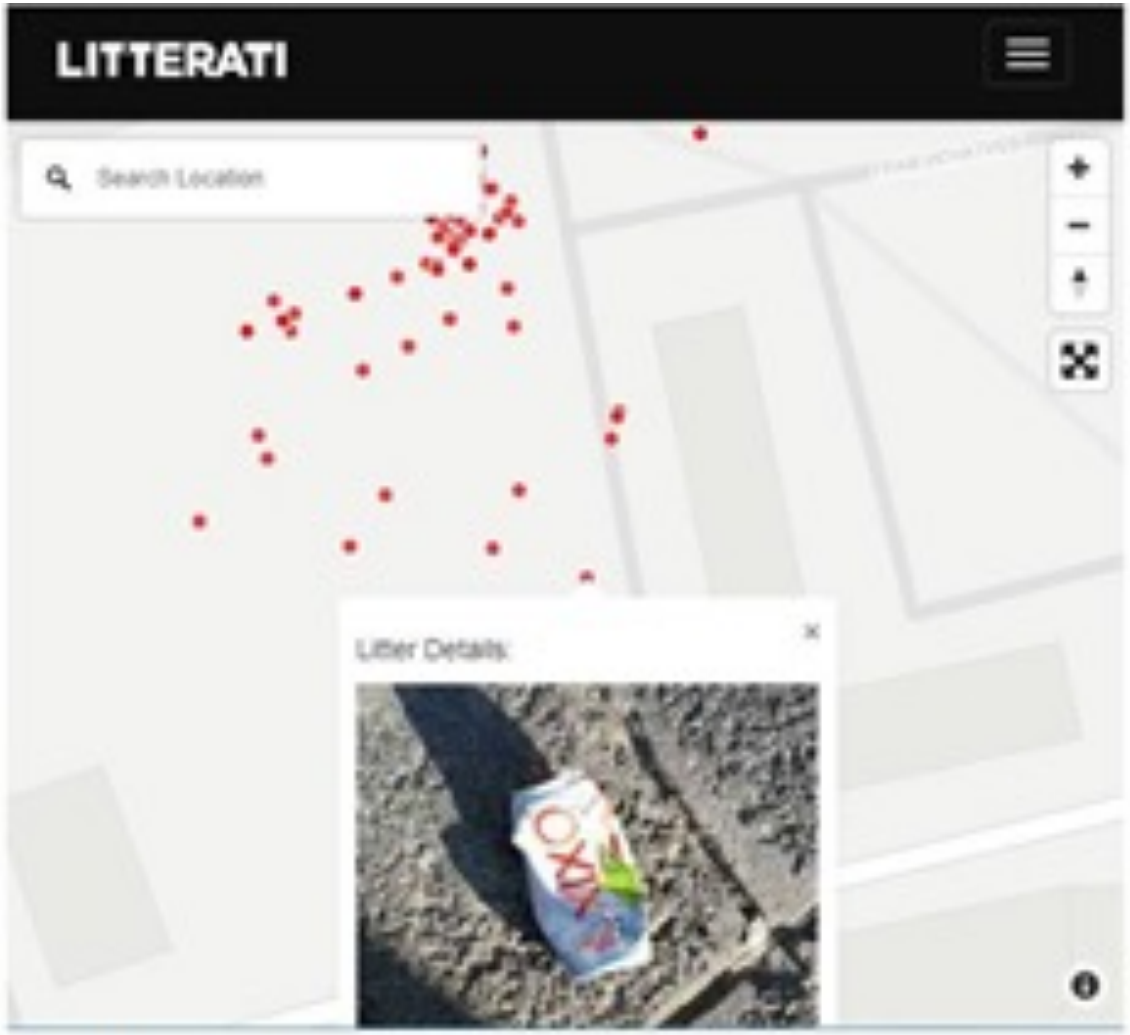
Working with Litterati

Go with Litterati warriors to litter zone

Working with Litterati

Get your Litterati warriors to collect litter

Working with Litterati



Upload and tag litter @ litterati.org

Working with Litterati

Bring litter back to class, tip it out to sort

Working with Litterati

Sort out your litter hoard

Working with Litterati

Paper cups

Drinks cartons

Organic and landfill waste

Working with Litterati

metal cans

plastic wrappers

Plastic bottles and pots

Working with Litterati

Lobbying letters:

Write a polite letter to one of the companies which produced the waste you found.

1) Explain what you found (include a visual of the data)
2) Say where you found it (include pictures)
3) Say how you feel about this waste
4) Say what you would like the company to do (install bins for collecting their specific waste)
5) Suggest a way you can help (by publicizing the new bins locally)
6) Say thank you in advance
7) Give your class name and school address

Conclusions:
‘language in meaningful life skills work happens when your learners are the focus of the learning’

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

Curriculum Language Audit

- 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

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

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

Putting CLIL into Practice
Teacher Training

[Putting Secondary CLIL into Practice (PSCIP)]
[Putting Primary CLIL into Practice (PPCIP)]
[Putting Pre-Primary CLIL into Practice (PP-PCIP)]

https://www.factworld.info/en/Bulgaria-Course-Putting-CLIL-into-Practice

Networks and materials

- factworld@yahoogroups.com

e-group with 3500+ teachers around the world
Find like-minded colleagues, share

- FACTWorld @ Facebook
- CLIL @ Facebook
- www.factworld.info

(Forum for Across the Curriculum Teaching – publish your work in our journal)

- www.trashedworld.com

TrashedWorld – partner projects on waste and environment

- www.etwinning.net for school projects and partners
- https://www.schooleducationgateway.eu

Erasmus+ projects and CPD

- Science Across the World (STEM UK via www.factworld.info)
  https://www.factworld.info/en/Science-Across-the-World
  https://www.factworld.info/en/CLIL-Projects-for-ELT
- www.litterati.org – free litter auditing project site
- CLIL @ onestopenglish.com