

# LINCDIRE Action-oriented Scenario Template

## SECTION 1

### Part 1: Scenario Description

<b>1) Title:</b> <del>Holiday Wish List</del>
<b>2) Overview: Overview:</b> <del>Your most anticipated holiday is here! Your family from overseas are coming to spend two weeks with your family over the winter break. Your parents have been very busy with work and have asked for your help with the holiday shopping by purchasing gifts for all the members of your family.</del> Your summer holidays are coming soon! A student needs her classmates' help to choose some gifts for her relatives coming from abroad to spend two weeks with her and her family. Her parents are very busy with work and have asked for her help with the holiday shopping by purchasing gifts for all relatives who are coming. They would like each person to receive an article of clothing, <del>along with another gift. You can spend \$50 per person.</del> She can spend 30 euros per person. Think about the likes and dislikes of each member of your family and what gifts might be most suitable, including lists in different languages to help your family on their trip. Then, when you arrive at the department store, ask a sales associate for help by describing the members of your family, including their size, and responding to the sales associate's suggestions. When you are finished, email your parents to let them know your shopping trip was successful!
<b>3) Target learners:</b> <del>elementary school (can be adapted for university/adult learners)</del> <del>Note: If using this scenario with adult learners, you may wish to adapt certain parts (e.g. parents becoming friends)</del> <b>A1 (Lower Secondary School)</b>
<b>4) Languages</b> <ul style="list-style-type: none"><li>• <b>Main target language:</b> <del>Any (examples given for</del> English</li><li>• <del>Other language(s) involved: various, depending on students' plurilingual repertoires</del> Spanish</li></ul>
<b>5) CEFR Level: A1</b>
<b>6) Main goal(s) (by the end of the scenario, students will be able to...):</b> <ul style="list-style-type: none"><li>• Briefly describe a family member and what they like</li><li>• Create a plurilingual/pluricultural shopping list</li><li>• Purchase gifts with the assistance of a sales associate who is willing to help</li><li>• Write a simple, informal account of their shopping trip to family and friends</li></ul>

## **7) Communicative language activities expressed through Can Do statements:**

- Can ask and answer questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (A1\_OI08)
- Can produce simple, mainly isolated phrases about people and places (A1\_OP01)
- Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, where they live and do, pets) using simple words and basic expressions (A1\_WP01)

## **8) Communicative competences expressed through Can Do statements:**

### **1. Linguistic (grammar/vocabulary/phonology):**

#### **Linguistic (grammar/vocabulary/phonology):**

- Can use a very basic range of simple expressions about personal details and needs of a concrete type (A1\_LN01)
- Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire (A1\_LN03)
- Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds) (A1\_LN05)

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

- Can link words or groups of words with very basic linear connectors like “and” or “then” (A1\_PR01)
- Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication (A1\_PR03)
- Can communicate basic information about personal details and needs of a concrete type in a simple way (A1\_PR02)

#### **Sociocultural (proximity convention, directness/indirectness):**

- Can use the simplest everyday polite forms of greetings, farewells and introductions (A1\_SC01)

## **9) Plurilingual/Pluricultural dimension:**

- Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to: follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary. (A1\_PL01)
- Can recognise different ways *of talking about shopping/gifts* even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type. (A1\_PC01)

**10) Mediation:**

- Can use simple words and non-verbal signals to show interest in an idea (A1\_MC01)
- Can, with the help of a dictionary, translate simple words and phrases, but may not always select the appropriate meaning (A1\_MT01)
- Can provide a simple, rough spoken translation of simple, everyday words and phrases encountered on signs, notices, posters, programmes, leaflets etc. (A1\_MT02)

**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 check, verify or correct one's comprehension or performance in the course of a language task
- Can use available reference sources for information about the target language, including dictionaries, textbooks and prior work

**12) Prior knowledge required:**

This scenario can be more effective if students already have a basic understanding of Wh-question forms in simple present tense, pronouns, and vocabulary for shopping.

It would also be more effective if students already are comfortable introducing themselves and talking about hobbies, interests, etc.

**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(My favourite gift): 1 - 2 hours

Step 2 (My plurilingual shopping list): 1 - 1.5 hours

Step 3 (Can you help me find a gift?): 1 - 1.5 hours

Culminating task (My holiday wishlist): 1 hour (+30 mins set up/prep)

**14) Resources:**

- Student vocabulary worksheet with clothing items and pictures
- ~~blank plurilingual shopping list~~
- conversation between sales associate and customer - cut up into sections and scrambled
- computer/laptop with access to internet

- collage material: pictures, scissors, paper, magazines, store catalogues, etc.
- ~~actual clothing items~~ / pictures of clothing items
- signs for different stores/sections of a department store (clothing / sports / electronics / books)
- 

**15) Potential stumbling blocks:**

**Potential stumbling blocks:**

(if appropriate, list particular issues you anticipate might arise and give a tip on one way to resolve them)

The resources the students will access to research on the internet might not be linguistically accessible for Level A1 students (resources with a lot of visuals and graphs will help).

NB: a selection of the can-do indicated at points 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

**Part 2: Scenario 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
1	<p><b>My favourite gift</b></p> <ul style="list-style-type: none"> <li>● <del>Ask students to help her classmate Ana Romero Pacheco to choose a gift for her relative coming from Venezuela. name the best gift they have ever received on a special holiday occasion. Model a story of your own favourite gift. What made it a special gift? Who gave you this gift? When do you use this gift?</del></li> <li>● <del>Ask Ana the students to introduce to her classmates the think about 2 - 3 family members coming from Venezuela (from overseas/out of town) that they would like to spend the upcoming holidays with.</del></li> <li>● Using collage materials, ask students to create a description of the members of the family. The students draw the family member and then describe him/her. They include basic</li> </ul>	<ul style="list-style-type: none"> <li>● collage materials - scissors, glue, markers, magazines/ads/catalogues with pictures of clothes, sport equipment, toys, etc.</li> </ul>

	<p>information as well as interests and/or hobbies. <del>create a collage that represents the family members they have chosen. In their collage, they can draw an outline of these individuals in the middle, and then draw or paste pictures/items that represent that person's interests, hobbies, personalities, and favourite things. For example, if the family member likes sports, they can trace a line running from that person to different sporting equipment (e.g. a soccer ball)</del></p>	
2	<p><b>My plurilingual shopping list</b></p> <ul style="list-style-type: none"> <li>remind students that they will be hosting their family from overseas for the upcoming holidays and that their parents have put them in charge of choosing the best gift for each of these family members. As a class, activate existing vocabulary for potential gifts (clothing items, toys, sports equipment, other gadgets &amp; electronics, etc.)</li> <li>Using a vocabulary sheet, have students work in groups to brainstorm a list of plurilingual vocab for one section of the clothing items on the list, using all of the languages known by the members of their group (e.g. beside a picture of a “sweater”, students might collect the words genser/pull/suéter). Together, students can share the English words they know for each of the items. Students can draw the items they think Ana’s relatives might like.</li> <li>Using a jigsaw formation, have one representative of each group switch to another group and share the words s/he has learned + add to their own list from the new group members’ lists</li> <li>compare sizes in different languages as well (small/petite; medium/moyen) using the tags on each item they wish to purchase</li> </ul> <p><del>Optional extension: Have students work together to (re)arrange the vocabulary words on the whiteboard along a continuum from least to most expensive, so that students get a sense of what might be more realistic for their \$50 budget per family member.</del></p>	<p>vocabulary matching sheet</p> <p><del>Note: you may wish to collect students’ plurilingual vocab sheets and create a larger list/chart which combines the different words and can be displayed in the class</del></p>

3	<p><b>Can you help me find a gift?</b></p> <ul style="list-style-type: none"> <li>• Using a scrambled set of sales conversations, students reconstruct the conversation between a sales associate and customer</li> <li>• Ask students to find the correct order of the the unscrambled role play between the sales associate and customer, highlighting different vocab/expressions which can be helpful when they go shopping.</li> <li>• expand vocab and expressions for shopping by eliciting from the class</li> <li>• Using the same concept as the original role play, ask students in groups to create their own conversation between sales associate and clerk to present to other groups</li> </ul> <p>Note: encourage non-verbal gestures for asking for help/not understanding (e.g. pointing, showing a bigger size...) as well as the use of students' plurilingual repertoires if they don't remember the target language word</p> <p><del>• Ask students to use the shopping expressions they've learned to create and practice one role play to present to other students in small groups. In their role plays, they should choose ONE of the family members from step 1 and to include information about their hobbies/likes. (e.g. "My aunt loves dogs. I'm looking for a yellow sweater with dogs on it". "We have a sweater with dogs, but the colour is not yellow. / "What other colours do you have?" .....)</del></p>	scrambled conversation between sales associate and customer
---	---	---

4	<p><b>Culminating Task: <del>"Re: My shopping trip was successful"</del> "Our shopping day"</b></p> <p><del>• Once everyone has found their presents, ask students to write a short email they would write to their parents to inform them they have just come home from shopping</del></p>	<ul style="list-style-type: none"> <li>• notebook</li> <li>• access to computer</li> </ul>
---	---	--

	<p><del>-and found all the presents on their list. Students can write these emails in pairs to have their partner edit/revise the email before sending to the teacher.</del></p> <ul style="list-style-type: none"> <li>• Ask students to use the shopping expressions they've learned to create and practice one role play to present to other students in small groups. In their role plays, they should choose ONE of the family members from step 1 and to include information about their hobbies/likes. (e.g. "My aunt loves dogs. I'm looking for a yellow sweater with dogs on it".</li> <li>• 'We have a sweater with dogs, but the colour is not yellow. / "What other colours do you have?" .....)</li> </ul> <p><i>e.g. "Hi mom and dad, I bought all the presents on the list. I went to the mall. I bought a green sweater and a box of chocolates for Aunt Helene. I bought a pair of gloves for cousin Chris. I found a Christmas sweater for Uncle Dan. I hope they love the presents!..."</i></p>	
--	---	--

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

By the end of this task \_\_\_\_\_:

name of student

Communicative language activities	by him/ herself	with help	not yet
Can explain to other people what a third person likes and doesn't like			
Can give a simple description on a familiar subject (physical description and clothes)			
Can answer straightforward follow up questions if he/she can ask for repetition and/or with some help with the formulation of his/her reply			
Can write short, simple notes and messages to satisfy matters of immediate need			
Communicative competences	by him/ herself	with help	not yet
Plurilingual and pluricultural competences	by him/ herself	with help	not yet

Can use words and phrases from different language in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange			
Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information.			
<b>Ability to learn (Language learning strategies)</b>	<b>by him/ herself</b>	<b>with help</b>	<b>not yet</b>
Can use available reference sources of information about the target language, including textbook, webpages, worksheets			
Can use the resources to talk in a shop and to write an email			
<b>Mediation</b>	<b>by him/ herself</b>	<b>with help</b>	<b>not yet</b>
Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects			
Can identify, mark, underline, key sentences and key words in a sentence and use it for his/her linguistic purposes.			

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

**Scenario:** .....[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, he/she may want to tweak/simplify their formulation to make them more transparent for students, and more age appropriate too):

<b>What I can do in the language I am learning</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>

<b>Quality of the language I use</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>
<b>I am plurilingual (PL) and pluricultural (PC)</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>
<small>PL</small>			
<small>PL</small>			
<b>My ability to learn</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>
<b>My space for free reflection</b>			

## SECTION 2

### Guidelines to use this template to design your scenario

While designing your scenario, the best way to proceed is to use a backwards design. This helps you, 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?

*.Think of where your students are and where this scenario could take them (in terms of communicative, plurilingual, pluri/intercultural competencies)*
  - a. What is the context and cultural/plurilingual background of these learners?
  - b. Considering the context of your learners, what type of scenario (and real-life culminating task) would support their needs within the curriculum?
  - c. What are the expected learning outcomes (goals) of this scenario?
  - d. What are some potential stumbling blocks that you might encounter?

0. Now that you have drafted your scenario, select relevant CAN DO descriptors of communicative activities (see CEFR the extended set). The “CEFR descriptors catalogue” is provided to help you select the relevant 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).

0. 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 extended set and The “Guide for Completion of Descriptors” to help you.

0. 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 extended set. Examples of Learning Strategies are available in the document Ability to Learn.

0. 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.

0. 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 Ability to Learn 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.

0. 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

<b>Communicative language activities</b>	<b>by him/ herself</b>	<b>with help</b>	<b>not yet</b>
Can explain to other people what he/she likes and doesn't like			
Can give a rehearsed simple presentation on a familiar subject			
Can answer straightforward follow up questions if he/she can ask for repetition and/or with some help with the formulation of his/her reply			
Can write short, simple notes and messages to satisfy matters of immediate need			
<b>Communicative competences</b>	<b>by him/ herself</b>	<b>with help</b>	<b>not yet</b>
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 he/she is trying to say.			

<b>Plurilingual and pluricultural competences</b>	<b>by him/ herself</b>	<b>with help</b>	<b>not yet</b>
Can establish links between languages and cultures			
Is willing to observe and ask questions about other cultural settings			
<b>Ability to learn</b>	<b>by him/ herself</b>	<b>with help</b>	<b>not yet</b>
Can reflect on learning processes in order to make them more effective			
Can organize learning in an autonomous way			
<b>Mediation</b>	<b>by him/ herself</b>	<b>with help</b>	<b>not yet</b>
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			

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.

## 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":

<b>What I can do in the language I am learning</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>
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			
<b>Quality of the language I use</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>
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			
<b>I am plurilingual (PL) and pluricultural (PC)</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>
<sup>PL</sup> I can make links between names of food in different languages			
<sup>PL</sup> I can see that something is similar and something is different in different grocery shopping cultures			
<b>My ability to learn</b>	<b>by myself</b>	<b>with help</b>	<b>not yet</b>
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			
<b>My space for free reflection</b>			