

LINCDIRE Action-oriented Scenario Template

SECTION 1

Note that the term Scenario refers to the action-oriented story/context whilst the term Task refers to the culminating task of the scenario.

Part 1: Scenario Description

1) Title: Our Community Cookbook
2) Overview: Some parents in your community have complained that their children are too picky with their food. They’re looking for interesting and tasty recipes to try out and have asked your class for help compiling a new community cookbook. You and your classmates have decided to contribute recipes from different cultures and countries around the world. For this task, each student will create one special entry in the cookbook based on their family’s favourite recipe. When the cookbook is completed, you will put it all together and bring a copy home to your family.
3) Target learners (age range): elementary school students (can be adapted for other age groups) <i>first grade of secondary school 11/12 years</i>
4) Languages • Main target language: <u>Any (examples given for English)</u> English • Other language(s) involved: other languages in students’ plurilingual repertoires/homes French
5) CEFR Level: A2/B1 A1 +
5) Main learning goal(s) (by the end of the scenario, students will be able to...): understand basic cooking terminology and phrases in the target language select and write a recipe of a dish from their family/culture, know cooking traditions of other countries. Know the 5 food types and know their jobs for health. describe why the dish is significant to them and their culture

7) Communicative language activities expressed through Can Do statements (i.e., the “What”):

Can find specific, predictable information in simple everyday material *such as cookbooks* (~~A2-WR01~~) A1+

Can understand specific message and vocabulary about cooking and traditions.

- Can write a series of simple phrases and sentences linked with simple connectors like ‘and,’ ‘but’ and ‘because’ ~~(A2_WP01)~~ A1+

8) Communicative competences expressed through Can Do statements (i.e., the “How”):

Linguistic (grammar/vocabulary/phonology)

Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc. ~~(A2_LN01)~~ A1+

Pronunciation is generally clear enough to be understood ~~but conversational partners will need to ask for repetition from time to time. (A2_LN02)~~ A1+

Can write with reasonable accuracy (but not necessarily standard spelling) short words that are in his/her oral vocabulary ~~(A2_LN03)~~ A1+

Pragmatic and sociolinguistic (functional/discourse, register/contextual appropriacy):

Can link groups of words with simple connectors like ‘and,’ ‘but’ and ‘because’ ~~(A2_PR01)~~ A1+

Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message ~~(A2_PR02)~~ A1+

Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts ~~(A2_PR03)~~ A1+

Sociocultural (proximity convention, directness/indirectness):

Can use conventions and language for *cookbooks/recipes* ~~(A2_SC02)~~ A1+

9) Plurilingual/Pluricultural dimension:

Can use a word from *another language in his/her plurilingual repertoire* to make him/herself understood in in a routine everyday situation, when he/she cannot think of an adequate expression in *the language being spoken* ~~(A2_PL02)~~ A1+

Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in different languages ~~(A2_PL03)~~ A1+

Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g., eating rituals) ~~(A2_PC01)~~ A1+

Can recognise when difficulties occur in interaction with members of other cultures, although he/she may well not be sure how to behave in the situation ~~(A2_PC02)~~ A1+

10) Mediation:

Can use simple language to provide an approximate translation of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible

(~~A2_MT01~~) A1+

Can use simple words to ask someone to explain something (~~A2_MC01~~) A1+

11) Language learning strategies:

Can generate a plan for the parts, sequence, main ideas, or language functions to be used in handling a task

Can work together with peers to solve a problem, pool information, check a learning task, model a language activity, and/or get feedback on a written performance

12) Prior knowledge required:

E.g.: The scenario can be more effective if students already know simple present and modal verbs to give advice (should ~~and could~~)

Students already know :

Simple present

The modal “should” to give advice

Imperatives

Adverbs

Affirmative and negative forms

Prepositions of place

Nations and nationalities

Possessive Adjectives

Affirmative and negative forms

13) Time for scenario completion (steps + culminating task):

Calculate approximately the total time you will need for the entire scenario, including the culminating task. Distinguish clearly between the time for a) preparatory works/steps, and b) the culminating task, which will be carried out in one go

Preparatory Steps:

Step 1:

Introduction

about food

pyramid and their

preferences on

food and dishes (2

hours)

Step 2:

research of recipes
from the world and
their families
favourite recipes
(2 hours)

Culminating Task:

Total time: 4 Hours

14) Resources: Lim, tablet, internet, power point, photos, mind maps

www.foodfromtheworld.com

www.cookandrecipes.com

www.greekrecipes.com

www.sushi.com

www.italianpizza.com

15) Potential stumbling blocks:

Difficult to understand some words of foreign recipes for example Greek or Japanese ones

NB: a selection of the can-do indicated at points 7); 8); 9); and 10) should form the basis for compiling the appropriate Observation checklist for the culminating task (part 4: Observation Checklist). You may find helpful to refer to the sample provided later in this document in the instructions section (Section 2).

Part 2: Task Development*

*This tool is meant to explain the development of the different phases of the scenario: it will include notes on how to proceed, types of activities, who does what, reference to specific resources used at a specific moment.

The column on the left helps you to break down the scenario development into manageable teaching/learning chunks, therefore you may choose to enter either the # of each step or, if you feel it more useful, to indicate the time units you are usually working with (e.g. 70'....)

Step	What happens	Resources (if any)
1	Talk about what kind of food you like. Describe your fave dish. Activate vocabulary Bring in your own cookbooks from home (regardless of the language it is in) Have students explore the cookbooks - What is similar and what is different about the cookbooks?	Lim and laptop Books Dictionary Internet
2	Analyze existing cookbooks in the target language more closely and think about the structure/language that is used (e.g. Imperative forms of verbs; vocabulary for measurement and cooking techniques) and the format/structure of the book (e.g. a title + translation?, list of ingredients followed by step by step instructions, a short description of where the dish came from and how it should be served/eaten with something else and how/where photos are placed Matching sheet with vocabulary -- match the English cooking terms to their German equivalent. e.g. Stir, cup, blend (Note to Teacher: Analyzing and understanding the format and text features of a cookbook may need to be explicitly taught as a side lesson)	Lim and laptop Books Dictionary Internet
3	Homework step: go home and ask your parents for a good recipe from your family/culture/etc. Choose something that your family thinks people from other cultures would enjoy. Ask your parents to share a little bit of information about this dish why is it important to your culture and/or family? How/when/where should it be enjoyed? Take notes and bring these to class.	Lim and laptop Books Dictionary Internet
4	In pairs, translate both of your recipes into German English using the verb/vocabulary matching sheet which you completed in step 2. Peer review your	Lim and laptop Books

	recipe in small	Dictionary Internet
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	groups	
5	Create your cookbook entry --- once you complete it, draw a picture to represent what this dish means to you and why it is important to your culture. This will be the illustration for your cookbook	Lim and laptop Books Dictionary Internet
6	When everyone's cookbook entry is completed, bind these together and create your class cookbook. Each student gets one copy of the cookbook to take home to their families.	Lim and laptop Books Dictionary Internet
Extension	Students draw/create cover and backcover of the cookbook section art (e.g. Desserts)	Lim and laptop Books Dictionary Internet

Part 3: Observation Checklist (to be used for the culminating task)(for teachers)

By the end of this task_____:

Communicative language activities		by themselves	with help	not yet
Can find specific, predictable information in simple everyday material <i>such as cookbooks</i> (A2_WR01)	-	x	-	
Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' - and 'because' (A2_WP01)		-x	-	
Communicative competences	-	by themselves -	with help-	not yet

Can use basic sentence patterns and communicate with memorised phrases, groups of a few word-s and formulae about themselves and other people, what they do, places, possessions, etc. (A2_LN01)	-	X-	
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite -	-	-	

name of student

very noticeable hesitation and false starts (A2_PR03)			
Can use conventions and language for <i>cookbooks/recipes</i> (A2_SC02)	-	-	-
Plurilingual and pluricultural competences	by themselves	with help	not yet
Can use a word from <i>another language in his/her plurilingual repertoire</i> to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in <i>the language being spoken</i> (A2_PL02)	-	x-	-
Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in different languages (A2_PL03)	x		
Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g., eating rituals) (A2_PC01)		x	
Ability to learn:	by themselves	with help	not yet
Can generate a plan for the parts, sequence, main ideas, or language functions to be used in handling a task	-	-	x-
Can work together with peers to solve a problem, pool information, check a learning task, model a-language activity, and/or get feedback on a written performance		-	x-
Mediation	by themselves	with help	not yet
Can use simple language to provide an approximate translation of very short texts on familiar and-everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible (A2_MT01)	x-	-	
Can use simple words to ask someone to explain something (A2_MC01)	-	x-	-

Use the CEFR-related bank of descriptors to customize the rubric according to the outcomes/enabling competencies established for your task. You can adapt the original descriptors to fit the task better.

Part 4: Language Learning Self-Assessment Checklist (for students)

Scenario: OUR COMMUNITY COOKBOOK [provide the title]

These are the things I will be able to do by the end of this scenario (the teacher will insert the descriptors, they may want to tweak/simplify their formulation, to make them more transparent for students, and more age appropriate too):

What I can do in the language I am learning	by myself	with help	not yet
I can find information in simple everyday texts (cookbooks).			
I can write simple sentences using words like ‘and,’ ‘but’ and ‘because’.			
Quality of the language I use	by myself	with help	not yet
I can use simple sentences and phrases about myself, other people, what they do, places, objects etc.			
I can communicate what I want to say when the conversation is simple and familiar.			
I can use the format of recipes to write my own. •			
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
I can use a word from another language that I know in an everyday situation when I cannot think of the right word in the language being spoken.			
I can understand short messages and instructions by piecing together what I understand from the examples in different languages.			
I can recognize and use simple greetings and actions used in everyday life.			
Ability to Learn •	by myself	with help	not yet
I can make a plan with steps and language to complete a task.			
I can work together with peers to solve a problem, pool information, check a learning task, model a language activity, and/or get feedback on a written performance.			
My space for free reflection			

SECTION 2

Guidelines to use this template to design your scenario

Quick reference chart

#	Name of Document	Focus/Purpose	Hyperlink
1	CEFR Descriptors Catalogue	provides selected descriptors for the template	https://docs.google.com/document/d/17FwxCPqrkM1g47t4PJ6M4Ya782FIwHNcGCvbpXtWm24/edit
2	CEFR Companion Volume	is the original document and provides the entire descriptors where the selected descriptors are based	https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
3	Language Learning Strategies	provides examples of learning strategies	https://docs.google.com/document/d/1Irs00WAW8J1brdk0lQxkK17nAbY2zljKwepFsuspL5k/edit
4	Assessment Rubric	provides rubrics for assigning grades	https://docs.google.com/document/d/0B3ZYygjUFUx4UUZLTHYzbDZHd28/edit

While designing your scenario, the best way to proceed is to use a backwards design. This helps you, by starting from the end objectives and, envisioning the culminating task, to develop a coherent scenario in all its components. Here are some guiding questions you may find useful while working at part 1 of section 1. The questions are meant to help your reflection, not to be answered in written form, however, you may jot down notes if you wish.

1. Who is the target audience? Who are my learners?
 - a. What is the target language level?
 - i. *Think of where your students are and where this scenario could take them (in terms of communicative, plurilingual, pluri/intercultural competencies)*
 - b. What is the context and cultural/plurilingual background of these learners?
 - c. Considering the context of your learners, what type of scenario (and real-life culminating task) would support their needs within the curriculum?
 - d. What are the expected learning outcomes (goals) of this scenario?
 - e. What are some potential stumbling blocks that you might encounter?
2. Now that you have drafted your scenario, select relevant CAN DO descriptors of communicative activities. The “CEFR Descriptors Catalogue” is provided to help you select the relevant descriptors (alternatively you can refer directly to the CEFR Companion Volume descriptors). Having a series of descriptors will help you make explicit the main actions that learners will be able to perform by the end of the scenario while doing the culminating task. You may wish/need to slightly adapt the descriptors to meet specific aspects of your scenario (e.g. specifying the type of text or type of situation).
3. Now that you have your list of communicative activities (the “What”), you will need to identify the different competences that come into play (the “How”). *How are students going to do what they are expected to do? Which competences (linguistic, pragmatic/sociolinguistic, sociocultural, plurilingual/pluricultural) do they need to perform the action? And, in turn, which competences can they develop by performing the action?* Use the CEFR Companion Volume descriptors and The “Guide for Completion of Descriptors” to help you.

4. Other dimensions are involved across the scenario, such as Mediation (especially in group work) and Ability to Learn. *In what ways will students help themselves and others understand and produce oral and written texts linked to the scenario? How do students reflect on their learning process and build on their strengths?* Descriptors for Mediation are available in the CEFR Companion Volume extended set. Examples of Learning Strategies are available in the document Language Learning Strategies.
5. Once you have finalized Part 1, you will be ready to create your lesson plans for the different steps (Part 2: Scenario Development). Remember that these steps will prepare the students to accomplish the culminating task at the end of the scenario.
6. The only thing that remains is creating your assessment tools. There are two parts to this: an Observation Checklist to be used by the teacher, and the Self-Assessment Checklist to be used by students. The empty templates are organized around the same categories that you have used in Part 1 # 8, 9, 10 and 11, plus the Language Learning Strategies category. Remember that descriptors used in the Self-Assessment Checklist need to be in plain language, so that learners can more easily understand. This will imply some rewording of the descriptors. Examples for each of these two checklists are provided below to help you in this process.
7. For purposes of assigning grades, you can use the Assessment Rubric (see separate document provided). This rubric is mainly meant to be used for summative assessment purposes; however you may also decide to use it as part of the formative assessment to give students a sense of the areas they need to strengthen.

Sample Observation Checklist (suitable for Part 3)

By the end of this task _____:

name of student

Communicative language activities	by themselves	with help	not yet
- Can explain to other people what they like and don't like.	-	-	-
- Can give a rehearsed simple presentation on a familiar subject	-	-	-
- Can answer straightforward follow up questions if they can ask for repetition and/or with some help with the formulation of their reply	-	-	-

- Can write short, simple notes and messages to satisfy matters of immediate need			
- Communicative competences	- by themselves	-	- not yet
Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	-	-	-
Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.	-	-	-
Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.	-	-	-
Plurilingual and pluricultural competences	by themselves	with help	not yet
- Can establish links between languages and cultures	-	-	-
- Is willing to observe and ask questions about other cultural settings	-	-	-
Ability to learn	by themselves	with help	not yet
- Can reflect on learning processes in order to make them more effective	-	-	-
- Can organize learning in an autonomous way	-	-	-
Mediation	by themselves	with help	not yet
- Can help along the progress of the work by inviting others to join in, to contribute with their feedback, and say what they think	-	-	-
- Can give feedback on and follow up statements and help the development of a discussion	-	-	-

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your task. You can adapt the original descriptors to fit the task better.

Example of Language Learning Self-Assessment Checklist (suitable for Part 4)

Scenario: At the Supermarket

These are the things I will be able to do by the end of “At the Supermarket Task”:

What I can do in the language I am learning	by myself	with help	not yet
I can explain to other people what vegetables/fruits I like or don't like			
I can practice and present a dialogue at the supermarket			
I can ask for repetition if I don't understand the dialogue at the supermarket			
Quality of the language I use	by myself	with help	not yet
I can say words and phrases that refer to food			
I can use words and phrases to shop at the supermarket			
I can write a short and simple shopping list with food items	•	•	
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
^{PL} I can make links between names of food in different languages			
^{PCL} I can see that something is similar and something is different in different grocery shopping cultures			
My ability to learn	• by myself	with help	not yet
I can reflect on the way I learn and what works best for me			
I can organize my learning			
I can find useful resources			
I can use different resources	•	•	
My space for free reflection			

