

## SAMPLE SCENARIO TEMPLATE

SCENARIO:	DOMAINS:	CEFR LEVEL:
DESCRIPTORS (ACTIVITIES– THE WHAT): <i>Production, Reception, Interaction, Mediation</i>	DESCRIPTORS (COMPETENCES – THE HOW): <i>Linguistic, Socio-linguistic, Pragmatic</i>	
DESCRIPTORS (PLURILINGUAL AND PLURICULTURAL)		
TASK:		
LINK TO CURRICULUM USED IN YOUR INSTITUTION (IF APPLICABLE):		

Note: General Competences (i.e., declarative knowledge, skills and know-how, existential competence, and ability to learn) are always combined with language competences (i.e., linguistic, sociolinguistic, and pragmatic) to complete a task. Although there are not descriptor scales for general competences, they are an important component of language proficiency.



## **GUIDELINES FOR CREATING AN ACTION-ORIENTED TASK**

- Learners are 'social agents' in an authentic social context
- Action is purposeful with real-life application
- There is a clearly communicated goal to be accomplished that results in a product or outcome
- Learners process authentic, real-life texts and experiences
- There are conditions and constraints (e.g., that promote critical and creative thinking)
- Learners work collaboratively, helping the progress of others
- Learners draw upon their existing and newly developed competences
- Learners make choices and think and act strategically

Piccardo, E., Hunter, D. (2021, March 9). *Bringing the new CEFR Companion Volume to Life in the Classroom* [Google Slides]. CASLT