

THE CEFR COMPANION VOLUME:
A KEY RESOURCE FOR INCLUSIVE
PLURILINGUAL EDUCATION
CEFR ONLINE WORKSHOP SERIES 2022
#5

Title

Assessing plurilingualism: An example from
practice

Date & Time

Thursday June 2 2022, 16.00 CET

Presenter

Belinda Steinhuber

Handout

Examples of exam tasks

Contents

| | |
|---|----|
| Example 1 – Plurilingual Exam Task Health (School-Leaving Exam)..... | 3 |
| Example 2 – Plurilingual Exam Task Education (School-Leaving Exam)..... | 7 |
| Example 3 – Plurilingual Exam Task Environment (School-Leaving Exam)..... | 11 |
| Example 4 – Plurilingual Exam Task (Language Competition – Face-to-Face)..... | 15 |
| Example 5 – Plurilingual Exam Task (Language Competition – Online)..... | 17 |
| Example 6 – Plurilingual Exam Task (Language Competition – Face-to-Face)..... | 20 |

NOTE: Please review the examples listed in this document before the workshop. This is the key to their use in the group sessions. Thank you.

The presentations and materials from all the 2021 Webinars are available at www.coe.int/lang-cefr under the **Newsroom** tab. The video recordings will also soon be available.

Example 1 – Plurilingual Exam Task Health (School-Leaving Exam)

Candidate's Sheet

TOPIC: health and nutrition

EMPHASIS: (un)healthy lifestyle

Situation:

Your school is particularly involved in various activities encouraging a healthy lifestyle. Your class has organized a meeting with students and teachers from other countries who are also interested in implementing projects in this field.

Individual Long Turn (4-5 minutes)

During the meeting, you are responsible for presenting information on various health issues in Austrian schools. The basis of your presentation is the study carried out during the academic year of 20.... (input 1)

Begin your presentation by greeting your visitors.

- Introduce yourself and present your school.
- Inform your visitors about, in your opinion, the most important results of the study.
- Comment on the results from your point of view.

Interaction (8-10 minutes)

Following the presentation, you carry on a conversation with the visiting teachers in which you discuss the possibility of working together on interscholastic projects.

- Present examples of activities or projects promoting a healthy and active lifestyle which have been introduced at your school (input 2).
- Inquire about similar activities at the schools of your foreign visitors.
- Discuss the possibilities of a joint project.

Present your own ideas.

Answer questions and react to the comments of the interlocutors.

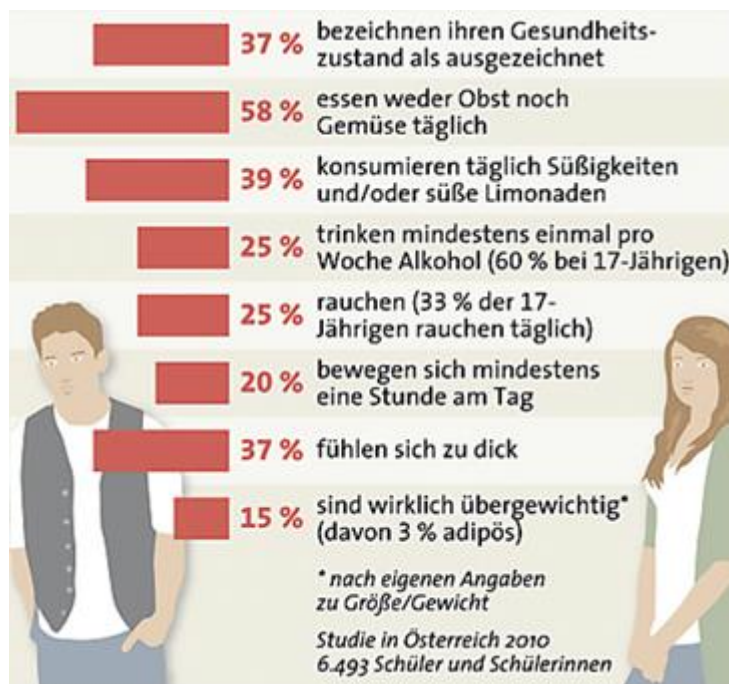
Facilitate the exchange of ideas between the two interlocutors.

You do not have to discuss all points of the tasks in equal detail in each language and it is not always necessary to give the same information in both foreign languages.

Additional information for the workshop:

The rubric has been translated for the workshop. In the original version both the rubric and the materials are in L1 = German

Input 1



Österreich bei jungen Rauchern in Spitzenposition

Die Zahl der jungen Raucher ging zwar zurück, Österreich ist aber laut Wolfgang Dür vom Ludwig-Boltzmann-Institut für Gesundheitsförderung nach wie vor in einer „absoluten Spitzenposition“: „Mit 13 ist der Raucheranteil noch minimal, mit 15 rauchen 20 Prozent, mit 17 Jahren etwa ein Drittel täglich.“

Jugendliche mit weniger Bewegung als Kinder

Während sich Kinder mit elf Jahren an rund fünf Tagen in der Woche und damit ausreichend bewegen, sind es mit 17 bei den Burschen nur noch 3,5 Tage, bei den Mädchen 2,5 Tage, an denen sie körperlich eine Stunde aktiv sind.

Alle diese Lebensstilaspekte sind stark vom sozialen und schulischen Umfeld abhängig. „Die Wahrscheinlichkeit, dass Kinder nicht rauchen, ist doppelt so hoch, wenn sie eine gute Beziehung zu Vater oder Mutter haben“, so Dür. Positive Schulerfahrungen haben hier sogar einen dreifach höheren Effekt.

<http://wien.orf.at/news/stories/2522120/> [10.06.2015]

Additional information for the workshop:

Input 1 is a bar chart illustrating the results of a study carried out among young people in Austria aged 11 to 17 concerning a healthy lifestyle. Input 1 also includes a short text about the smoking habits and sport activities of youth in Austria. Both are in German as in the original exam paper.

Input 2 (example; in this part, materials from the candidate's school should be used)



Durch unseren Praxistag wollten wir die Menschen zum Sport animieren und organisierten eine Sportveranstaltung im Bezirk Rohrbach. Um nicht nur etwas Gutes für den Körper der Sportler zu tun, entschlossen wir uns auch etwas Wohltätiges miteinzubeziehen und kamen somit auf das Motto unseres Praxistages „Jeder Kilometer zählt- Laufen, Wandern, Walken, Radfahren für einen guten Zweck“. Sportler aus dem ganzen Bezirk machten sich auf den Weg zum Gasthaus Lang in St. Ulrich und sammelten fleißig Kilometer. Alle zurückgelegten Kilometer

wurden in Geld umgewandelt und kamen der Christkindlaktion der Rundschau Rohrbach zu Gute.

Wir laden ein!

In unserem Schulrestaurant besteht von Montag bis Donnerstag die Möglichkeit, ein schmackhaftes, warmes und gesundes Mittagessen einzunehmen. Wir bereiten unsere Speisen frisch und nach den Richtlinien einer gesunden, ausgewogenen Ernährung zu. Dafür verwenden wir neben regionalen Produkten auch Bioprodukte, und sind durch das Institut LACON zertifiziert.

Unsere Schule trägt das Gütesiegel „Gesunde Küche“.

Die Menüs werden von den Schülerinnen der 2. Klassen der Fachschule und der Höheren Lehranstalt für wirtschaftliche Berufe zubereitet und von den Schülerinnen der 3. Klassen serviert.

Pictures and texts: <http://www.bbs-rohrbach.at/>

Additional information for the workshop:

Input 2, which is used in the interaction, includes 3 pictures showing young people in healthy lifestyle situations and two short texts giving examples of healthy lifestyle projects in an Austrian Upper Secondary Vocational school. These short texts are in German as in the original exam paper.

Some descriptors from the CEFR Companion Volume:

| | | |
|---|------------|---|
| Relaying specific information in speech | B1 | Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). |
| Processing text in speech | B1+ | Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details. Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else. |
| Explaining data in speech | B1+ | Can interpret and describe (in Language B) detailed information in diagrams in their fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation. |
| Collaborating to construct meaning | B2+ | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. |
| Collaborating to construct meaning | B1+ | Can use questions, comments and simple reformulations to maintain the focus of a discussion. |
| Facilitating pluricultural space | B2 | Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. |
| Facilitating pluricultural space | B1+ | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B2 | Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B1+ | Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language. |
| Building on plurilingual repertoire | B2 | **Can recognise the extent to which it is appropriate to make flexible use of different languages in their plurilingual repertoire in a specific situation, in order to increase the efficiency of communication. **Can alternate efficiently between languages in their plurilingual repertoire in order to facilitate comprehension with and between third parties who lack a common language. Can alternate between languages in their plurilingual repertoire in order to communicate specialised information and issues on a subject in their field of interest to different interlocutors. Can make use of different languages in their plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected. |
| Building on plurilingual repertoire | B1 | Can exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation. |

Example 2 – Plurilingual Exam Task Education (School-Leaving Exam)

Candidate's Sheet

TOPIC: lifestyle, school, education and personal development

EMPHASIS: studying abroad, mobility

Situation:

You are the head student at your school. In the course of preparing an Erasmus project with England and Spain, representatives of the partner schools come for a visit.

Individual Long Turn (4-5 minutes)

It is your job at the start of the visit to introduce your school and to present information about study abroad programmes. Begin your presentation by greeting your guests.

- Introduce yourself, describe your position and briefly present your school.
- Inform your visitors about the various activities abroad which your school organizes (internships, language courses/weeks etc.).
- Explain why Austrian youth are interested in study abroad programmes (*input 1*).

Interaction (8-10 minutes)

A student exchange is planned as one aspect within the Erasmus project framework. Discuss the details with the representatives of the partner schools.

- Clarify the following aspects: accommodation, activities, and school visits during the stay.
- Discuss which challenges must be faced when dealing with foreign cultures during a study visit, i.e.
 - Differences in communication practices (for example greeting someone)
 - Conversational closeness and distance
 - Dress codes
 - Punctuality
 - Daily routines

Use *input 2* and cite some additional examples.

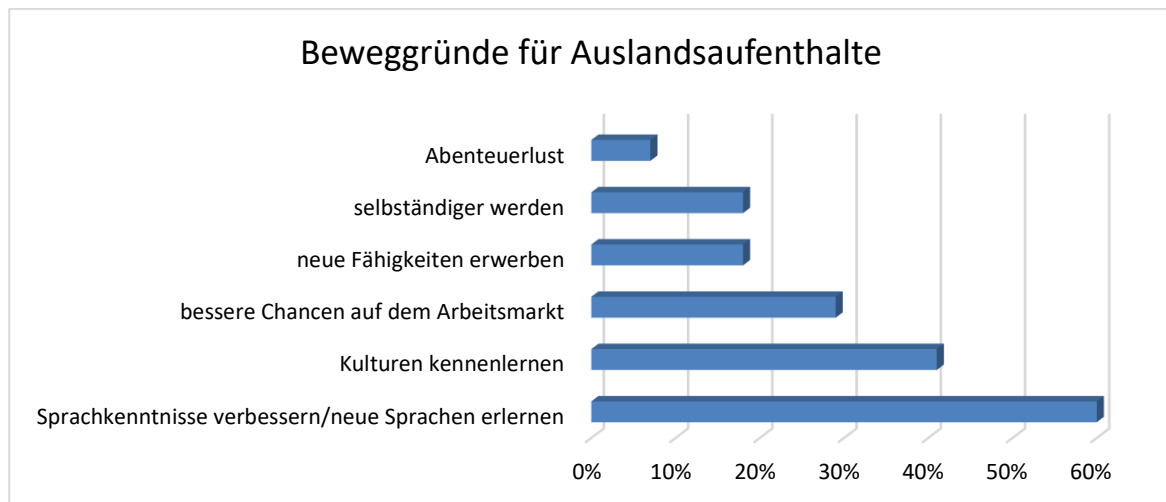
Present your own ideas.

Answer questions and react to the comments of the interlocutors.

Facilitate the exchange of ideas between the two interlocutors.

You do not have to discuss all points of the tasks in equal detail in each language and it is not always necessary to give the same information in both foreign languages.

Input 1



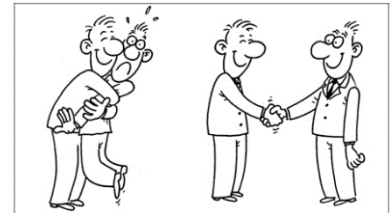
Source: own

Input 2



Die Kunst des höflichen Reisens: Gebrauchsanleitung für den Umgang unterwegs von Moritz Freiherr Knigge, Jörg Steinleitner

Distanz wahren: Keine Frage (und auch kein Klischee), die Engländer lieben das Schlangestehen. Das heißt aber nicht, dass sie es lieben, wenn ihnen jemand zu sehr auf die Pelle rückt und sie schon seinen Atem oder sein Husten im Nacken spüren. Aber auch zu viel Platz zwischen sich und dem Vordermann zu lassen und so Vordränglern Raum zu geben, ist keine gute Idee. Der britische *Guardian* hat für den richtigen Abstand eine simple Formel: einfach so viel Distanz wahren, wie man es auch beim Tanzen mit Großtante Hildegard auf einer Hochzeit tun würde. Marvellous, indeed.



Ausziehen der Schuhe: Was bei uns zu Lande zwar bei Besuchen höflich angeboten, vom Gastgeber aber oft mit »Nicht nötig!« dankend abgelehnt wird, gehört in anderen Ländern wie der Türkei oder Tschechien zum guten Ton: Straßenschuhe werden vor Betreten eines Privathaushalts (oder in muslimischen Kulturen: vor dem Betreten einer Moschee) immer abgestreift und gegebenenfalls durch bereitstehende Hausschuhe eingetauscht. Achten

Zu früh da sein kann auch unpünktlich sein! ☹



Quellen Bilder: <https://prezi.com/lug8i0impkxd/pre/> - Aline Spirjak [10.06.2015]
<http://www.wirtschaftsblatt-bg.com/index.php?m=16326> [10.06.2015]
 Seansie <http://www.roma-antiqua.de/rom-reise-informationen/> [10.06.2015]

Additional information for the workshop:

The rubric has been translated for the workshop. In the original version both the rubric and the materials are in L1 = German.

The choice of countries is exemplary.

Input 1 is a bar chart illustrating reasons for participating in study abroad programmes. It is in German as in the original exam paper.

Input 2 used in the interaction includes 3 pictures illustrating differences in communication practices and two short texts giving examples and explanations of cultural differences (queueing in the UK, taking off shoes, punctuality). These short texts are in German as in the original exam paper.

Some descriptors from the CEFR Companion Volume:

| | | |
|---|------------|--|
| Relaying specific information in speech | B1 | Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). |
| Processing text in speech | B1+ | Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details. Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else. |
| Explaining data in speech | B1+ | Can interpret and describe (in Language B) detailed information in diagrams in their fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation. |
| Collaborating to construct meaning | B2+ | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. |
| Collaborating to construct meaning | B1+ | Can use questions, comments and simple reformulations to maintain the focus of a discussion. |
| Facilitating pluricultural space | B2 | Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. |
| Facilitating pluricultural space | B1+ | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B2 | Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B1+ | Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language. |
| Building on pluricultural repertoire | B2 | Can identify and reflect on similarities and differences in culturally determined behavioural patterns (e.g. gestures and speech volume or, for sign languages, sign size) and discuss their significance in order to negotiate mutual understanding. |

| | | |
|---|-----------|--|
| Building on pluricultural repertoire | B1 | Can explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture. |
| Building on plurilingual repertoire | B2 | <p>**Can recognise the extent to which it is appropriate to make flexible use of different languages in their plurilingual repertoire in a specific situation, in order to increase the efficiency of communication.</p> <p>**Can alternate efficiently between languages in their plurilingual repertoire in order to facilitate comprehension with and between third parties who lack a common language.</p> <p>Can alternate between languages in their plurilingual repertoire in order to communicate specialised information and issues on a subject in their field of interest to different interlocutors.</p> <p>Can make use of different languages in their plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected.</p> |
| Building on plurilingual repertoire | B1 | Can exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation. |

Example 3 – Plurilingual Exam Task Environment (School-Leaving Exam)

Candidate's Sheet

TOPIC: environment and resources

EMPHASIS: food sharing

Situation:

You are studying at Johannes Kepler University (JKU) in Linz and have joined the initiative *Food Sharing* there. As part of an information day on the topic of waste avoidance you are in charge of the stand of *Food Sharing*.

Individual Long Turn (4-5 minutes)

You have agreed to give an introductory talk on food sharing. Before you start your presentation, you welcome your audience and introduce yourself briefly.

- Inform your visitors about the food sharing initiative.
- Explain what happens to the rescued food.
- Convince your audience of the need to stop food waste.

Use the information provided by input 1.

Interaction (8-10 minutes)

After your talk visiting professors from abroad start talking to you because they want to promote similar initiatives at their universities.

- Describe how businesses benefit from food sharing.
- Discuss
 - ideas how a food sharing project could be initiated at their universities.
 - further ideas on waste prevention in everyday life.

Use the information provided by input 2.

Present your own ideas.

Answer questions and react to the comments of the interlocutors.

Facilitate the exchange of ideas between the two interlocutors.

You do not have to discuss all points of the tasks in equal detail in each language and it is not always necessary to give the same information in both foreign languages.

Input 1



foodsharing is and will remain free of charge, non-commercial, independent and free from advertising

About Us – the Initiative Food Sharing

We are an initiative committed to fighting food waste. We "save" food which is unwanted or the result of surplus production from private households as well as small and large businesses.

In addition, we support measures to stop waste and the packaging madness of supermarkets. With these and other topics, we are present at events or in the media and start our own initiatives.

The organisation of our food sharing community and our activities is primarily carried out through the online platform foodsharing. It is here that the food rescuers (food sharers / food savers) in the individual cities and regions network and coordinate their activities. The platform publishes supraregional topics, events and information.

Our food sharing initiative was founded in Berlin in 2012. It has since grown into an international movement with over 200,000 registered users in Germany, Austria, Switzerland and other European countries such as Italy, France and Spain.

All members of the food sharing community work voluntarily and without being paid.

What do we do with the food?

A large part of the salvaged food is given away by the food savers to clubs, charities, soup kitchens, friends, neighbours, and of course through the foodbsharing network or the "Fair-Teiler" (publicly accessible shelves or refrigerators for the exchange of food), the rest is used by the food savers themselves.



Source: <https://foodsharing.at>

Input 2

Information for Companies

Sounds good – but how will I benefit?

- With us you can contribute to reducing waste.
- With us you will save money and manpower.
 - Saving the costs of waste disposal.
 - Saving the work for sorting and disposal: Food savers will take over the sorting of the food that cannot be sold any more into 'edible' and 'no longer edible' as well as the disposal of the resulting waste.
- With us you are flexible. Our food savers can also pick up the sorted out goods on weekends, public holidays, late in the evening, at night and early in the morning.
- With us you will gain reputation among your customers. Give your customers the opportunity to make a conscious decision in favour of your business, which does not waste food.
- With us you are also on the safe side legally. As soon as the food savers take over the food, we accept full responsibility for its further use. We also agree not to resell the goods.



www.pixabay.com

Source: <https://foodsharing.at>

Additional information for the workshop:

The rubric and the input have been translated for the workshop. In the original version both the rubric and the materials are in L1 = German

Some descriptors from the CEFR Companion Volume:

| | | |
|---|------------|---|
| Relaying specific information in speech | B1 | Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). |
| Processing text in speech | B1+ | Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details. Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else. |
| Collaborating to construct meaning | B2+ | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. |
| Collaborating to construct meaning | B1+ | Can use questions, comments and simple reformulations to maintain the focus of a discussion. |
| Facilitating pluricultural space | B2 | Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. |
| Facilitating pluricultural space | B1+ | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B2 | Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B1+ | Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language. |
| Building on plurilingual repertoire | B2 | **Can recognise the extent to which it is appropriate to make flexible use of different languages in their plurilingual repertoire in a specific situation, in order to increase the efficiency of communication. **Can alternate efficiently between languages in their plurilingual repertoire in order to facilitate comprehension with and between third parties who lack a common language. Can alternate between languages in their plurilingual repertoire in order to communicate specialised information and issues on a subject in their field of interest to different interlocutors. Can make use of different languages in their plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected. |
| Building on plurilingual repertoire | B1 | Can exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation. |

Example 4 – Plurilingual Exam Task (Language Competition – Face-to-Face)

Candidate's Sheet

Situation:

You work for an Austrian company called **DoN**.
Next year an international youth meeting will take place in Austria.
The organisers are looking for a suitable company that can provide the catering.
For this reason, you are attending a first briefing with two representatives of the organising team.
One of them is from the UK and the other one from France.

- **Inform both of them** about the following aspects:
 - the **company**
 - its **principles**
 - its **offers and experiences** in the field of **Event Catering**
 - the **Austrian Ecolabel**, which has also been awarded to DoN
- **They** would also like to know if you have taken part in large events yourself and are interested in your view on the type of dishes and beverages that young people might prefer.
- **Find out** more about the planned event from them and discuss details of a possible cooperation with **both of them**.

Be aware that languages will be switched several times.

Materials:

- information sheets on the aspects mentioned above

Support and Objective:

*You may use dictionaries while preparing, but do not use them too extensively in order to make the most of the limited preparation time. The aim is **NOT** to provide a detailed word for word translation, but to answer your interlocutors' questions and to pass on the essential information accurately.*

React to the questions and comments of your interlocutors. Facilitate the exchange of ideas between the two interlocutors.

Additional information for the workshop:

This is the version of the task for English combined with French.

The task would be the same for the combinations English/Italian and English/Spanish.

The rubric has been translated for the workshop. In the original version both the rubric and the materials are in L1 = German.

The materials consist of information which is necessary for the first part of the task only (**Inform both of them** about the following aspects: ...)

The information about the company DoN is based on information from their website, the information about the Austrian Ecolabel is from a different source. The input cannot be provided here for copyright reasons.

Some descriptors from the CEFR Companion Volume:

| | | |
|---|------------|--|
| Relaying specific information in speech | B1 | Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). |
| Processing text in speech | B1+ | Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details. Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else. |
| Collaborating to construct meaning | B2+ | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. |
| Collaborating to construct meaning | B1+ | Can use questions, comments and simple reformulations to maintain the focus of a discussion. |
| Facilitating pluricultural space | B2 | Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. |
| Facilitating pluricultural space | B1+ | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B2 | Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B1+ | Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language. |
| Building on plurilingual repertoire | B2 | <p>**Can recognise the extent to which it is appropriate to make flexible use of different languages in their plurilingual repertoire in a specific situation, in order to increase the efficiency of communication.</p> <p>**Can alternate efficiently between languages in their plurilingual repertoire in order to facilitate comprehension with and between third parties who lack a common language.</p> <p>Can alternate between languages in their plurilingual repertoire in order to communicate specialised information and issues on a subject in their field of interest to different interlocutors.</p> <p>Can make use of different languages in their plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected.</p> |
| Building on plurilingual repertoire | B1 | Can exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation. |

Example 5 – Plurilingual Exam Task (Language Competition – Online)

Candidate's Sheet

SITUATION:

Your work for the Austrian Start-Up ***Flying Food***, which has developed a concept for food delivery using drones.

Today you have an **online meeting** with two interested parties.

Martin Bradley comes from Ireland and is a potential **investor**, Estelle Sauvêtre has a **chain of restaurants** in France and is interested in this service.

TASK:

A) Individual Long Turn (about 5 min.)

- Greet the two potential business partners.
- Briefly introduce yourself.
- Present your business idea using the following information:

Flying Food
Frisch
Schnell
Unkompliziert

Lieferung mittels Drohne
Zahlen - Fakten
Reichweite: bis zu 10km
Speisenanzahl: bis zu 4 pro Lieferung
Lieferzeit: 10 km in 6 Minuten
Wetter: Wind bis zu max. 90 km/h

Die App

- Einfach zu benützen.
- Gratis für Restaurants & Bestellende.
- Regelmäßige Updates.
- Individualisierte Oberfläche für Restaurants möglich.

B) Interaction (about 7 min.)

- Present the **advantages** of your business idea.
- React to **objections** und **questions** of the two potential business partners.
- Pass on important **arguments** of your conversation partners in the other language (mediation).

Preparation: 3 min.

Conversation: 12 min.

Present your own ideas and also enable the exchange of ideas between your two conversation partners.

VORTEILE
Sicherheit & Kostenersparnis

- Weniger Mitarbeiter/innen (Lohnkosten, Krankheiten/Ausfälle)
- Nachhaltig (ersetzt das Auto)
- Schnell (ersetzt das Fahrrad)

Additional information for the workshop:

This is the version of the task for English combined with French.

The task would be the same for the combinations English/Italian and English/Spanish.

The rubric has been translated for the workshop. In the original version both the rubric and the input are in L1 = German.

The Candidate's Sheet has to fit on one page because the candidates get access to it through screen-sharing (Zoom).

Translation of the information in the input:

Flying Food

fresh
fast
simple

Facts and figures

Reach: up to 10km
Number of meals: up to 4
per delivery
Delivery time:
10km in 6 minutes
Weather:
Wind up to max. 90kmh

The App

Easy to use
Free of charge for restaurants and
users
Regular updates
Individualized interface possible for
restaurants

Avantages

Safety &
cost reduction
Fewer employees (labour costs,
illnesses, absences)
Sustainable (replaces cars)
Fast (replaces bicycles)

The interlocutors receive an Interlocutor's Sheet, which, in addition to the information on the candidate's sheet, contains the following information:

Ideas for some objections/questions in English for part B:

- 1) *How do you know that there is any demand for this type of service?
Are you sure clients will be interested?*
- 2) *Who will be your target group?*
- 3) *How will people pay for the service and how much?*
- 4) *If I invest in your business, what will be my benefit?*
- 5) *How are you going to advertise your service?*

Idées pour des objections/questions en français pour B:

- 1) Pourquoi pensez-vous que les restaurants auront besoin de moins de personnel ?
- 2) Combien est-ce que ce service va coûter au restaurant ?
Qu'est-ce qui est compris dans le prix ?
- 3) Il faut assurer que les plats restent chauds. Qui est responsable de l'emballage des plats ?
C'est le restaurant ou est-ce qu'il y a un emballage spécial que vous offrez ?
- 4) Comment est-ce que les clients vont payer pour nos plats ?
- 5) Comment allez-vous faire de la publicité ?

Some descriptors from the CEFR Companion Volume:

| | | |
|---|------------|--|
| Relaying specific information in speech | B1 | Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). |
| Collaborating to construct meaning | B2+ | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. |
| Collaborating to construct meaning | B1+ | Can use questions, comments and simple reformulations to maintain the focus of a discussion. |
| Facilitating pluricultural space | B2 | Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. |
| Facilitating pluricultural space | B1+ | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B2 | Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B1+ | Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language. |
| Building on plurilingual repertoire | B2 | <p>**Can recognise the extent to which it is appropriate to make flexible use of different languages in their plurilingual repertoire in a specific situation, in order to increase the efficiency of communication.</p> <p>**Can alternate efficiently between languages in their plurilingual repertoire in order to facilitate comprehension with and between third parties who lack a common language.</p> <p>Can alternate between languages in their plurilingual repertoire in order to communicate specialised information and issues on a subject in their field of interest to different interlocutors.</p> <p>Can make use of different languages in their plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected.</p> |
| Building on plurilingual repertoire | B1 | Can exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation. |

Example 6 – Plurilingual Exam Task (Language Competition – Face-to-Face)

Candidate's Sheet

Situation:

As a volunteer, you are a member of the team entrusted with the organisation of the **PFLASTERSPEKTAKEL 2016** in Linz.



Pflasterspektakel 2016 **21. – 23. July in Linz**

For the 30th time, the city centre of Linz will be transformed into a venue for international street art. The Pflasterspektakel offers street art at the highest level from 21 to 23 July 2016: clowning, various types of acrobatics, dance, theatre and music.

<http://www.pflasterspektakel.at/2016/de/index.asp>

From 2009 to 2013, **grants** were awarded to artists to enable new productions. This idea is now to be taken up again. There are English- and Italian-speaking companies that could be **potential sponsors**.

A meeting with these potential sponsors is taking place today.

The following questions will be discussed:

- What types of productions should be made possible by the grants?
 - o Only productions of one genre - theatre, music, acrobatics, ... ?
 - o Should individual artists or groups be supported?
 - o Should only one project receive a grant or several ones?
- When and where should the funded productions be shown for the first time in Linz 2017?
 - o Premiere on the day before the *Pflasterspektakel* begins?
 - o In a public place or at the business premises of one of the sponsors?
- Should there also be performances in cities in England and Italy?
- What kinds of benefits do the sponsors expect?
 - o What kind of publicity?
 - o Should there be special company events where the productions are shown?

Present your ideas.

Give reasons for your suggestions.

Respond to the questions and arguments of your interlocutors.

Facilitate the exchange of ideas between the two interlocutors.

Preparation: 3 minutes

Interaction: 10-12 minutes

Additional information for the workshop:

This is the version of the task for English combined with Italian.

There were different tasks for different language combinations, but all within the same setting.

The rubric has been translated for the workshop. In the original version the rubric was in L1 = German.

In addition to the Candidate's Sheet, the candidates received a sheet showing three pictures of artists who performed at the "Pflasterspektakel", a picture of an Italian restaurant, a picture showing Linz and the two pictures below.



This was the task for the final round of the competition, with a slightly different setting:

There were two candidates and two interlocutors – one for English, one for the second language.

So, the two candidates were on the one hand competing, but on the other hand working together on a joint project.

Some descriptors from the CEFR Companion Volume:

| | | |
|---|------------|--|
| Facilitating collaborative interaction with peers | B2+ | Can, based on people's reactions, adjust the way they formulate questions and/or intervene in a group interaction. |
| Facilitating collaborative interaction with peers | B1+ | Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. |
| Collaborating to construct meaning | B2+ | Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action. |
| Collaborating to construct meaning | B1+ | Can use questions, comments and simple reformulations to maintain the focus of a discussion. |
| Facilitating pluricultural space | B2 | Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. |
| Facilitating pluricultural space | B1+ | Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B2 | Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed. |
| Acting as an intermediary in informal situations (with friends and colleagues) | B1+ | Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language. |
| Building on plurilingual repertoire | B2 | <p>**Can recognise the extent to which it is appropriate to make flexible use of different languages in their plurilingual repertoire in a specific situation, in order to increase the efficiency of communication.</p> <p>**Can alternate efficiently between languages in their plurilingual repertoire in order to facilitate comprehension with and between third parties who lack a common language.</p> <p>Can alternate between languages in their plurilingual repertoire in order to communicate specialised information and issues on a subject in their field of interest to different interlocutors.</p> <p>Can make use of different languages in their plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken and the outcomes expected.</p> |
| Building on plurilingual repertoire | B1 | Can exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation. |

Some links: <https://www.cebs.at/home/plurilingualism/>
<https://www.cebs.at/home/plurilingualism/plurilingual-exams/>
https://www.cebs.at/home/plurilingualism/plurilingual_lessons/