

Forum for Across the Curriculum Teaching

FACT

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integrated learning
(CLIL)

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Font: Times New Roman, size 10 pt

Text length: 3 pages (about 5000 characters)

Begin with:

Topic

For which grade the material is

For what purpose the material is

How to use the material

Also send opinions, critics, etc.

Write author's name, position, e-mail

Cite sources in alphabetical order

The Editorial Board is not responsible for the authors' material

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Introduction

Here we are with FACT 25, crammed packed with wonderful multilingual education!

We offer an outline of the course Putting CLIL into Practice which is hosted at Anglia School in Bulgaria, and for which teachers in EU can apply for Erasmus+ funding. The course offers a grounding in CLIL materials and pedagogy.

If you're a fan of graphing, there are some creative mathematical drawings following the Cartesian coordinate system. The piece is in the Bulgarian language, and is for 6th Grade.

Next, we have an integrated language and science lesson with a focus on male hygiene advertisements and with the combined aims of developing life skills and interpreting misleading data.

Lyubov Dombeva also offers a set of student science project 3D boxes in English.

The following piece is trilingual English-Spanish-Bulgarian and focuses on the introduction of the names of the chemical elements by using element formula as a way of spelling the elements themselves. This is followed by two pieces of student homework from Biology on the cardio-vascular system, Grade 9, Spanish. We are pleased also to include the work of winners of the 2021 Spanish literature competition.

Next, we have a lesson on capital cities based on the text from a song with accompanying worksheet and map.

Research is presented on the Education Policy Network's on progress in making teacher and school leader careers more attractive in Europe.

Finally, this bumper issue concludes with a bilingual piece describing celebrations of Bulgarian traditions in schools.

The collection is illustrated here and there with artwork gratefully received from students and children in our network! Thank you everyone!

Keith Kelly

05.04.22

'Putting CLIL into Practice'

The Course 'Putting CLIL into Practice' was first held in Plovdiv in 2018 with a group of mixed secondary teachers and has gone through a number of developments since. We have now developed and offered three separate CLIL courses. The course is available for pre-primary, primary and also for secondary teachers. Putting CLIL into Practice has also travelled to several other countries including Estonia, Austria and Switzerland and it is also now available in an online version. Putting CLIL into Practice has led to other professional development such as planning for CLIL and projects for CLIL.

Course - Putting CLIL into Practice

The CLIL Courses are organized according to school level and age of learners:

Putting Secondary CLIL into Practice (PSCIP)

Putting Primary CLIL into Practice (PPCIP)

Putting Pre-Primary CLIL into Practice (PP-PCIP)

All of the courses offer a comprehensive combination of CLIL theory and practice with the aim of equipping teachers with the ideas and skills they need to help their students work through curriculum material in English, and support students when they are asked to speak and write about these subjects in the foreign language.

Course Dates, Registration and Fees

While the courses tend to be run during school holidays, the courses can be run at any time during the year convenient to colleagues' availability. If you are interested in attending a 'Putting CLIL into Practice' course at Anglia School, Plovdiv, get in touch and complete the Preliminary registration form. Once we have reviewed it, we will send you a letter of invitation to join the course.

Once your institution has applied and received Erasmus+ grant for funding, you should confirm your desire to attend the course by completing the Course registration form and paying the registration fee by bank transfer.

Early Registration and Cancellation Policy:

For early registration for PCIP and for PPCIP: 500 EUR

For late registration: 600 EUR

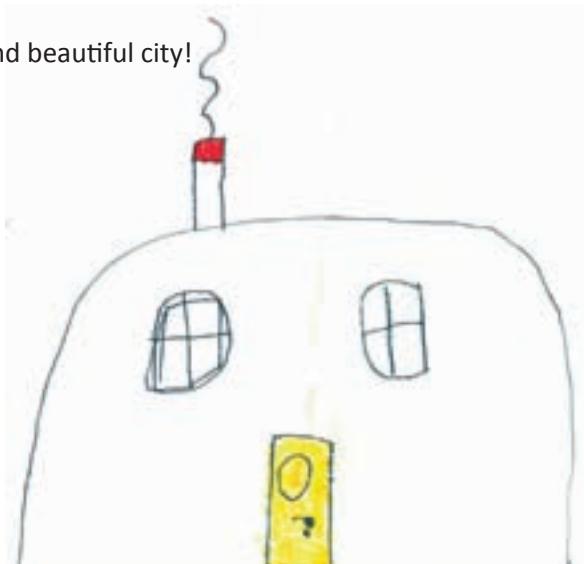
Refunds available depending on date of cancellation.

Once registration and payment have been received we will send you additional information about the course programme, social activities, transportation and other useful tips.

All our courses are found in the SchoolEducationGateway catalogue as well as at www.factworld.info/en/Bulgaria-Course-Putting-CLIL-into-Practice

We look forward to hosting you in our wonderful school and beautiful city!

Keith Kelly (keithpkelly@gmail.com)



„РИСУНКИ в ДЕКАРТОВА СИСТЕМА“

ПРОЕКТ по МАТЕМАТИКА

за 6 КЛАС

Кристина Шишкова (krisi_koeva@yahoo.com)
НУМТИ „Добрин Петков“ – Пловдив

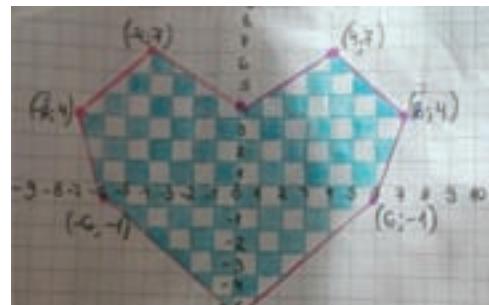
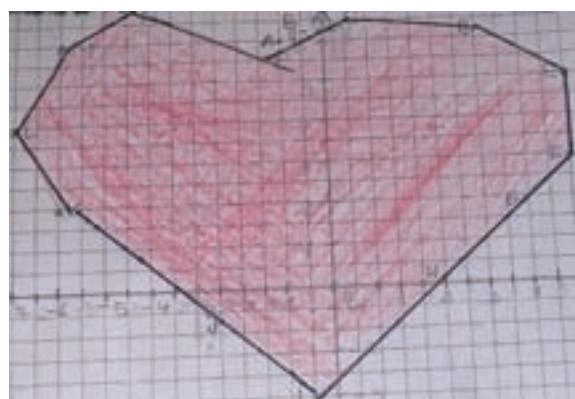
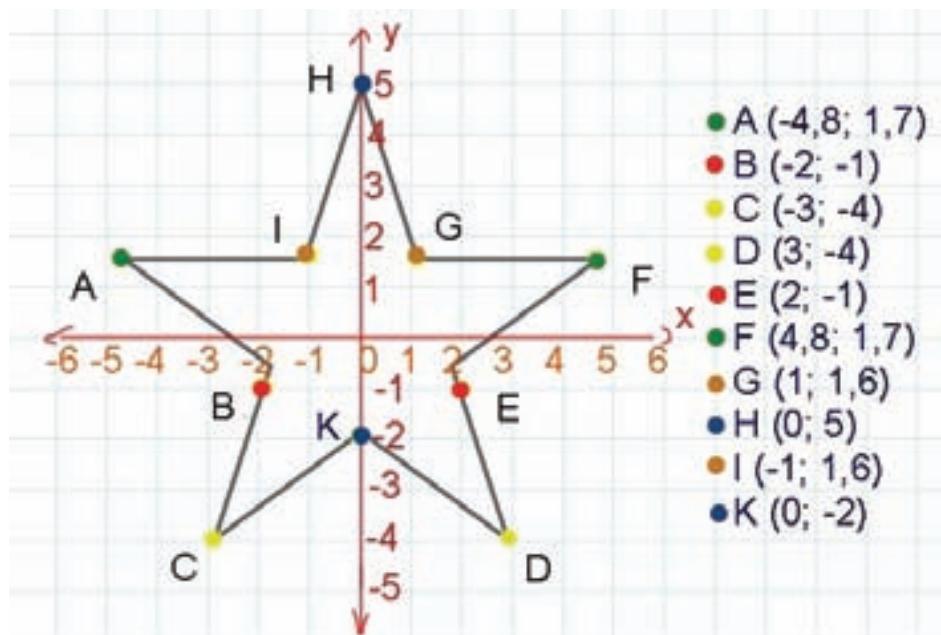
1. Нарисувайте Вашата рисунка в Декартова система.

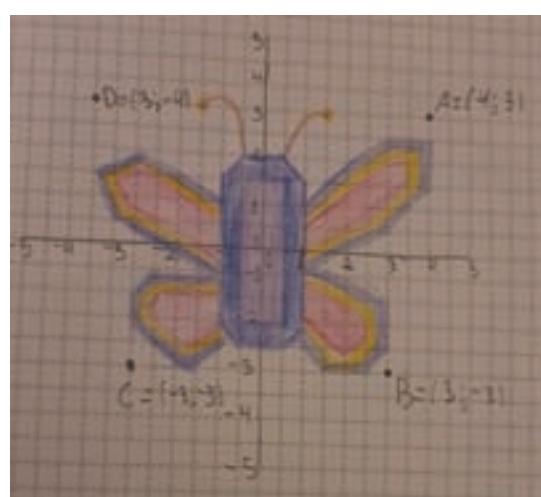
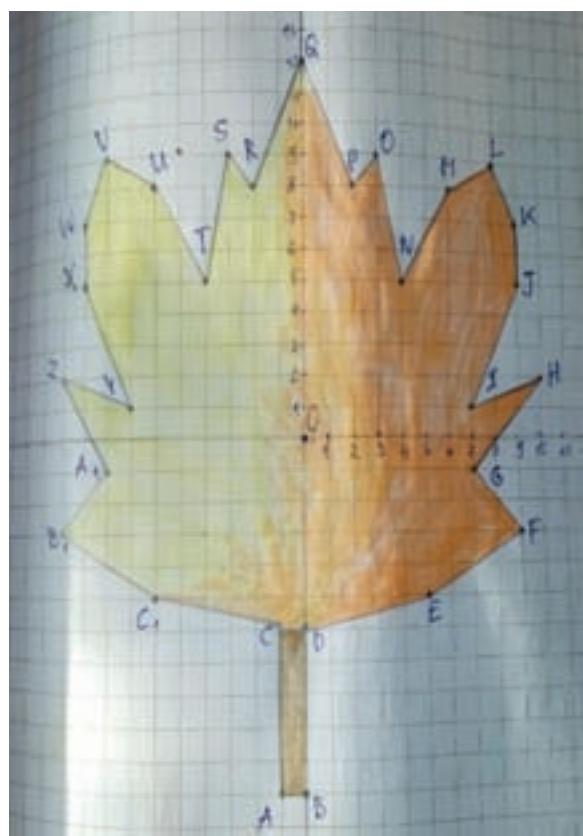
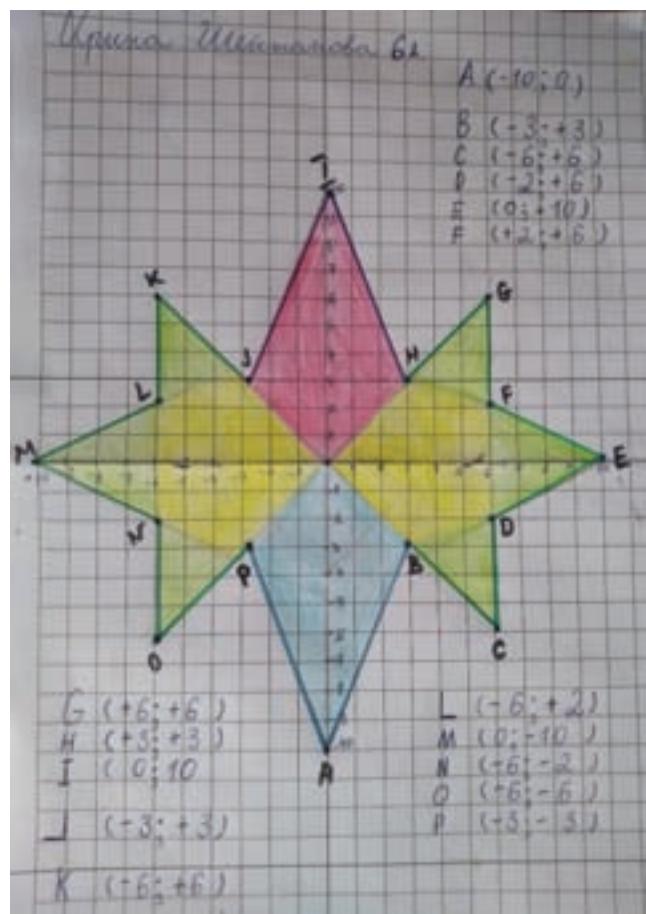
2. Напишете координатите на избрани точки във Вашата рисунка (вижте „Звездата“ – образец). Внимавайте със симетричните точки (показани са с еднакви цветове на образца)

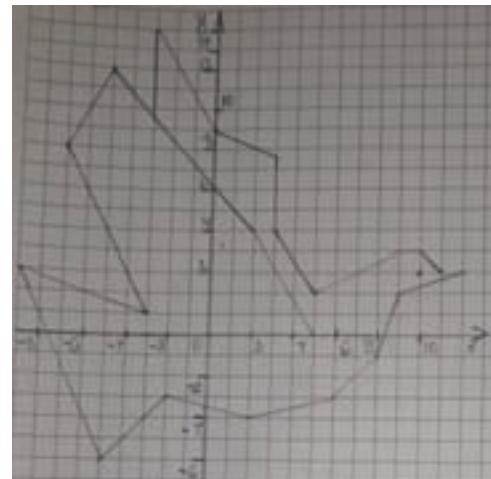
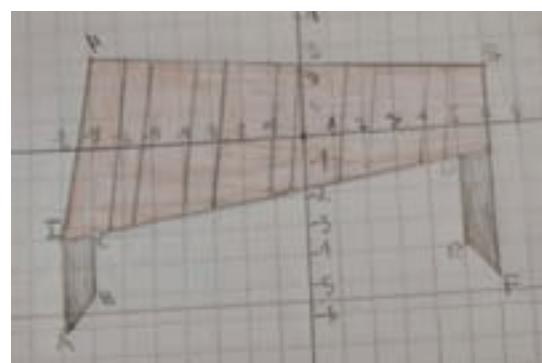
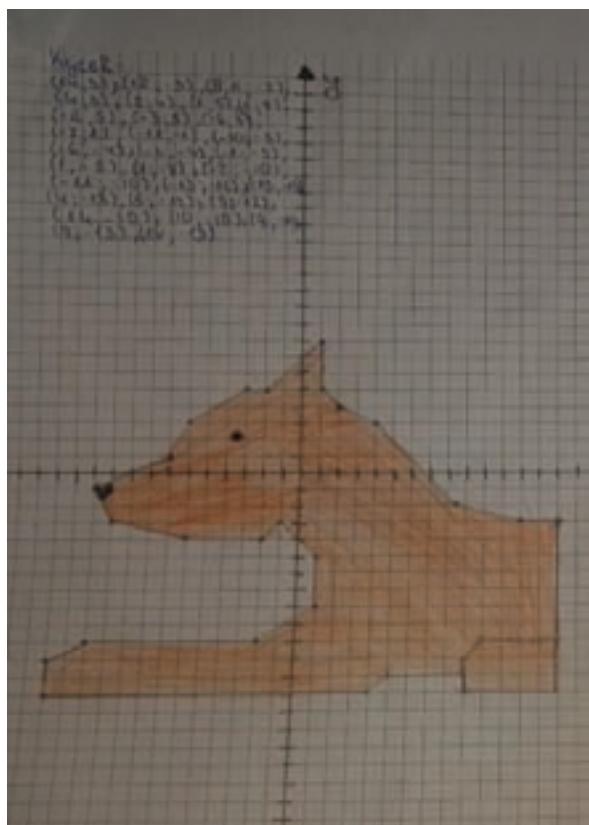
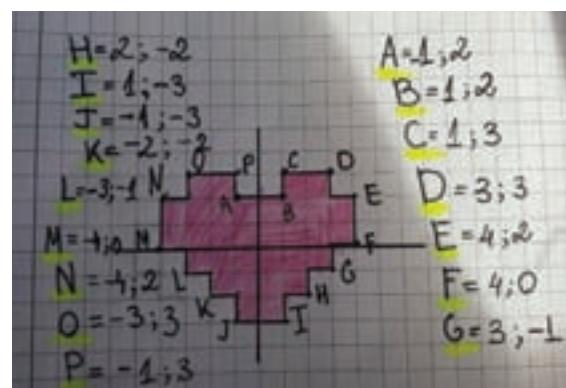
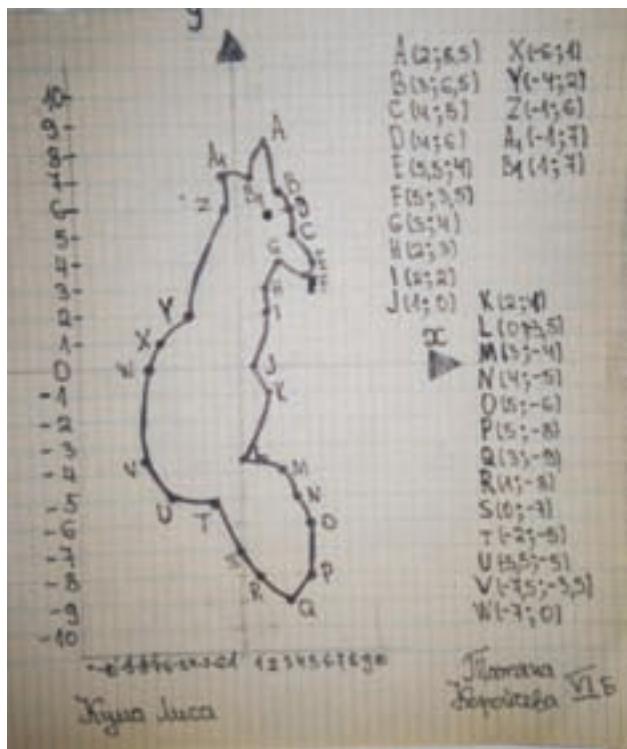
Координатите могат да бъдат изнесени и отстрани на рисунката, но трябва да съответстват на посочените точки в картилката (както е на образца).

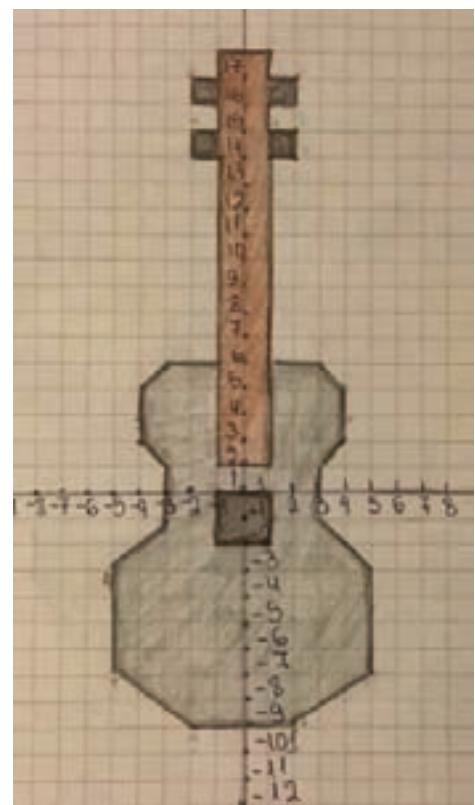
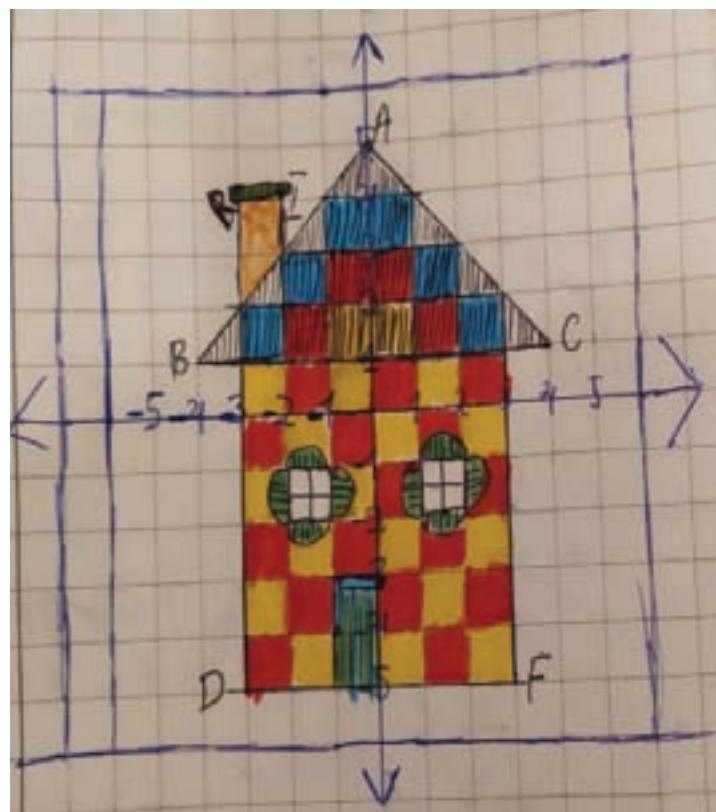
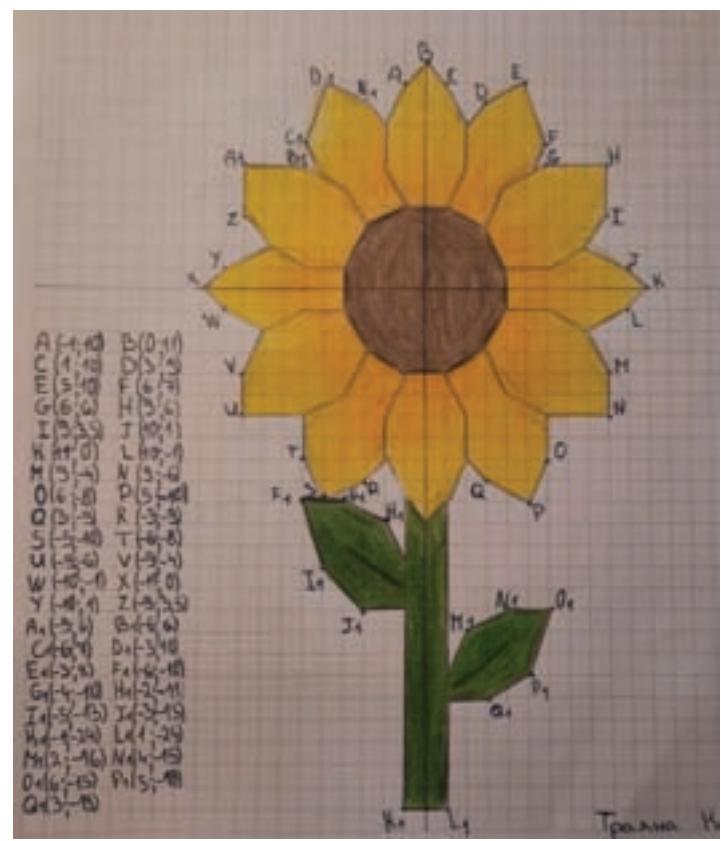
3. Не забравяйте да озаглавите Вашата рисунка и да напишете името си – в долния десен ъгъл.

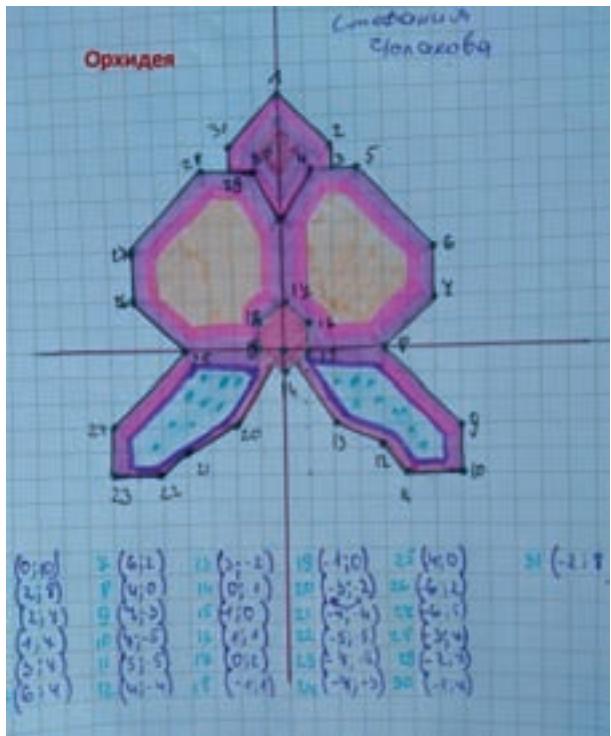
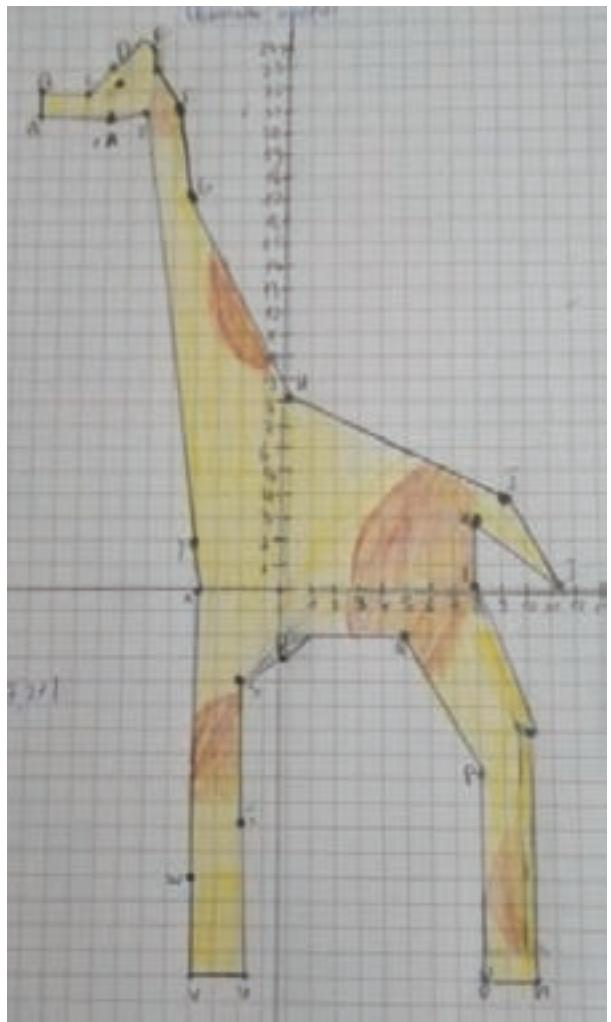
Вижте примерни рисунки... и разгърнете Вашето въображение... ☺

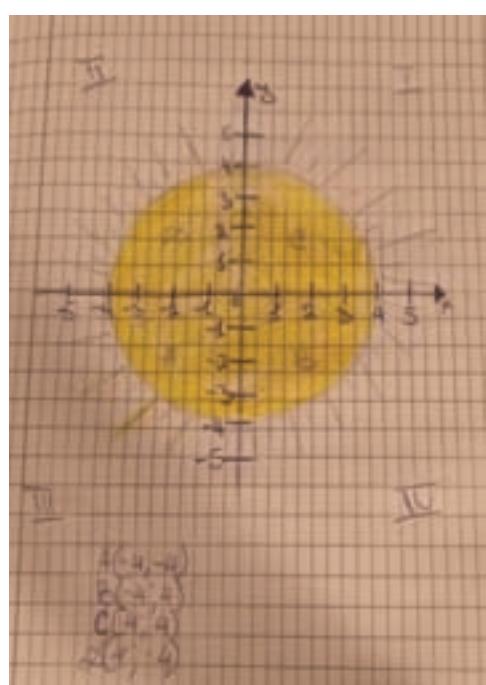
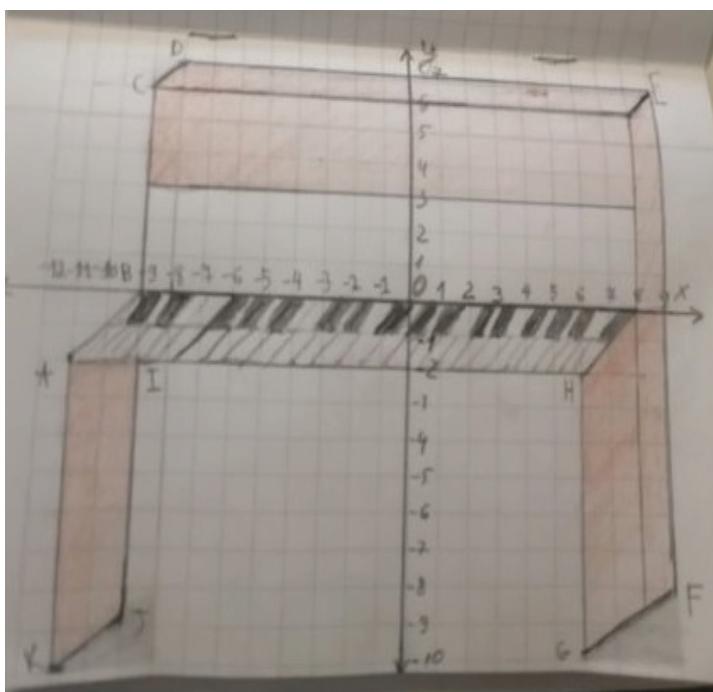
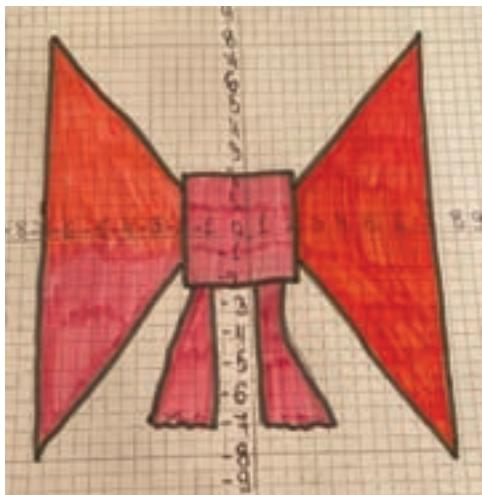
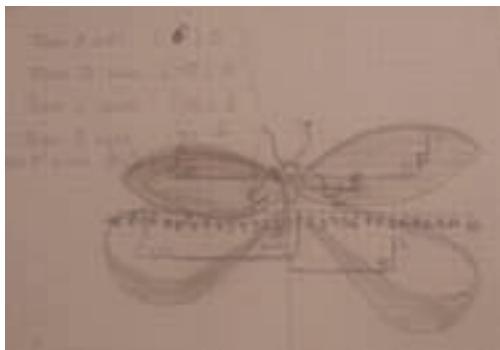












Male hygiene ads - Using provocative advertisements in teaching and practicing the 8 key competences

Helen Wiles, English as a foreign language, Ethics
Lyubov Dombeva, Biology, Integrated science

Introduction

The key competences, as defined by the European Commission's Reference Framework (2018) are needed by all individuals to achieve personal fulfilment and development, employability, social inclusion and active citizenship. Teachers of all subjects must ensure that students practice them from early childhood throughout adult life in formal but meaningful ways in school. Each competence is a combination of knowledge, skills and attitudes, and there are eight key competences, namely literacy; multilingual; mathematical, scientific, technology and engineering; digital; personal, social and learning to learn; civic; entrepreneurship; cultural awareness and expression.

Nobody can deny the importance of personal hygiene to protect not only yourselves, but also others. The current pandemic has made hand-washing more important than ever. But how do you make the invisible visible? How do you make people aware of the risks of contamination from touching unclean surfaces?

The series of three images used here have come from a TV commercial competition (back in 2006) where they were among the runners up in that competition. The campaign www.washyourhands.tv seems to be inactive at the present and no further reference is available. The authors of this article would welcome any further information in order to give proper reference to the author/s of the images used.

Examining numbers, how can statistics be misleading / made more reliable

This image can be used to prompt students to practice the following of the 8 key competences: literacy or multilingual, if English is their L2; mathematics and science; digital; personal and social; civic; cultural awareness and expression.

CAUTION

92% of guys say they washed.

34% were lying.

Discuss:

Imagine what the other 8% said? Do you think they said "No"? Why?

Imagine what the actual question was?

Do you think it is clear what the 34% refers to? What are the possible interpretations? (for example: it is 34% of all people interviewed, or 34% of those who gave a positive answer).

If 100 people were interviewed, calculate the difference between the two interpretations. Do you think this is a difference that is worth considering?

What can you say, so that you avoid the ambiguity?

Does this ambiguity make you think more about the problem?

What is the aim of the ad?

What can you learn/teach through ads?

Diseases transmission

This image can be used to prompt students to practice the following of the 8 key competences: literacy or multilingual, if English is their L2; mathematics and science; personal and social; civic.

CAUTION

You're about to share more than a bathroom with this guy.

Discuss:

What else could you actually share?

Describe some of the ways that diseases can be transmitted?

Personal responsibilities for health

This image can be used to prompt students to practice the following of the 8 key competences: literacy or multilingual, if English is their L2; mathematics and science; digital; personal and social; civic; cultural awareness and expression.

CAUTION

You washed.

This guy didn't.

Discuss:

Do you think other people's attitude to personal hygiene can have an impact on you?

How can you still keep yourself safe?

Stereotypes and prejudice

The three images can be used to prompt students to practice the following of the 8 key competences: literacy or multilingual, if English is their L2; digital; personal and social; civic; cultural awareness and expression.

Discuss:

Do you believe the numbers are correct? Why?

Do you think this campaign would work in the women's toilet? Why?

Do you think the way the characters in the images are presented can influence the public perception of the issue?

Based on their appearance what stereotypes can you see.

Making a survey

Following the discussion, the students can design and conduct their own survey on the topic to practice the following of the 8 key competences: literacy or multilingual, if English is their L2; digital; personal, social and learning to learn; civic; entrepreneurship; cultural awareness and expression.

Facts and opinions? What are the differences between facts and opinions?

In your questionnaire, what are the facts you are looking for?

In your questionnaire, what are the opinions you are looking for?

In your questionnaire, how do you ask for facts and how do you ask for opinions?



S3 EN students practicing the 8 Key Competences in Integrated science



As part of their course in Integrated science the students had to create a 3D model of an ecosystem. Known as the “Shoe box project”, each student had to research and present the physical parameters of the environment, the plants and animals and the food chains typical for the ecosystem they had studied.

The students found creative ways of visualising the key elements in their 3D models that were big enough to fit in a box. Few examples of this amazing work is shown below, but many more can be seen and the colleagues are most welcome to D201 to have a closer look.

Projects like this one are an easy way for the teacher to organise life-relevant educational activities where the students are actively involved and practicing their key competences in a safe and welcoming environment.

Lyubov Dombeva
Integrated science teacher



Introducing names of chemical elements

Introduciendo los nombres de los elementos químicos

Stefka Kitanova (butsa13@abv.bg), Vasil Chakarov (vaskobas@abv.bg)

English

The idea for this exercise came from our first participation in the European Researchers'Night and the word Th I N K compiled by some symbols of chemical elements. So it turned to be an interesting way of introducing them to students. Here you have 15 examples in three languages, Bulgarian being literally transcribed, translations in English and Spanish given. The exercise could be combined with other subjects (e.g. Geography, Biology, etc.). Students look for symbols, combine them and this way easily remember and use.

Español

La idea de este ejercicio surgió de nuestra primera participación en la Noche Europea de los Investigadores y la palabra en inglés Th I N K formada por los símbolos de algunos elementos químicos. Así que esto se convirtió en una forma interesante de presentárselos a los alumnos. Aquí tenemos 15 ejemplos en tres idiomas. En búlgaro están transcritas literalmente con traducción en español e inglés. El ejercicio se puede utilizar también en otras asignaturas como geografía, biología, etc. Los estudiantes pueden buscar los símbolos y hacer combinaciones para formar palabras. De esta manera, los usan y memorizan fácilmente.

English	Español	Български/ English/ Español	Your language/ tu idioma/ твоят език
Os Mo Si S	Os Mo Si S	Zn Am /знам/I know/yo sé	
Fr Ra N Ce	Br U Se La S	B O S/бос/bare foot/ descalzo	
Au C Ti O N	Ac Ra	Es Te Ti Ca/естетика/ aesthetics/estética	
Ar Ga N	Al Ba Ce Te	Ga F/раф/gaffe, blunder/ desliz, pifia	
Ac Ti O N	Al Ta I	Lv O V/Лвов/Lviv	
Ba Si C	Ba K U	No V I Na/новина/ news/noticia	
Lv I V	B O N N	Ti Ra NTi/тиранти /suspender, braces/ti- rantes	

Cu B I C	Cu Ba	K Ra V Ar/ кравар/cowboy/ vaquero	
Cr Am	D O N	Ba La N S/ баланс/balance/ balance, equilibrio	
Ho Mo	Ce U Ta	Kr Al/кral/ king/rey	
Ho B B Y	Ge Ro Na	K O S H Er/кошер/ hive/colmena	
Ag Re E	Li Ba N O	Mo Na Rh/монарх/ monarch/monarca/	
S I S Te R	Mo S Cu	Na U C He N/ научен/ cientific/científico	
Ru I N (S)	Na U Ru	Mo Li V/молив/ pencil/lápiz	
Dy S Ne Y	Na S S Au	Lu Pa/лупа/magnifying glass/lupa	
Li Be RtY	Tu La	Lu K/лук onions/cebolla	

Elements in elements/Elementos en elementos:

English: TaNTaL, LaNTaN, TiN, etc.

Español: AcTiNiO, LaNTaNO, CaRbONO, etc.

Miscellaneous: O Ra N Ge, Re Pu B Li C, Bi S H O P, Ir La Nd, etc.

Diversos: Li Mo N, (Pa U) La Ti N O, Fe O, Ga Bi Ne Te, Ho La, etc.

Agradecimiento a: Esther Navarro por la redacción del texto en español.



Aquí vienen dos obras escritas como tarea de biología: introducción al sistema cardio-vascular. Se dan a los alumnos palabras (en negrita) que pertenecen al SCV sin que ellos lo sepan. Tienen que escribir un relato utilizando las palabras y no es obligatorio que esté relacionado con biología o SCV. Después se les da el texto donde se encuentran y tienen que comparar el uso en sus obras con el uso en el texto relacionado con SCV./SK

Here come two texts written as Biology homework related to introduction to cardio-vascular system. Some words (here in bold) related to CVS are given to students without knowing the relation. They have to create a text using them not necessarily related to Biology or CVS. Then they are given the text about CVS and have to find the words and compare the meaning used in their works and in the text./SK

El vecino viejo

Mijaela Manolova, 9 a, Instituto Bilingüe «Miguel de Cervantes» - Sofía

Esto es el cuento de nuestro vecino viejo. Creo que tiene unos ochenta años. Le encantan los **discos** de música. Cada día a las nueve de la mañana él pone Queen. A las diez baja un poco el **volumen** y a las once termina.

Un día yo estaba en el centro comercial buscando mi cosa favorita. **Cadenas**. Y ahí estaba él. Caminando despacito, con su caña en la mano, llevando su chaqueta más vieja que él. Parecía muy triste, pero me daba vergüenza preguntarle algo. En aquel momento me vio. No tenía otra opción y fui a él tratando a buscar palabras adecuadas. Pasé toda la tarde con él y realizó que era una persona muy interesante y amable. Finalmente le pregunté porqué estaba tan triste. Él me informó que tenía anemia. Inmediatamente recordé que estábamos estudiando sobre las anemias y me di cuenta que en su organismo no tenía sufientes **glóbulos** rojos sanos para dar oxígeno a los órganos.

Cuando volví a casa conté toda la historia a mis padres y después decidimos ofrecerle ayuda, porque no tenía su propia familia.



La música que nos une

Natalie Atanasova, 9 a, Instituto Bilingüe «Miguel de Cervantes» - Sofía

El tiempo lo cura todo. Incluso las heridas más profundas no son inmunes a su poder. Eso fue lo que Noé pensó hasta la mañana que oyó un pedazo de su pasado que había pensado que había olvidado. Era débil, pero lo reconoció inmediatamente. ¿Cómo no podía? Este sonido estaba grabado tan profundo en su cerebro. Lo rastreó hasta la segunda habitación a la izquierda y abrió la puerta con fuerza.

¡Papá! ¡Me asustaste! ¿Qué pasa?

De un vistazo algunos dirían que se parecía a él. Pero eso no era cierto. Él captó miradas de ella en su sonrisa, en el color de sus ojos, la curva de su nariz. La manera en que se reía, la manera en que jugaba con su pelo cuando estaba concentrada en algo.

¿Qué estás haciendo? - él dijo, más fuerte de lo que quería.

Estoy escuchando estos **discos**. Los encontré en la estantería en el salón. Me gusta mucho esta canción, escucha - respondió su hija y empezó a aumentar el volumen.

¡Estás mintiendo!

¿Qué? - ella preguntó con miedo.

Los escondí en mi dormitorio. ¡No mientas!

Miró a su padre asustada y con los ojos abiertos. Por lo general él era un hombre tan agradable y tranquilo que rara vez levantaba la voz.

¡No miento! Estaban allí, ¡lo juro!

Él no la creyó. Agarró el reproductor de CD y el resto de los discos

Estás castigada hasta que diga lo contrario. Voy a pensar en un castigo hasta que vuelvas de la escuela-gritó y cerró la puerta.

Esperanza miró estupefacta, conmocionada por el arrebato de su padre. ¿Qué había hecho? Las lágrimas comenzaron a rodar por su cara y la chica no se movió para detenerlas.

Noé arrojó los discos sobre la cama con frustración. Creía que los había escondido. ¿Cómo podría haberlos encontrado? Caminaba de un lado a otro, sin atreverse a mirarlos. Se detuvo solo cuando escuchó que la puerta principal se cerraba. Él suspiró. Probablemente no habría sido tan agresivo. Pero no esperaba que iba a oír aquella música, su música.

Ella era la nueva alumna en la clase. Era tímida, solo miraba a sus zapatos, no quería hablar con nadie. Él era un rebelde, llevaba chaquetas de cuero, tenía **cadenas** colgando de sus jeans. Escuchaba heavy metal en **volumen** tan alto, que las personas normales no podían oír después de solo 2 minutos. El único sueño de Noé era convertirse en cantante de rock pero sabía que sus padres no lo permitirían.

Después de uno de los millones de escándalos entre él y sus padres, Noé se sentaba deprimido en el parque. De repente sintió una mano en su hombro. Miró hacia arriba y la vio, más hermosa que nunca. Le preguntó qué había pasado y, todavía no sabe por qué, él le dijo. Le contó todo. Sobre su sueño, sus padres. Entonces ella dijo lo más extraño.

Me gustaría ser una cantante también, pero no creo que tenga la confianza. Si quieres, podemos trabajar juntos en nuestros sueños. Dos cabezas es mejor que una, ¿no?

A partir de entonces empezaron el camino hacia el éxito juntos. Sus padres no le importaban a Noé ya. Lo importante era que Paloma, la linda, lista, amable Paloma, estaba a su lado. Después de su graduación se casaron y tuvieron una hija. La llamaban Esperanza. Noé ya tuvo unas canciones medio famosas y estaba tan cerca de cumplir su sueño. Desafortunadamente, los médicos encontraron algún problema con los glóbulos de la sangre de Paloma, Noé ya no pudo recordar que. Ella murió dentro de unos meses y lo dejó con su hija.

El hombre devastado escondió aquella parte de su vida y se convirtió en un padre con trabajo estable, que recibía un salario fijo. Dejó de escuchar la música que solo le recordaba a los sueños que no pudo realizar, sus y de Paloma.

¿Qué estoy haciendo? Paloma quisiera que compartiera nuestra pasión con nuestra hija, no la guardara porque no quiero recordar.

Cuando Esperanza vino a casa, Noé se disculpó y contó a su hija sobre su madre y sus intereses. Realizó que tiene que conectar la música con recuerdos positivos, recuerdos de felicidad y amor. No solo con el dolor.

Teodora Dimova, 12 years





Ganadores del concurso literario 2021

Leonardo dentro de 100 años (guión y mis pensamientos sobre esto)

escrito por
Georgi Ivanov (164 "Miguel de Cervantes")

INT. CASA DE LEONARDO - DÍA

Estamos en una habitación pequeña y desordenada con una cama.

Suena un alarma. De repente una persona se levanta de la cama. Esto es Leonardo(30 años)- bajito, pelo desgreñado y lleva gafas grandes.

Se dirige soñolientamente al baño.

EXT. CALLE - DÍA

Leonardo sale de su cuadra. Lleva un traje negro que es demasiado ancho para él. Fuera del marco escuchamos voces de niños gritando:

NIÑOS
¡Loco, Leo! ¡Leo, loco! ¡Loco, Leo!
¡Leo, loco! ¡Loco, Leo! ¡Leo, loco!

Leonardo los mira con una mirada abatida pero sigue andando. Mientras anda, un hombre que camina en dirección opuesta, se acerca a él, choca con Leonardo y a propósito lo tira al suelo.

Leonardo se levanta y sigue como si no pasara nada.

INT. FÁBRICA - DÍA

Leonardo, vestido en un uniforme de trabajo, se acerca a una grande máquina pero su camino está bloqueado por dos hombres robustos, con brazos cruzados, que lo miran con desprecio.

HOMBRE #1
¿A dónde irá nuestro viajero del tiempo?

HOMBRE #2
Quizás en el pasado con Diego
Velázquez o con Leonardo da Vinci
para discutir algunas ideas
"ingeniosas".

Los compañeros de Leonardo comienzan a reír y lo pasan.

El hombre no se mueve. Él parece pensativo.

INT. SALÓN REAL DE SUECIA - UNOS AÑOS DESPUÉS

Estamos en un salón muy grande. Todos los asientos están ocupados por personas vestidas con trajes. Una de estas personas es Leonardo. Como el cuadro anterior él parece pensativo, pero esta vez tiene una fina sonrisa en su cara.

Una mujer sube al escenario y comienza a hablar pero no la oímos porque estamos enfocados en el rostro de Leonardo que se ve feliz...

...Y después de unos momentos oímos:

PRESENTADORA
...el Premio Nobel de física del
año 2132 es para Leonardo Jiménez
por resolver el misterio llamado
"Viaje en el tiempo".

Todos en el salón empiezan a plaudir y en la cara de Leonardo una gran sonrisa de felicidad.

FINAL

QUE PIENSO YO (GEORGI IVANOV)

No importa que hablaremos de Leonardo dentro de 100, 200 o 500 años. La idea de "Leonardo" una persona adelantada su tiempo. Pero, ¿cómo?

La respuesta es - con sus ideas. Un "Leonardo" es diferente a los demás y son los diferentes que cambian el mundo.

No importa si dentro 100 años el "Leonardo" inventará una máquina del tiempo o una nave espacial transportar personas a Marte. Lo importante es que cambiará el mundo.

Airlia

"Airlia, una mujer que ha cambiado nuestra forma de verlo todo. Una mujer que empezó estudiando filología, una carrera que le entusiasmaba aunque acabara siendo la mujer que codificó e hizo los cálculos para que las personas viajaran a cualquier planeta del sistema solar, pero que también creó los cuadros 3D, los viajes interdimensionales y varias curas de enfermedades.

Pero aparte, siempre ha sido una mujer luchadora, en su época contra el cambio climático, y ahora contra la colonización masiva de los planetas. Para ella, la esencia estaba en coexistir.

Y por esa maravillosa persona estamos hoy aquí, porque aunque hoy ya no esté sé que la humanidad la recordará como "la nueva Da Vinci" como su mayor ídolo, que aunque antiguo, inspiró cada uno de sus pasos. Y, como ella misma dijo:

- "El día de mi funeral, si derramáis lágrimas, guardadlas, que contienen potasio."

Y esa mujer, fue mi madre, Airlia... tan buena como científica o pintora que como madre, que vivió ciento doce años de ciencia, artes y amor."

Libro caído.

Lina Boaglio
IES JAIME II
(Alicante)



Europe – Countries and Capital Cities

Albena Nikolova (albenahristova123@abv.bg)
Based on John Finnmore's Capitals of Europe Song

Match the rhyming words

Greece	France
Dinky	Riga
Eager	Bern
Learn	peace
Chance	Helsinki

Put them in their places while listening to the song and then read it out:

In Slovakia the capital of course is Bratislava.

Dublin is in Ireland or Eire if you'd rather.

Lisbon is in Portugal, Madrid's next door in Spain.

Brussels is in Belgium, Kiev's in Ukraine.

Sofia's in Bulgaria, and while you are in the area,

There's Chisinau Moldova, and Athens down in

Then there is Bucharest Romania, Tirana, in Albania.

And Sarajevo in Bosnia (& Herzegovina) now happily at

The Netherlands has Amsterdam, Malta has Valetta

Oslo's up in Norway, I suggest you take a sweater.

Pristina is in Kosovo, although, I am afraid,

It's not recognized in Serbia, so don't sing this in Belgrade.

San Marino is its own one cause it's just a little fella.

Andorra is the same except they stick on a 'La Vella'.

Luxemburg and Monaco are similarly

Hungary has Budapest, Finland has

There is Skopje North Macedonia, there's Tallinn in Estonia.

Montenegro's Podgorica, I've said that right I hope.

Rome, of course, in Italy and nestled in it prettily.

The Vatican, a city state, in which you'll find the Pope.

Lithuania has Vilnius and now I'm sure you're

For the capital of Latvia, so here you go – it's

Copenhagen is in Denmark Minsk's in Belarus,

It was once called Belorussia but that's fallen out of use.

Now the capital of Switzerland's a tricky one to

Is it Zurich or Geneva? Well, no, actually it is

Warsaw is in Poland, why not visit it today?

Prague's the Check Republic, London's the UK.

Reykjavik's in Iceland. Another very nice land

In Sweden, visit Stockholm, if you ever get the

Vaduz you'll find in Liechtenstein. Vienna home of Wittgenstein,

In Austria and Paris is the capital of

Berlin is in Germany, Zagreb is in Croatia.

We're going to ignore the ones that partly lie in Asia.

So no Russia and no Kazakhstan, no Turkey, no Armenia.

Just Nicosia in Cyprus and Ljubljana in Slovenia.

<https://www.youtube.com/watch?v=w8Oxg9zPUBE> – John Finnemore's song

Write the capitals of these countries. The first syllable is given to help you do the exercise.

Slovakia	Bra.....
Ireland	Dub.....
Portugal	Lis.....
Spain	Ma.....
Belgium	Bru.....
Ukraine	Ki.....
Bulgaria	So.....
Moldova	Chi.....
Greece	A.....
Romania	Bu.....
Albania	Ti.....

The country and the capitals are mixed up. Match them.

Country	Capital
Bosnia and Herzegovina	Valetta
The Netherlands	Pristina
Malta	Sarajevo
Norway	San Marino
Kosovo	Budapest
Serbia	Helsinki
San Marino	Amsterdam
Hungary	Skopje
Finland	Oslo
North Macedonia	Belgrade

Write the names of the capital cities. The first letter and the last syllable are given as help.

Country	Capital
Estonia	T.....in
Montenegro	P.....ca
Italy	R.....m
Lithuania	V.....us
Latvia	R.....a
Denmark	C.....n
Belarus	M.....k
Switzerland	B.....n
Poland	W.....w
Check Republic	P.....e
The UK	L.....n

Only the first letter of the country is given. The capital city is given as a clue.

Country	Capital city
I.....	Reykjavik
S.....	Stockholm
L.....	Vaduz
A.....	Vienna
F.....	Paris
G.....	Berlin
C.....	Zagreb
S.....	Nicosia
S.....	Ljubljana

In groups think of games with the names of the countries and capital cities. Present them to the class.



Colour the countries on the map of Europe. Write the names of the countries and the capital cities.

Mihaela Krivoshieva, 6 years





The European Education Policy Network (EEPN) chose to focus on how to make teacher and school leader careers more attractive in different European countries.

The aim of the research was to offer a basis for policy development and implementation at different governance levels as well as for informing the work of the European Commission (EC) on teacher and school leader careers for inclusive quality education in all European Union Member. The research will form the basis for formulating and promoting policy recommendations in the field of teacher and school leader careers by EEPN later in 2019 and will also support the future work of EEPN until 2022.

According to European Council Recommendations 2018/C 195/01, Member States are to “support educational staff and teaching in order to enable educational staff to promote common values and deliver inclusive education, through

- measures to empower educational staff helping them convey common values, and promote active citizenship while transmitting a sense of belonging and responding to the diverse needs of learners; and
- promoting initial and continued education, exchanges and peer learning and peer counselling activities as well as guidance and mentoring for educational staff.”

There are significant differences in nearly all aspects of organisation, planning, forms of support for novices and assessment in the systems of teacher induction in different European countries. However, the key to a successful start to a teaching career and a first step towards preventing early leaving from the profession is the presence of a system providing an induction period. There are differences – according to the traditions of a given school system – between the organisation of induction programmes. There is the dilemma of ‘balancing between autonomous institutions and a steering government’ (Snoek, 2011). There are also differences in the roles and training of mentors as well as in the roles of school heads and novices’ colleagues. There are major differences in the existence, structure and process of the final examination.

The network aspires to help its members to combine their forces and to work together in order to inform and facilitate the development and implementation of appropriate policies on teachers and school leaders at different governance levels in Europe – and to do this more richly and fully than any single one or all individual network members separately could achieve. The centrality of synergy in EEPN is clearly evident in its objectives. The first set of specific objectives of the network calls for

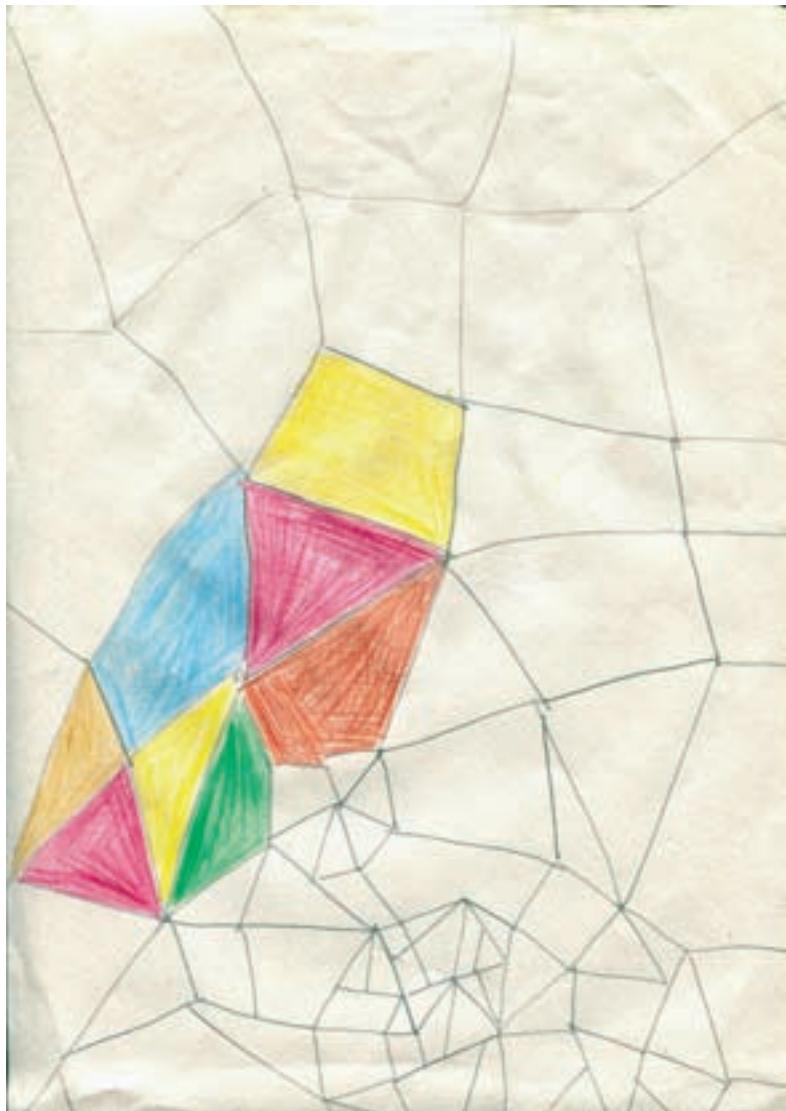
- creating and continuously developing a broad, sustainable and inclusive network;
- facilitating dialogue and co-operation among experts from policy, research and practice; and
- promoting and supporting continuous collaboration among partners in the network and with other relevant stakeholders at international, European, national, regional and local levels, including other networks and projects funded through EU programmes. Through this intensive and continuous collaboration and exchange, the network aims to promote and support evidence-informed policy-making.

The research has been developed by members of the European Education Policy Network (EEPN) project partnership, based on resources and examples identified by partnership members. The papers aim to offer a policy and research framework for the analysis of practical examples of inspiring practice, especially for policy transfer and policy learning. Research carried out in interlinked fields that imply new roles and competences for teachers and school leaders in the digital age, feeds into the work of EEPN to formulate and promote policy recommendations in the field of teacher and school leader careers as well as to the future work of EEPN until 2023. The primary aim of this work, starting with desk research, is to promote co-operation, policy development and implementation at different governance levels. It supports the European Commission’s policy work to assist teachers and school leaders by providing research evidence and evidence-based policy recommendations for European, national, regional and local levels. While

EENP members are aware of the width and depth of research in the field of digital age, these papers are distinctive as a result of the research process described in this report and are validated by this process as well. The researchers are aware of the multitude of new experiences emerging from school closures in 2020/21, but as they are yet to be properly researched, it is not the primary focus of the papers. However, as the digital age and its impact on schools are fast changing, these papers need to be read understanding that they were captured at a given time and with a certain scope.

In Year 2 of the EENP project this has been 'new roles and competences for teachers and school leaders in the digital age'. When developing the annual workplan, the consortium highlighted five topical areas within this broad field that provided the basis for research and will also be the starting point for annual policy recommendations formulated later, guided by research. The five research papers produced in the second year of EENP are based on partner input. This data collection process makes these papers distinctive in the broad research field related to digital age and its impact on education, but it also implies certain limitation given the restricted sample. The process also validates these papers as they are based on policy, research and practice 30 partners from 19 European countries have found relevant and important in this field.

More info at: <https://educationpolicynetwork.eu/>



Celebrating Bulgarian traditions in School 21 ‘HristoBotev’ – Sofia

Elka Valkova (vokovaeli@gmail.com)

One of the traditions is related to the **Day of Orthodox family**-on November 21, the Orthodox Church celebrates the Feast of the Presentation of the Mother of God. According to the Scriptures, on this day the parents of three-year-old Mary took her to the Jerusalem temple and gave her to the service of God. The high priests and ministers of the temple greeted them by singing sacred hymns. Virgin Mary was placed on the first step in front of the temple entrance and to the surprise of all present, unsupported by anyone, she climbed freely on the 15 steps and stopped at the top. The family is the best school that can give the first knowledge about God and Orthodoxy, about the Christian virtues, on which the Bulgarian family has been based for centuries. Presented to God, children will grow up pious in obedience to their parents and purity of morals.

Baba Marta and the month of March are associated with many customs and holidays dedicated to the coming spring. The most famous custom associated with Baba Marta is to decorate people and young animals with *martenitsa* (twisted white and red thread) on March 1 - the day of Baba Marta's arrival – to be healthy and wealthy. According to tradition, *martenitsa* is worn until the arrival of storks. It is then removed and tied to a flowering fruit tree to bear much fruit. In case the fruit trees are already in bloom, the custom dictates that the *martenitsa* be hidden under a rock or a large stone so that its magical power can go to the earth and nature.

The **Day of Liberation of Bulgaria** from the Ottoman yoke March 3 is the National Holiday of Bulgaria since 1991. On this day, San Stefano Preliminary Peace Treaty for the cessation of Russo-Turkish War of 1877-1878 was signed, which marked the Liberation of Bulgaria. The treaty was signed on March 3 (February 19 in the old style) in 1878. The liberation of Bulgaria was celebrated for first time in Veliko Tarnovo on February 19 (March 3, new style) 1879. Antim I – the First Exarch of Bulgarian Exarchate, then Chairman of the Constituent National Assembly, held a memorial service in the church 'Sveta Bogoroditsa' (St. Mother of God) in the presence of deputies and citizens.

Българските традиции в ПГбг на 21 СУ „Христо Ботев“ – София

Елка Вълкова (vokovaeli@gmail.com)

Денят на Християнското семейство – 21 ноември

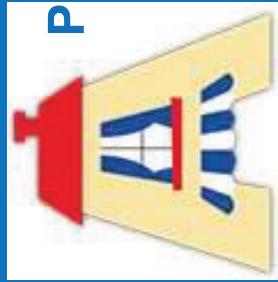
Семейството е най-доброто училище, което може да даде първите знания за Бога и Православието, за християнските добродетели, на които се е основавал българският род от векове. Представени на Бог, децата ще растат благочестиви в послушание на родителите си и чистота на морала.

Баба Марта и месец март са свързани с много обичаи и празници, посветени на идващата пролет. Най-известният обичай, свързан с Баба Марта, е да се украсяват хората и младите животни с мартеници на 1 март – деня на пристигането на Баба Марта – за да бъдат здрави и богати. Според традицията мартеницата се носи до пристигането на щъркелите. След това се връзва за цъфтящо плодно дърво, за да даде много плодове. В случай, че овощните дървета вече са цъфнали, обичаят повелява мартеницата да бъде скрита под голям камък, за да може магическата й сила да отиде в земята и природата.

Денят на освобождението на България от османско иго 3 март е Национален празник на България от 1991 г. На този ден е подписан Санстефанският предварителен мирен договор за прекратяване на Руско-турската война от 1877-1878 г., с който се отбелязва Освобождението на България.

Договорът е подписан на 3 март (19 февруари по стар стил) през 1878 г. Освобождението на България е отбелязано за първи път във Велико Търново на 19 февруари (3 март нов стил) 1879 г. Антим I – първият български екзарх, тогава председател на Учредителното народно събрание, отслужва панихида в храм „Света Богородица“ в присъствието на депутати и граждани.





«THINKING THROUGH LANGUAGE»



I developed the ideas behind the course - Putting CLLL into Practice - at Anglia School in order to share the school's work and our ideas on CLLL for young learners. Our living school offers actual examples of work with our children so that we know that what we offer works in practice.

- Keith Kelly,
Author, teacher, trainer

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