

THE CEFR COMPANION VOLUME: A KEY RESOURCE FOR INCLUSIVE PLURILINGUAL EDUCATION

2021 Webinar Series

Webinar 1: February 4th, 16.00 CET

**Action-oriented plurilingual mediation in collaborative
tasks:**

Handout

Enrica Piccardo & Brian North

INDIVIDUAL TASKS

Mediating a text: Processing a text in writing

(Individual task)

These types of activities involve taking information written in the L1 in order to write a text in L2, which is often a letter or email. Activities of this type have been common for over 15 years in German textbooks and examinations, following the introduction of cross-linguistic mediation tasks in the educational standards produced by the KMK (Kulturministerkonferenz). The prompting text in L1 is often a message or email at lower levels and an article or other text at higher levels.

- Summarising in an email in the target language (TL) the main points contained in a newspaper article in language of schooling (LoS);
- Summarising in the TL for an TL-speaking friend the story narrated in a song in LoS;
- Informing a friend who speaks the target language (TL) about the contents of an internet documentary watched in the language of schooling (LoS), by first making notes in LoS on the main points and then translating these notes into the TL;
- Relaying in LoS what the guide on a tour in New York is saying in TL, completing gaps in a written LoS text.

Individual mediation tasks have also appeared for about 15 years in the B1 and B2 **Greek national KPG examination**, with a focus on crossing genres as well as languages. In one example, candidates are given access to information from a Greek website about the quality of Greek beaches, and the 'Blue Flag' program that accredits them. They are asked to imagine that they work for the Greek Tourist Organization and have received a request from the tourist organization of another country for information about the Blue Flag programme. The task is to write a short report (180-200 words), using information from the website to explain how Greece has managed to achieve Blue Flag status for many of its beaches.

Relevant descriptors from the CEFR Companion Volume (activities are in black; strategies in blue)

Processing text in writing	C1	Can summarise in writing a long and complex text (in Language A) (e.g. an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original.
Processing text in writing	B2+	Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.
Processing text in writing	B2	Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.
<i>Streamlining a text (Strategy)</i>	<i>C1</i>	<i>Can reorganise a complex source text in order to focus on the points of most relevance to the target audience.</i>
<i>Streamlining a text (Strategy)</i>	<i>B2</i>	<i>Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them.</i>
<i>Amplifying a text (Strategy)</i>	<i>C1</i>	<i>Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style and register.</i>
<i>Amplifying a text (Strategy)</i>	<i>B2</i>	<i>Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.</i>
<i>Adapting language (Strategy)</i>	<i>C1</i>	<i>Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it.</i>
<i>Adapting language (Strategy)</i>	<i>B2</i>	<i>Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.</i>

ACTION-ORIENTED COLLABORATIVE TASKS

ACTIVITY 1

Mediating a text: Processing a text in writing

Visite guidée de Saint Malo¹

The context of this activity is leisure and tourism. The aim is to support listening comprehension and (written) cross-linguistic mediation into L1 – in a collaborative classroom task. After a preparation phase in which students work on different documents (texts on tourism, leisure) and thus develop specific vocabulary, they are asked to do the following task in pairs. They listen to a guided tour and then use the information taken in guided notetaking to write an article in L1 for the school magazine. They can listen several times, compare notes and write their text together.

La situation: Vous faites un échange avec un collègue français et vous passez une semaine en Bretagne. Aujourd'hui, vous faites une visite guidée de Saint-Malo.

Après votre retour, vous voulez parler de votre séjour* en France dans le journal de l'école. Les articles doivent être rédigés en allemand pour que tous les élèves (aussi les élèves qui ont choisi le latin !) les comprennent. C'est à toi et à ton ami(e) d'écrire un article sur la ville de Saint-Malo !

Phase 1: Mediating for oneself: Learners, in pairs, follow instructions in L2 (French) to listen and take notes on a guided tour in L2 (of St Malo). Notes are guided by a worksheet with numbered pictures of sights described, with a space to write the notes.

Phase 2: Mediating text for others: The pair then compare notes (in L1) before writing an article (could be an individual or shared task) in L1 about St Malo for the school magazine. The task is contextualised in the context of a one-week visit to the place concerned. This could be connected to an actual visit – but the context could be also be fictional.

Relevant descriptors from the CEFR Companion Volume (activities are in black; strategies are in blue)

Notetaking	A2	Can take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.
Notetaking	B1	Can take notes during a lecture that are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the lecture is clear and well structured.
Identifying cues and inferring	A2+	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.
Relaying specific information in writing	A2+	Can relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.
Relaying specific information in writing	B1	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.
Processing text in writing	B1	Can summarise in writing (in Language B) the main points made in straightforward, informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.

¹ Cornelsen, *À plus!* Nouvelle Édition 3 2014 : Task 7, p. 103. Audiofile: Track 29. Used by Lisa-Malin Harms

ACTION-ORIENTED COLLABORATIVE TASKS

ACTIVITY 2

Mediating a text: Processing a text in writing

The context of this activity is leisure and tourism. The aim is to support written production by using mediation. After a preparation phase in which students work on different documents (texts on tourism, leisure, website of museums etc., perhaps suggested by the teacher) and thus develop specific vocabulary, they are asked to do the following collaborative task in small groups.

Some English tourists are organizing a journey to your city (here: Cordoba). They want to visit some sights and museums and ask for advice. As you speak English, the travel agency asks you to prepare a text (e-mail) in which you suggest three of your favourite museums and sights (the pictures are just given as examples). The tourists are of different age ranges so you may provide two or three options. The agency provides several constraints that these tourists have (time, budget, the location of their hotel in relation to the hotels, etc.) that you need to take into consideration.

Students need to research about prices, opening hours, location etc. but also to read the description of the museums and other places concerned, so as to be able to tell people about them. They need to select relevant information, provide clear indications (how to arrive, whether one can take pics etc....), and summarize a presentation of the museums starting from information in L1, English, French and/or other languages on the web or from brochures.

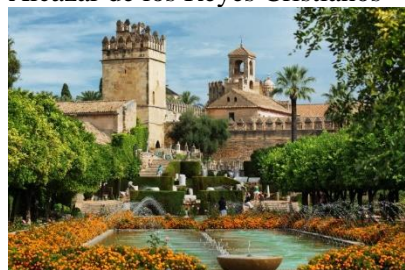
Mesquita



Muséo arqueológico



Alcázar de los Reyes Cristianos



Variant LONDON (outgoing tour)

The scenario can be envisaged for different groups of Spanish tourists going to London. A hypothetical correspondent can be added. This time, students would research websites in English and write in their L1.

Tate Gallery London



National Gallery London



Museum of London



Relevant descriptors from the CEFR Companion Volume (activities are in black; strategies in blue)

Streamlining a text (Strategy)	B1	Can identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text, in order to pass this information on to someone else.
Relaying specific information in writing	A2+	Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.

ACTION-ORIENTED COLLABORATIVE TASKS

Relaying specific information in writing	B1	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.
Processing text in writing	B1	Can summarise in writing (in Language B) the main points made in straightforward, informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.
Processing text in writing	B1	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.
Processing text in writing	A2+	Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.
Amplifying a text (Strategy)	B1	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.

ACTIVITY 3

Mediating communication

The type of dialogue/trialogue in this task can take place in different contexts: at the restaurant, at the hairdresser's, at the doctor's/hospital, at the gym, etc.

At the restaurant

The thematic context of this activity is food & drink. The aim is to support oral interaction by using (oral) mediation. Textbooks usually propose a role play at the restaurant starting from elementary courses (A2). This can be made more relevant by inserting realistic mediation activities necessary when a person who does not speak the target language and/or is not familiar with the target culture needs some help. The preparation phase is the usual type with students familiarizing themselves with words and expressions on the basis of texts and dialogues (written and oral) and various authentic materials. The activity proposed is not only realistic but also intercultural, as the explanation will require a certain amount of cultural contextualization to be effective (order of dishes, types of food, words that cannot be translated etc.).

Phase 1 Dialogue

Mediating a text

Student A: At the restaurant, explain the different dishes and options on the following menu in (the language of schooling) to your friend, who does not speak English. Prepare yourself in advance with the help of a dictionary, and role play the conversation when you are choosing what to order. With your friend, also prepare some questions in English to ask the server.

Student B: After understanding the menu from what your friend tells you, choose what you want to eat and drink and tell your friend – in (the language of schooling). Your friend will be making the order for you both. With him/her, also prepare some questions to ask the server, which your friend will put into English.

ACTION-ORIENTED COLLABORATIVE TASKS

THE BOAT RESTAURANT

STARTERS

Tomato Soup	£2.00
French Onion Soup	£2.50
Tomato Salad	£2.90
Chicken Salad	£3.30

All starters are served with bread and butter

SNACKS
Lunchtime only

Vegetable omelette	£3.25
Cheese & tomato sandwich	£3.25
Chicken sandwich	£3.50

Cheese Burger	£3.20
Chocolate cake	£2.25
Burger	£2.90
Cheese omelette	£3.50

MAIN COURSES

German sausage and chips	£6.50
Grilled fish and potatoes	£6.25
Italian cheese & tomato pizza	£4.85
Thai chicken and rice	£5.95
Vegetable pasta	£4.85
Roast chicken and potatoes	£5.95

DESSERTS

Fruit salad and cream	£2.25
Ice cream	£2.00
(choose from chocolate, coffee, or lemon)	
Lemon cake	£2.25
Chocolate cake	£2.25
Cheese and biscuits	£2.50

Lunch served 12:30 - 2:30pm / **Dinner** served 6:00 - 9:00pm

DRINKS

Mineral water	£1.00
Fresh orange juice	£1.25
Soft drinks	£1.30
English Tea	£0.90
Irish Cream Coffee	£0.90

Relevant descriptors from the CEFR Companion Volume (activities in black; strategies in blue)

Relaying specific information in speech	A2+	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects. 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	A2	Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.
Translating a written text in speech	A2	Can provide a simple, rough, spoken translation (into Language B) of short, simple texts (e.g. notices on familiar subjects) (written in Language A), capturing the most essential point.
Adapting language	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge	B1	Can show how new information is related to what people are familiar with by asking simple questions.

Phase 2 Trialogue

Mediating communication: Acting as an intermediary in informal situations (with friends or colleagues)

Role play with the server

Student A and B at the table: Student A and B have almost decided what to take. However, they still have several questions about the different options and dishes that the server needs to answer.

Once everything is clear, Student A will then pass both orders in English to the server – Student C.

Student C (the server) will ask for precisions (like: *Shall I bring all together or first... then...? What side dishes do you want?* etc.) that student A has to mediate to student B and back to student C.

ACTION-ORIENTED COLLABORATIVE TASKS

Relevant descriptors from the CEFR Companion Volume (activities in black; strategies in blue)

Acting as an intermediary	A2	Can communicate (in Language B) the main point of what is said (in Language A) in predictable everyday situations, conveying back and forth information about personal wants and needs, provided the speakers help with formulation.
Acting as an intermediary	A2+	Can communicate (in Language B) the overall sense of what is said (in Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.
Adapting language (strategy)	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text (strategy)	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge (strategy)	B1	Can show how new information is related to what people are familiar with by asking simple questions.

Like in communicative oriented role plays, each student has a precise role to play, and specific ‘constraints’ to deal with (Student B cannot decide on something, Student A does not understand what the server wants to know, one of the two need to go to the washroom, etc.) but the presence of a person who does not speak (or pretends he/she does not) the target language encourages creativity and awareness of possible linguistic and cultural differences.

It is also important to change the distribution of roles. The server role may be more challenging than the others and this can be considered in the distribution of the roles to students.

A more challenging variation – with a more challenging menu

The following menu requires more preparation time in the first phase, however it helps broaden the vocabulary range of the students.

The fact that there are so many dishes is also very good for eliciting more questions and exchanges concerning options and likes and dislikes.

SNACKS & APPETIZERS

TOMATO BASIL BISQUE...\$5.99
Grilled cheese crouton, Shaved Parmigiano-Reggiano

CRISPY CALAMARI...\$11.99
salsa, chipotle aioli

CARPET BAGGER OYSTERS...\$14.99
half carpaccio, truffle whipped potatoes, sear scallops

GRILLED ASPARAGUS FRITTES...\$7.99
Arugula, Honey mustard aioli

PRIME RIB BEEF CHILI...\$7.99
slow & low braised chili, gratin cheddar cheese

CORN DOG PUPPIES...\$7.99
crispy fried mini hotdogs, slaw, ketchup

GRILLED CHICKEN WINGS...\$9.99
TJ hot sauce, blue cheese, carrot & celery

TOASTED SOFT PRETZELS...\$6.99
artisanal made pretzels, wit wit

LOADED POTATO WEDGE...\$6.99
beef chili, chive sour cream, smoky bacon wit white

DIRTY CHIPS...\$7.99
kettle chips with bacon bits, scallions, blue cheese dressing, chicken fingers

AHI TUNA WONTON...\$12.99
seared salmon, gingered sesame vinaigrette, toasted macadamia

DUCK BUNS...\$11.99
shredded duck, hoisin sauce, chopped scallions

BEER BATTERED ONION RINGS...\$8.99
spicy ranch, shared onion

OYSTER ROCKFELLER...\$13.99
creamy aquafaba, bread crumbs, garlic aioli

BRAISED CLAMS...\$13.99
applewood smoked bacon, sweet vermouth, garlic crostini

STEAMED MUSSELS...\$13.99
spicy tomato broth, TJ's marinara, garlic aioli, crispy cherry peppers

LOBSTER MAC N CHEESE...\$9.99
braised lobster, mac n cheese

RAW BAR

OYSTERS
oat crouton per piece
west coast per piece
daily shooter

STONE CRABS
(seasonal) per 1/2 lb

CLAMS per piece

SHRIMP COCKTAIL
sustainable Cantessa shrimp

LOBSTER COCKTAIL

KING CRAB 1lb

MARKET PRICE

SALADS

CAESAR SALAD...\$9.99
cress, romaine, tomato, traditional caesar dressing, parmesan

ICEBERG WEDGE...\$9.99
bacon vinaigrette, chicken, chopped egg, tomato, creamy blue cheese

TOMATO & ONION...\$9.99
thick cut beefsteak tomato, blue cheese dressing, red onion

CHOPPED SALAD...\$9.99
diced cucumber, tomato, red onion, zucchini, cress, kettle chips

ASIAN CHICKEN SALAD...\$12.99
mixed greens, grilled chicken, orange segments, spicy pecans, organic cherry tomatoes, avocado & cranberry dressing

SEAFOOD SALAD...\$15.99
local shrimp, crab, calamari, olive, tomatoes, cucumber, fennel, lemon vinaigrette

COBB SALAD...\$13.99
mixed greens, grilled chicken, apple smoked bacon, roasted corn, maple blue cheese crumbles, spicy pecans, egg, organic cherry tomatoes, avocado & cranberry dressing

CHICKEN PAILLARD...\$15.99
arugula, feta, diced cucumber, red onion, balsamic olives, cherry tomato aioli

STEAK SALAD...\$17.99
local shrimp, crab, calamari, olive, tomatoes, cucumber, fennel, lemon vinaigrette

ADD ON TO ANY SALAD:
chicken...\$5 | short steak...\$9
shrimp...\$4.50 | turkey...\$7
salmon...\$9

THE CARVERY

selection of the highest quality meats

SHORT RIB.....\$14.99

PRIME RIB.....\$14.99

CORNER BEEF BRISKET.....\$14.99

PASTRAMI.....\$12.99

ROASTED TURKEY BREAST.....\$12.99

BREADS

please select one per seat:

MINI KAISER ROLL | **EYE "THICK CUT"**

WHITE | **GRILLED PITA**

WHOLE WHEAT | **SOFT DOUGH**

6" BOUILLON

SAUCES

please select one sauce per seat:

HORSERADISH SOUR CREAM

BLUE CHEESE FONDUE

BBO

BLACK TRUFFLE MAYO

SALSA VERDE

BURGERS & SLIDERS

Served with choice of fries: skinny, fatty or sweet potato

DOUBLE STACK BEEF BURGER...\$11.99
2 - 6oz. beef patties, lettuce, tomato, onion, no brisole

WEST COAST BURGER...\$11.99
5oz ground turkey, turkey bacon, honey mustard, slaw, avocado

BISON BURGER...\$13.99
ground bison, maple blue cheese, shaved carrot, chutney

THE NEW AMSTERDAM...\$13.99
6 oz. ground beef burger, short rib tartare, onion, onion, pickled

SLIDERS...\$12.99
ground beef burger, caramelized onion, thousand island dressing, mini brisole

PRIME RIB SLIDERS...\$13.99
thick sliced prime rib, wit wit, red onion, thousand island dressing, pickles

CHICKEN SANDWICH...\$11.99
crispy chicken patties, roasted tomato, mozzarella cheese, shredded iceberg lettuce, balsamic glaze

SCALLOPS BLT SLIDERS...\$13.99
applewood smoked bacon, roma tomato, shaved romaine, maple aioli

PASTA-MINI...\$12.99
mini brisole, pickled, brat, swiss cheese

P.U.B. FAVORITES

FOOT LONG ARTISANAL HOT DOG...\$12.99
100% all-beef kosher hot dog, brisole roll, cheddar, chopped scallions, crispy skinny fries

GRILLED BOLOGNA...\$11.99
artisanal made bologna, white bread, mozzarella, kettle chips, cheddar chip coulis

GRICHEBACON...\$11.99
the workweek, grilled cheese sandwich, creamy brie cheese, double smoked bacon, tomato, slaw, fries

RANGERS & MASH...\$16.99
grilled sausage, creamy mashed potato, cabbage

NEW ENGLAND FISH & CHIPS...\$16.99
house made tartar, chips, cole slaw

VEGGIE MUFFULETTA...\$12.99
grilled portobello, roasted red pepper, grilled zucchini, pickled vegetables, red onion, salsa verde, mozzarella cheese, house roll, pickled vegetables

SKIRT STEAK...\$17.99
olive oil roasted crust, prime rib chili, cheddar cheese fondue, "fries", TJ BBQ

PAN SEARED SCALLOPS...\$29.99
scrumptious puree & warm salad, shared bread, crispy pancetta, toasted potatoes

GRILLED SWORDFISH...\$29.99
peppercorn crusted swordfish, asparagus, balsamic butter sauce & crab salad

SALMON...\$25.99
peppercorn crusted filleting potato, grilled asparagus, lemon butter sauce & lobster salad

CAST IRON FILET MIGNON...\$34.99
5oz. dry aged prime rib, wit wit, red onion, thousand island dressing, pickles

BROWN SUGARED RIB EYE...\$32.99
cilly peppercorn crusted potatoes, honey balsamic, organic, red jus

ORGANIC CHICKEN POT PIE...\$16.99
thick and juicy, peas & carrots, chicken velvet

SHEPHERD'S PIE...\$15.99
beef & pork, peas, organic corn, cheddar mashed potato

BROWN BUTTER LORSTER ROLLS...\$20.99
freshly shucked maine lobster, warm brown butter aioli, house made slaw, kettle chips

SEAFOOD FRA DIAVOLO...\$25.99
scallops, mussels, clams, spicy tomato sauce with panna pasta

SPAGHETTI...\$18.99
with choice of sausage or meatballs with fresh basil and roasted tomato sauce

FLAT BREADS ...\$9.99

BRONX BOMBER
roasted tomato sauce, mozzarella, pepperoni

MARGARITA
roasted tomato sauce, mozzarella, fresh basil

FIG AND PROSCIUTTO
crispy rosemary crust, fig balsamic jam, parmesan cheese

MEATBALL PARMIGIANO
veal, pork, beef, roasted tomato sauce, fresh mozzarella cheese

MEDITERRANEAN
black olive tapenade, artichokes, red onion, roasted red bell pepper, feta cheese, local arugula

SHRIMP AND CHORIZO
mushrooms, horseradish, scallions

1/2 FLATBREAD & SOUP OR SALAD
Our Choice of Tomato Fridge, Beef Chili, Caesar Salad, or World Green Salad
\$1.00 additional Charge for Chopping Fig & Prosciutto, Mediterranean or Shrimp & Chorizo Flatbreads

PANNINIS ...\$9.99

Served with choice of: skinny fries, fatty fries or sweet potato fries, soup or salad

ROASTED PORTOBELLO PANINI
garlic & rosemary baked portobello mushrooms, mozzarella, tomato, & caramelized onion

TURKEY CLUB PANINI
applewood smoked bacon, lettuce, tomato, mayo

CAPRESE CHICKEN PANINI
grilled chicken, quinoa, roasted tomatoes, mozzarella, basil aioli

Not all ingredients are listed. Please inform your server of any allergies. Consuming raw or undercooked seafood or meat can increase your risk for food borne illness. www.theenglishtap.com

Note: A service gratuity of 20% will be added to all parties of 5 or more

ACTION-ORIENTED COLLABORATIVE TASKS

Relevant descriptors from the CEFR Companion Volume (activities in black; strategies in blue)

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) the main points made in clear, well-structured texts (in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times. Ca
Translating a written text in speech	B1	Can provide an approximate oral translation (into Language B) of clear, well structured informational texts (written in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times.
Adapting language	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge	B1	Can show how new information is related to what people are familiar with by asking simple questions.

A plurilingual variation

Plurilingual comprehension	A2	Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <i>different languages</i> .
Plurilingual comprehension	B1	Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i> .

The following menu may facilitate plurilingual mediation as one or both of the students at the table may know (at least some of) the second language (here: French), and/or simply use it to try and decode and supplement the English version.

English Country Kitchen			
ENTRÉES Soupe du jour 6,00€ Camembert Rôti au miel et sa tranche de lard grillé 7,00€ Pain grillé à l'ail 3,80€ Beans on toast 5,50€ Poêlée de foies de volaille aux champignons 7,00€ Œuf cocotte à la crème et au bacon 6,00€ Petite salade de chèvre chaud, choux pickles 7,00€		STARTERS Soup of the day 6,00€ Roasted camembert with a slice of grilled bacon 7,00€ Garlic bread 3,80€ Beans on toast 5,50€ Stirfry of chicken livers with mushrooms 7,00€ Baked egg with cream and bacon 6,00€ Salad with warm goat cheese, pickled cabbage 7,00€	
PLATS (garniture incluse) L'assiette Anglaise (roti de bœuf froid, charcuterie, légumes et fromages, Garden mint Marmelade) 13,00€ L'assiette Anglaise végétarienne (Saucisse végétarienne et assortiment de légumes, fromages, Garden Mint marmelade) 13,00€ Fish & chips 13,00€ Rumsteck simmental 14,00€ Burger ECK 13,50€ Poisson du jour 14,00€ Confit de Canard et sa gelée de cassis 13,50€ Salade caesar 11,50€ Bruschetta de chèvre chaud, choux pickles 11,50€ Tourte bœuf et champignons 13,50€		MAIN COURSES (sides included) English Plate (Cold roast beef, cooked meats, vegetables, cheese, Garden mint Marmelade) 13,00€ English Plate vegetarian (Vegetarian sausage and mixed vegetable, cheese, Garden Mint marmelade) 13,00€ Fish & chips 13,00€ Simmental rump steak 14,00€ ECK Burger 13,50€ Fish of the day 14,00€ Duck confit with blackcurrant jelly 13,50€ Caesar salad 11,50€ Hot goat's cheese bruschetta, pickled cabbage 11,50€ Beef and mushrooms pie 13,50€	
GARNITURES au choix (supplément 3,80€) Pommes de terre rôties à la graisse de canard Purée de pois cassés Frites maison Haricots verts		DESSERTS Tartes aux deux noix 6,80€ Victoria sponge 6,50€ Cheese cake (gluten free) 6,50€ Coulant chocolat (gluten free) 6,00€ Café gourmand 7,80€ Cookie 2,50€ Scone (accompagné de clotted Cream et de confiture) 2,00€ Assiette de fromage (FR et UK) 7,00€	
DESSERTS Double pecan pie 6,80€ Victoria sponge 6,50€ Cheese cake (gluten free) 6,50€ Classic chocolate lava cake (gluten free) 6,00€ «Café gourmand» 7,80€ Cookie 2,50€ Scone (with clotted Cream and marmelade) 2,00€ Cheese platter (FR et UK) 7,00€		SIDE ORDERS (surcharge 3,80€) Duck fat roasted potatoes and roasted bacon cubes Mushy peas Homemade chips Green beans	

ACTION-ORIENTED COLLABORATIVE TASKS

ACTIVITY 4

Mediating a text: Processing a text in writing

Mediating concepts: Collaborating to construct meaning

This activity practises writing first and then spoken production/interaction. Once again mediation activities act as a powerful support.

Considering the complexity of the text and of what is required from the students, the work needs to be organized in different phases. And the languages used should include both L1 and L2: L1 for detailed comprehension in a collaborative mode, and L2 (English) for the production phase (summary and debate). This activity involves individual and collaborative work, followed by a class debate.

- **Planning/preparation:** This is a global comprehension followed by detailed comprehension. Students will help each other to decode the sense of the text (using L1 as well as L2) and then to express it in their own words in L2 (English). The collaborative aspect lies in selecting information, explaining difficult words, making sense of difficult ideas and constructions. They will mainly practice (in L1) different mediation strategies in this phase.
- **Execution phase:** In class or at home, Students individually summarize the text in approx. 150 words. The summary will be used as a basis for the following debate, so the information needs to be selected and reorganized appropriately. This phase will be in L2
- **Production phase (Text Variant 2 only):** Students need to present the issue, take a position concerning the issue and express their opinion. This phase will also be in L2.

Relevant descriptors from the CEFR Companion Volume (activities in black; strategies in blue)

Processing text in writing	B1+	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.
Processing text in writing	B2	Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.
Processing text in writing	B2+	Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.
Streamlining a text (Strategy)	B2	Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them.
Amplifying a text (Strategy)	B2	Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.
Adapting language (Strategy)	B2	Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.
Adapting language (Strategy)	B1+	Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.
Facilitating collaborative interaction	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	B1	Can ask a group member to give the reason(s) for their views. Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
	B1+	Can use questions, comments and simple reformulations to maintain the focus of a discussion.

ACTION-ORIENTED COLLABORATIVE TASKS

Text variant 1: An unusual incident

<https://www.telegraph.co.uk/news/earth/earthnews/4411057/Dinosaur-dung-stolen-from-Natural-History-Museum.html>

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Dinosaur dung stolen from Natural History Museum

Thieves stole a lump of fossilised dinosaur dung from the Natural History Museum in London, it has been revealed.

By Richard Gray, Science Correspondent



The Natural History Museum

When staff at the Natural History Museum noticed that one of their exhibits had disappeared, it seemed reminiscent of the 1970s comedy film *One of Our Dinosaurs is Missing*.

The thieves, however, must have been disappointed when they realised that what they had smuggled out was not a valuable piece of dinosaur skeleton but a piece of 65-million-year-old fossilised dung.

Details of the theft have been revealed for the first time in a list of specimens that have been stolen or lost from the London museum's collection over the past five years. Among the other items taken thieves were 167 scarab beetles originating from South America, and a centipede. Another 25 scarab beetles were stolen from a car in Vienna while they were on loan to a museum in the city.

The three-inch piece of fossilised dinosaur dung, or coprolite as they are known, was stolen while it was secured on display in a clamp in 2006. It is believed to have come from a plant-eating dinosaur known as titanosaurus, which grew to more than 30 feet in length and weighed about 13 tons. Police were informed of the theft but no further action was taken.

A spokesman for the museum said it was impossible to put a value on the dung. Experts said that if it was a proven piece of dinosaur dung it could have been quite valuable.

Professor Richard Lane, director of science at the Natural History Museum, said: "All of the items in the collections are of scientific and national value and many are literally priceless.

"Like works of arts they are completely unique and so cannot be compared to anything else. Consequently it is of great regret when items are stolen or lost.

"It is true that an item of fossilised dinosaur dung was stolen from the Dino Jaws exhibition; one might question what the thief would do with this."

The museum has more than 3.8 million visitors a year. Since 2004 eight exhibits have been either lost or stolen. In 2005 an entire draw of butterflies was lost while being moved from the museum's entomology building, and a parcel of 50 mosquitoes lost in the post.

Around 22 conodonts, fossils of extinct eel-like creatures, were lost when a box was knocked over and they were hoovered up.

A stuffed grey squirrel was stolen while on display at the National Museums Scotland in Edinburgh in December 2006. Almost exactly a year later a red squirrel was stolen from the same location.

ACTION-ORIENTED COLLABORATIVE TASKS

Text variant 2: A controversial issue
(using a text as the basis for debate in small groups)

India Supreme Court: “It is Legal to be Gay”

September 10, 2018
Plain English Version



A pride march last year in New Delhi. Photo Credit: Rebecca Conway for The New York Times

The entire India Supreme Court struck down a law that banned gay sex. The Chief Justice wrote that the law was wrong in every way. Observers said It is a giant step forward.

The news swept through India. On the steps of the courthouse in Bangalore, people danced, kissed and hugged. In Mumbai, human rights activists showered themselves in a blizzard of confetti.

The Justices said gay sex is not a criminal act. But they went further. They ruled that gays are to have all the protections of the Indian Constitution.

Observers said the ruling is significant for many reasons. India has more people than any country but China. The ruling may show the way for other nations to follow.

Change is not easy in India. Same-sex marriage still may be far off. Arranged marriages are common. Families shun members who defy tradition. Many gay people face the outrage of their parents.

There is another side to India's view of gay sex. Most of the people in India are Hindus. Hindu tradition is tolerant of same-sex love. Centuries-old Hindu temples show erotic encounters between members of the same sex.

That tolerance changed under British rule. In the 1860s, the British introduced Section 377 of the Indian Penal Code. It imposed up-to a life sentence on “whoever voluntarily has carnal intercourse against the order of nature.” Authorities enforced the law in cases of sex between men. It was also extended to anybody caught having anal or oral sex.

More gay Indians have “come out” in recent years. Acceptance of gay, lesbian and transgender people has grown. But the fact that intimate behavior was still considered criminal created much shame.

ACTION-ORIENTED COLLABORATIVE TASKS

ACTIVITY 5

Mediating a text: Processing a text in speech

Mediating concepts: Collaborating to construct meaning

This theme of this activity is the environment or the notion of sustainability. It can be done in two languages or within the same language. Students can be divided into pairs, with student A watching video A and student B watching video B. The same could be done with two written texts on the same issue. Each student reports to the other and this is followed by discussion in a larger group.

Phase 1: Mediating for oneself, constructing meaning – and notetaking.

Phase 2: Mediating a text for others (the content of the interview/talk, the problems that are dealt with)

Phase 3: Mediating concepts in collaborative discussion. Pairs join up to form groups of four for the discussion. The discussion task could be to agree a proposal for raising awareness at the school level, or a joint letter of protest about a particular issue to the appropriate authorities, exploiting the information and arguments. This discussion could also lead into a whole class debate and/or a written reflection on the problem of a more personal nature.

Relevant descriptors from the CEFR Companion Volume

Phase 1

Notetaking	B2	Can take accurate notes (<i>in meetings and seminars</i>) on most matters likely to arise within his/her field of interest.
	B1+	Can take notes (<i>during a lecture</i>) which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the (<i>lecture</i>) is clear and well structured.

Phase 2

Processing text in speech	B2	Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).
	B1	Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided standard language is used and that he/she can listen several times. Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.

Phase 3

Collaborating to construct meaning	B2	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. Can further develop other people's ideas and opinions. Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.
	B1	Can ask a group member to give the reason(s) for their views. Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
Encouraging conceptual talk	B2	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. Can ask people to explain how an idea fits with the main topic under discussion. Can build on people's ideas and link them into coherent lines of thinking.
	B1	Can ask why someone thinks something, or how they think something would work.

ACTION-ORIENTED COLLABORATIVE TASKS

The issue



15-minute video on the findings of the latest Climate Change conference (IPCC)
https://www.youtube.com/watch?time_continue=40&v=onlLqIG3rvU

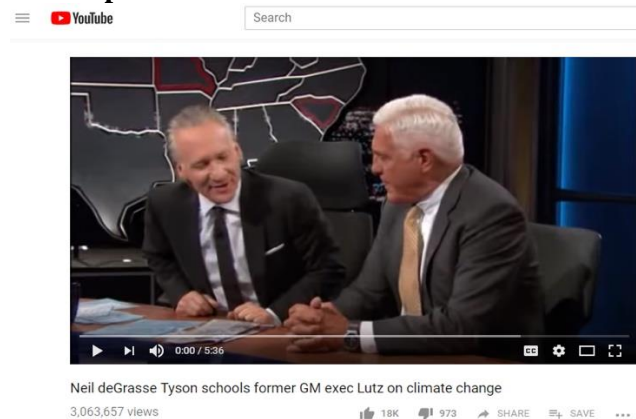


11-minute TED talk by Greta Thunberg
<https://www.youtube.com/watch?v=H2QxFM9y0tY>

Optional

Add two more videos – on sceptics – with each group of four watching a different video.

The sceptics



5-minute video talk show discussion with a climate change denier.
https://www.youtube.com/watch?v=Klgp_qDiRhQ



6-minute video with Jordan Peterson who thinks it's too complicated to solve.
<https://www.youtube.com/watch?v=pBbvehbomrY>

ACTION-ORIENTED COLLABORATIVE TASKS

ACTIVITY 6

Mediating a text: Processing a text in speech

Mediating concepts: Collaborating to construct meaning

Addressing an audience: Giving a plurilingual presentation

Travelmania: This activity is a project that requires 4 or 5 lessons. It is one of a series of activities for plurilingual lessons developed in Austria². It is an activity in which students in the same class who chose a different second foreign language (L3) could work together to create a joint product that represents their pooled linguistic resources.

Over 3-4 lessons, students who have chosen different L3s work in pairs to research the web in order to prepare a 1-week trip. They put together a plurilingual dossier and 10-minute presentation for travel agencies (played by teachers) and potential customers (played by students). Throughout the project, they both use the L2 (English), and in addition one learner also uses their L3 (e.g. French) and the other student uses their different L3 (e.g. Italian).

Phase 1: Mediating concepts in collaborative discussion: Each pair discusses how to approach the task, what information to find, how to organize the work.

Phase 2: Mediating for oneself, constructing meaning – and notetaking: Both students research in the L2 (or in language of schooling and L2) and also each researches in their L3 – each taking notes and collecting material.

Phase 3: Mediating a text for others: Each learner reports on the sources information they have found; Mediating concepts in collaborative discussion: Each pair plan and create their trilingual dossier and presentation.

Phase 4: Plurilingual presentation: The presentation involves all three target languages (here English, French and Italian) and includes a PowerPoint and a folder. Following each presentation, there are questions from the travel agents (teachers) about various details of the proposed trip.

Relevant descriptors from the CEFR Companion Volume

Phase 1:

Facilitating collaborative interaction with peers	B2	Can help define goals for teamwork and compare options for how to achieve them.
	B1+	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
	B1	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.
Building on plurilingual repertoire	B2	Can make use of different languages in his/her 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.

² The context is the introduction of an optional Certificate of Plurilingualism. The plurilingual lessons can be found at https://www.cebs.at/home/plurilingualism/plurilingual_lessons/. The Framework for the 15-minute oral test for the certificate is available at: https://www.cebs.at/wp-content/uploads/2019/05/Austrian_framework_plurilingual_oral_exams-Druckausgabequalit-1.pdf

ACTION-ORIENTED COLLABORATIVE TASKS

Phase 2:

Plurilingual comprehension	B2	Can use his/her knowledge of contrasting genre conventions and textual patterns in <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.
	B1	Can use what he/she has understood in <i>one language</i> to understand the topic and main message of a text in <i>another language</i> (e.g. when reading short newspaper articles in different languages on the same theme). Can extract information from documents in <i>different languages</i> in his/her field (e.g. to include in a presentation).
Notetaking	B2	Can take accurate notes (<i>in meetings and seminars</i>) on most matters likely to arise within his/her field of interest.
	B1+	Can take notes (<i>during a lecture</i>) which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the (<i>lecture</i>) is clear and well structured.

Phase 3:

Processing text in speech	B2	Can summarise (in Language B) the important points made in longer, complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.
	B1+	Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.
	B1	Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written/signed interview, magazine article, travel brochure). Can summarise (in Language B) the main points made in long texts delivered orally (in Language A) on topics in his/her fields of interest, provided that he/she can listen or view several times
Collaborating to construct meaning	B2	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.
	B1+	Can use questions, comments and simple reformulations to maintain the focus of a discussion
Processing text in writing	B1+	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.
	B1	Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided spoken/signed texts are clearly articulated.

Phase 4:

Building on plurilingual repertoire	B2	Can alternate between languages in his/her plurilingual repertoire in order to communicate specialised information and issues on a subject in his/her field of interest to different interlocutors.
Addressing audiences	B2	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow-up questions with a degree of fluency and spontaneity that poses no strain for either himself/herself or the audience.
	B1	Can give a prepared straightforward presentation on a familiar topic within his/her field that is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow-up questions, but may have to ask for repetition if the delivery is rapid.