



Integrated Reading and Writing Support in Vocational Education

VG-SPS-RP-15-36-013584

Intellectual Output 5: Scenario-based reading and writing classroom materials

Scenarios from different vocational areas tried and tested in classroom



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August 2017



This report was written as part of the ERASMUS+ project *Integrated reading and writing support in specialised teaching for vocational training*, KA 2 collaboration to promote innovation and exchange best practices. Strategic partnerships in the field of school education. Project number VG-SPS-RP-15-36-013584. The report is based on the methodology used in the project.



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Erasmus+

This project was funded with support from the European Commission. The responsibility for the contents of this publication reflects solely the views of the author. The commission is not liable for any further use of the information contained therein.

Outputs of the project

Overview of the outputs which have been created in the project “Integrated Reading and Writing Support in Vocational Education”, the present output is marked in bold letters and blue color, other outputs are in grey::

Output 1: Report impact reading writing (cancelled)

Output 2: Framework “Integrated reading and writing support in vocational education”

Output 3: Needs & evaluation instruments

Output 4: Guidelines – Planning reading and writing activities within scenario-based learning in VET

Output 5: Scenario-based reading and writing classroom materials

Output 6: Workshop for teachers: “Integrated reading and writing support in vocational education”

Output 7: Handbook: “Integrated reading and writing support in vocational education”

Definition of the term *output*: In ERASMUS projects, all intellectual achievements created within the project are referred to as *outputs*.



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Introduction

What is the purpose of the Scenario-based reading and writing classroom materials?

The collection of scenario-based reading and writing classroom materials presented in this document was developed by project participants and tested by teachers in their lessons. The testing phase served the evaluation of the developed materials and was followed by revisions. The scenarios refer to different vocational education fields and can be used as examples and aid for the creation of similar scenarios.

Who could use these materials?

Teachers interested in the scenario-based integrated reading and writing support are invited to use the scenarios in their lessons. The existing scenarios can be adapted to the needs and abilities of different learning groups. When creating new materials, the here listed scenarios can be used as inspiration.

How are these materials related to other project outputs?

Output 5 contains the developed scenarios and teaching materials, which are based on the theoretical and didactic approaches of this project. These can be found in Output 2 “Framework” and Output 4 “Guidelines”. Output 2 “Framework” is the basis of the entire project. It provides the necessary theoretical background in terms of reading and writing concepts and the interaction of these both. Output 4 “Guidelines” is based on the framework and delivers practical aid for teachers.

General Comments

Some of the scenarios are presented without teaching materials for copyright reasons. In many cases, existing materials from textbooks and other sources can be used to create scenarios. Thus, a scenario can refer to the contents of a textbook or integrate existing worksheets.

In order to make them easier to find, the scenarios were classified into the following categories: Craft & Technology, Economy & Administration and General Education. In addition, all scenarios were listed together with the corresponding occupational fields.

Country-specific aspects of the scenarios could not always be adequately captured. As a result, there are no translations into the respective national languages of the project participants. In addition to the English version, all scenarios can be found in the language in which they were created and implemented on the project website www.rewrvet.de. The country, where the scenarios come from, appears in brackets next to the scenario titles.



Note: The students should tackle the problem raised in the scenario independently, determine the best strategy for solving the problem, find the necessary tools and distribute the tasks meaningfully across the group. Teachers should only guide learners, in the sense of scaffolding, if they encounter difficulties during the process resulted from the scenario.

In each phase of working with scenarios, the teacher should use support materials and activities, if required. These scaffolding activities are essential for the students' competences development.

For turning learners into strategic readers and writers, teachers need to ensure that they help them to reflect not only on their working outcomes but also on the learning process they have gone through. Reflection in peer groups and classroom is an essential element of scenario-based learning.

When working with scenarios, the teacher's role is different from traditional forms of teaching. The teacher becomes a moderator who supports the learning process.

Teachers should explain and demonstrate new approaches to their learners, practice them together and then gradually pass responsibility on to them.

Teachers should increase the extent of reading and writing tasks in the scenarios, but only with caution and appropriate consideration of professional practice, so that the scenarios do not lose their credibility and thus their motivational influence.

If teachers and students are not familiar with the scenario-based teaching and learning, increase the complexity of the scenario gradually and offer appropriate scaffolding activities.

Students' comments:

- *"...these classes were different... they made me really pay attention to what was going on";*
- *"I felt connected to the lesson";*
- *"...a useful and interesting lesson, I feel that I acquired important information; I liked the fact that it was based on something realistic that could really happen to us";*
- *"...it was like an experiment".*



Scenarios

Description of the scenario: *Participating in a cooking competition (Poland)*

Role of the students': <i>You are a cook working in a restaurant.</i>	
Situation: <i>The president of the town you live in announced a competition for preparing the recipe of the best summer pizza. The winner restaurant will receive the title –“The Best Summer Pizza Restaurant” and the author of the recipe will receive the money prize and the title- The Best Summer Pizza Cook”. You would like to take part in this prestigious competition and in that case promote yourself and the restaurant you work in.</i>	
What is the task of the students': <i>Your task is to create a recipe for a very tasty summer pizza taking into consideration your experience and your intuition as a cook.</i>	
Source: <i>the template of Italian pizza recipe (annex 1)</i>	
Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>15+</i>
Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>Cook (1. grade)</i>
Heterogeneity of students'	<i>Large in terms of</i> <ul style="list-style-type: none">- <i>experience with reading and writing support,</i>- <i>Polish language level.</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1</u> B2 C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none">• <i>Recognition of the recipe structure</i>• <i>creating an own recipe</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Comprehension of unknown words/expressions Paying attention to key elements of the recipe template, of the typical vocabulary related to verbs, ingredients and tools used to prepare a pizza	The ability to prepare a list of the necessary ingredients needed to prepare the summer pizza Writing an example of summer pizza Writing an email to a colleague for feedback



	(peer feedback)
Which aspects should be focused on in detail?	
Reading the template of the recipe carefully Paying attention to the crucial elements of recipe template Underlining key words / phrases	<ul style="list-style-type: none"> • <i>Preparing a list of ingredients</i> • <i>Writing the own recipe</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • Pre-Reading: <i>discussion about the recipe template, how it should look like, what should be at the beginning at the end; after discussion the students place the recipe in the appropriate order (ss receive the recipe cut into pieces)</i> • Reading: <i>paying attention to the order and keywords of the recipe</i> • After reading – <i>exercise true-false to check the understanding of new vocabulary</i> 	<ul style="list-style-type: none"> • Pre-writing: <i>discussion about the proper ingredients that should be used in the summer pizza recipe; gathering the ideas and preparing the first draft of the recipe</i> • During writing: <i>preparing the first draft of the recipe and sending it to the colleague for feedback</i> • After writing: <i>comparison of recipes made by several students, discussion, reading the feedback of the colleague, editing if necessary</i> <i>Making the final version of the recipe</i>
Combination of reading and writing: What is the added value in the scenario?	
The student can: <ul style="list-style-type: none"> • prepare the own recipe taking into consideration the template of the recipe and the ingredients that are possible to use for summer pizza, reading the feedback to write better/different recipe. 	



Annex 1

Preparation time: 100 min.

Ingredients

(for 3 pizzas with a diameter of 32 cm)

0.5 kg flour

25 g of fresh yeast

300 ml of warm water

2 teaspoons of salt

2 teaspoons of sugar

4 tablespoons of olive oil

A method of preparing

Mix yeast with sugar and 100 ml of warm water, then leave for 10 minutes in a warm place to rise.

In a large bowl, mix flour with salt, then add the yeast prepared earlier and the rest of the water (pour it gradually by kneading the dough, in this way you will control the consistency of the dough). Knead the dough for about 10-15 minutes. It should be fluffy, smooth and elastic. Cover it with a cloth and leave in a warm place to rise for about 40 minutes

Divide the dough into 3 parts, knead each part on a slightly sprinkled surface until the dough becomes smooth, shape the balls, sprinkle with flour and leave to rise for about 20 minutes.

After that time roll out a cake with a diameter of approx. 32 cm (sprinkle with flour) and then put on a baking tray smeared with olive oil. Wait a little more, then put on ingredients, the combination of which is limited only to your imagination.

Preheat oven to a maximum temperature of 250 °C. Insert the baking tray with the prepared pizza on the bottom of the oven. Bake for 10 - 15 minutes, until the sides of the pizza are brown and the bottom is baked.



Description of the scenario: *Choosing the best sale offer (Poland)*

<p>Role of the students': <i>You are an economist in a clothing warehouse specializing in women's clothing (blouses, dresses, pants)</i></p> <p>Situation: <i>The clothing warehouse you work in has received two sales offers for women's clothing. Your boss asked you to analyse each offer and choose the best one.</i></p> <p>What is the task of the students':</p> <ul style="list-style-type: none"> <i>To read two offers</i> <i>To choose the best offer taking into consideration prize and quality of the product</i> <i>To send the information to the boss justifying the choice you made</i> <p>Source: <i>two offers (annex 1, annex 2)</i></p>	
Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>15+</i>
Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>Economist (1. Year)</i>
Heterogeneity of students'	<i>Middle in terms of reading</i> <i>middle in terms of writing</i> <i>different level of Polish language</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1</u> B2 C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> <i>prepares commercial offers and inquiries;</i> <i>keep the procedures regarding the selection of suppliers and the ordering of goods;</i> <i>organizes cooperation with contractors and other entities;</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Paying attention to the key elements of an offer	Writing information about offers to the boss in a legible manner
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> <i>Read the offers carefully to make the</i> 	<ul style="list-style-type: none"> <i>Information sent to the boss should</i>



correct selection of the best one.	clearly justify the made choice.
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • <i>Before reading: brainstorming about information that could appear in the sale offer</i> • <i>While reading: emphasizing the information relevant to each offer</i> • <i>After reading: checking predictions, comparing information from offers by preparing a table, chart, etc.</i> 	<ul style="list-style-type: none"> • <i>Before writing - creating a scoring scheme, assigning points to individual elements of offers</i> • <i>Writing - writing the first version of the note to the boss</i> • <i>After writing -reading the note loudly and getting feedback from another student, writing the final version of the note.</i>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The student can:</p> <ul style="list-style-type: none"> • read the offers, choose a more favourable one for the company and make a note justifying the choice made in a clear, readable form. 	



Annex 1

Offer number 1

Producent Odzieży Damskiej „Szyk”

ul. Zielona 54

45-321 ole



Chiffon blouses - colors: black / white - net price PLN 90

- Cotton blouses - color: red - net price: 60 PLN
- Linen blouses - colors: ecru / white - net price PLN 120
- Shirt blouses - colors: white, black, red, green
- Formal dresses - colors: black / white - price PLN 130
- Chiffon tunics - colored - net price PLN 80
- Wide leg trousers - colors: black / white - net price PLN 120
- Slim, straight leg - colors: black, navy blue - net price PLN 120

All goods are available in all sizes and quantities.

If necessary, we can prepare the above-mentioned goods in other colors than those given.

When purchasing more than 400 items of any goods, we grant a 15% discount.

We guarantee free delivery of goods on the day of shopping above the value of PLN 4,000.

The term of the order is 10 days.

Payment deadline - 21 days from the date of invoice.

Contact person: Anna Wyszomirska awyszomirska@szyk.pl

Tel: 756 218 890



Annex 2

Offer number 2

Producent Odzieży Damskiej „Modna Pani”

ul. Wrocławska 121

45-314 Opole

Tel. 676 786 666

www.modnapani.pl



Chiffon blouses - colors: black, white - net price: 80 PLN

- Cotton blouses - colors: navy, green - net price: 60 PLN
- Linen blouses - colors: white, black - net price: 110 PLN
- Knitted blouses - colors: white, yellow, red, blue, black - net price: 60 PLN
- Formal dresses - colors: black, red, white - price PLN 120
- Chiffon tunics - different colors - net price PLN 90
- Wide leg trousers - black - net price 110 PLN
- Pants with straight legs - black, navy blue - net price PLN 120

All products are available in all sizes.

When buying more than 500 items of any goods, we grant a 15% discount.

We guarantee free delivery of goods on the day of shopping above the value of PLN 4,000.

It is possible to sew goods on special request within 5 working days.

The deadline is 10 days.

Payment deadline: 21 days from the date of invoice.

Contact person: Janina Maj janinamaj@modnapani.pl

Tel: 555 989 549

Monday-Saturday from 8:00 to 16:00



Description of the scenario: *Repairing a computer (Poland)*

<p>Role of the students': <i>You work in a company that implements computer hardware repair orders.</i></p> <p>Situation: <i>You have received an order from one of the Opole primary schools to remove a computer problem in the school's office. The headmaster of the school described what are the computer problems.</i></p> <p>What is the task of the students':</p> <p><i>Your task is to execute the order and prepare written documentation of the repair.</i></p> <p>Source: <i>the School Headmaster's request</i></p>	
<p>Length of scenario (min or hours or lessons)</p>	<p><i>2 hours (2 x 45 min)</i></p>
<p>Age of students</p>	<p><i>15+</i></p>
<p>Educational background of the students</p>	<p><i>Junior high school</i></p>
<p>Educational programme / Field of application (subject or curricula)</p>	<p><i>IT specialist (1. Year)</i></p>
<p>Heterogeneity of students'</p>	<p><i>Middle in terms of reading</i></p> <p><i>middle in terms of writing</i></p>
<p>Average language level of the students (CEFR)</p>	<p>A1 A2 B1 <u>B2</u> C1 C2</p>
<p>What are the content goals of the scenario?</p>	<p><i>locates and removes hardware damage to the components of a personal computer;</i></p> <ul style="list-style-type: none"> • <i>locates and removes operating system</i> • <i>locates damage to peripheral devices of a personal computer;</i> • <i>prepares a schedule of work related to the location and removal of personal computer malfunctions;</i> • <i>selects diagnostic and monitoring software for the personal computer;</i> • <i>recovers user data from the personal computer;</i> • <i>creates copies of data security;</i> • <i>formulates recommendations for the user after repairing the personal computer;</i> • <i>prepares a cost estimate for the repair of the personal computer.</i>



What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Careful reading of the order text will allow the student to perform the task of repairing the computer	Describing very precisely what tasks have been done to complete the order.
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> Analysis of the described problems with the computer will allow the correct execution of the order. 	<ul style="list-style-type: none"> <i>The description should be precise but comprehensive.</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> Before reading: discussion about possible defects that may appear in the school's office, suggestions on possible defects While reading: pay attention to the above mentioned defects and scope of work, highlighting them with a coloured marker pen After reading: checking predictions, planning repair work, arranging them in the right order 	<ul style="list-style-type: none"> Before writing: think about the form of documentation (table, bullets ...) using the material developed after reading the order Writing: preparation of the initial version of the document After writing: loud reading of the text and selection of all elements included in it, preparation of the final version of the document.
Combination of reading and writing: What is the added value in the scenario?	
<p>The student can:</p> <ul style="list-style-type: none"> read the order, remove defects and describe the subsequent stages of the work in writing. 	



Annex 1

Publiczna Szkoła Podstawowa 31
ul. Morcinka 1a, 45-750 Opole

Opole, 12.01.2017.

Komputerex

ul. Krakowska 12

45-220 Opole

Request

According to the agreement ZP4 / 2016/31, I am asking you to diagnose and remove the defect that appeared on the computer post at the school's office.

The computer has a Microsoft Windows XP Professional operating system, the Microsoft Office 2000 office suite and the ESET Smart Security antivirus program.

The computer is used by the secretary who uses it from 7:00 to 12:00 and by the HR who uses it from 12: 00 to 4:00 p.m. This computer is very important as there are very important data necessary for the proper functioning of the school. The problem concerns two folders - Students, Teachers. At the moment you can not open them. When you click on the icon, the message "The file can not be found" appears. Maybe it was removed or moved. "

The secretary uses the Administrator account (this is an account with administrator rights, access password is in the documentation) and during diagnostic work, please create two system accounts named Office (account with administrator rights) and HR (account with system restrictions).

The secretary has also problems with the printer, which does not always print properly. There is, therefore, the danger of a computer being infected. In addition, the secretary can not open some Excel files that at the end of the week should be filled and sent back to the Board of Education.

After diagnosing and removing the defect, please indicate any recommendations to improve your work with the computer.

Regards,

Anna Kowalska

Headmaster



Description of the scenario: *Writing an offer (Poland)*

<p>Role of the students': <i>You are a landscape architecture technician.</i></p> <p>Situation: <i>You work in a gardening company, which received an order for making wooden pots with planting in them. The boss asked you to take care of this order and prepare a written answer for the client.</i></p> <p>What is the task of the students':</p> <ul style="list-style-type: none"> - <i>Reading the order</i> - <i>thinking about the realisation of the order</i> - <i>preparing a written answer for the client</i> <p>Source: <i>the written order of the client (annex 1)</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>17+</i>
Educational background of the students	<i>Junior High school</i>
Educational programme / Field of application (subject or curricula)	<i>Landscape architecture technician (1.year)</i>
Heterogeneity of students'	<i>Middle in terms of reading</i> <i>middle in terms of writing</i>
Average language level of the students (CEFR)	A1 A2 B1 <u>B2</u> C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>calculating the amount of material</i> • <i>costing</i> • <i>preparation of materials for making plant decorations</i> • <i>planting plants</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Paying attention to all key words and expressions important to the order.	Preparation of a written response for the client taking into account all data included in the order
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • Selective reading: finding the main in- 	<ul style="list-style-type: none"> • Preparation of an offer satisfying the



formation/wishes of the client <ul style="list-style-type: none"> viewing the picture of the house and garden 	client corresponding to the order.
Which strategies are going to be trained / applied?	
Reading	Writing
<i>Before reading: discussion about the picture of the house and garden paying attention to keywords / key phrases, hypotheses about changes that can be made around the home</i> <i>During reading: paying attention to key expressions</i> <i>After reading: analysis of predictions</i>	<i>Before writing: discussion about the content of the offer for the client, preparing the plan in points</i> <i>Writing: writing the offer - the first version</i> <i>After writing: loud reading of the written text and discussion with the boss; writing the final version of the text</i>
Combination of reading and writing: What is the added value in the scenario?	
The student can: <ul style="list-style-type: none"> prepare the answer for the client taking into consideration the received order and the photo. 	



Annex 1

From: jan.kowalski@onet.pl

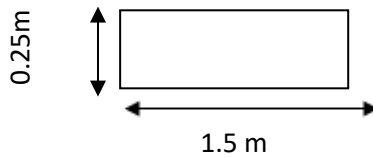
To: arenda.arena@gmail.com

Good morning,

My name is Jan Kowalski. Around my family house I would like to plant seasonal flowers in pots. Initially, I was thinking about the variety of flowers and colours but maybe it will be better if the colour of the flowers will be in harmony with the colour of the facade of the house and the surroundings. The house is painted in two shades of beige. The backyard is covered with beige paving stones, in which I would like to put two flower pots with seasonal flowers in five places. Around the stoned surface there is a strip of ground on which bushes are planted, and around the fence there is a strip of grass.

Summing up my order is:

- preparation of 10 rectangular wooden pots with the dimensions given below



Filling the pots with fertile soil

- Putting seasonal plants in each pot: blue pansies in the amount of 60 pieces per one pot. It seems to me that the blue colour of flowers will be suitable for the surrounding described on the photo I attached.

Please send me first the calculation of the costs.

Maybe you have another idea how to make my house surrounding more green.

I will be grateful for any hints.

Regards,

Jan Kowalski



Description of the scenario: *Making a calculation* (Poland)

<p>Role of the students': <i>You are a baker working in a very large bakery.</i></p> <p>Situation: <i>The bakery in which you work has received an order for the preparation of 200 wheat rolls and one harvesting bread with a request for a pricing.</i></p> <p>What is the task of the students':</p> <p><i>The head of the bakery asked you to take care of the order making a list of the necessary ingredients, calculating the amount of them. Finally your task is to make a note to the head of the bakery in the form of a table containing the list of ingredients, their amount and price list.</i></p> <p>Source: <i>order written as an e-mail (annex 1)</i></p>	
<p>Length of scenario (min or hours or lessons)</p>	<p><i>2 hours (2 x 45 min)</i></p>
<p>Age of students</p>	<p><i>15+</i></p>
<p>Educational background of the students</p>	<p><i>Junior high school</i></p>
<p>Educational programme / Field of application (subject or curricula)</p>	<p><i>Baker (1. Year)</i></p>
<p>Heterogeneity of students'</p>	<p><i>Large in terms of experience with reading and writing support, Polish language level</i></p>
<p>Average language level of the students (CEFR)</p>	<p>A1 A2 <u>B1</u> B2 C1 C2</p>
<p>What are the content goals of the scenario?</p>	<ul style="list-style-type: none"> • <i>recognizes raw materials, food additives and extra materials used in the production of bakery products</i> • <i>calculates the amount of raw materials and extra materials for given assortments of bakery products based on recipes</i>
<p>What are the students' reading and writing skills to be fostered?</p>	
<p>Reading:</p>	<p>Writing:</p>
<p>Comprehension of unknown words/expressions</p> <p>Paying attention to key elements of the order</p>	<p>The ability to prepare a list of the necessary ingredients needed to prepare the order</p> <p>Calculating the amount of ingredients necessary to make the order in a transparent manner</p>
<p>Which aspects should be focused on in detail?</p>	
<ul style="list-style-type: none"> • <i>Selective reading: finding the main in-</i> 	<ul style="list-style-type: none"> • <i>Preparing a list of ingredients</i>



<p>formation/wishes of the client</p> <ul style="list-style-type: none"> • Underlining key words / phrases 	<ul style="list-style-type: none"> • making a note-table
<p>Which strategies are going to be trained / applied?</p>	
<p>Reading</p> <ul style="list-style-type: none"> • Pre-Reading: using the image of the harvest crown as an introductory element in the harvest festivities discussion, brainstorming about the typical vocabulary of this subject, determining the role of the bakery • Reading: paying attention to the key-words of the order • After reading - discussion about the ingredients needed to prepare the order, visualization in the form of a mind map divided into bread and rolls 	<p>Writing</p> <ul style="list-style-type: none"> • Pre-writing: creating the table, number of columns, using the mind map to complete the column on ingredients, • During writing: very accurate description in the table of ingredients and their quantities and prices • After writing: comparison of tables made by several students, discussion, editing if necessary' making the final version of the note-table
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The student can:</p> <ul style="list-style-type: none"> • on the basis of the received order prepare a note-table containing a list of ingredients and calculation of the order price 	



Annex 1

Annex 1: e-mail

From: antonimaciejewski@op.pl

To: piekarnia.bochenek@wp.pl

My name is Antoni Maciejewski. As a starost of this year's harvest festival in our commune, I would like to ask if your bakery can take the following order:

- 200 wheat rolls weighing 100 dkg
- 1 rye bread or rye-wheat bread weighing 2.10 kg for the harvest festival, which will take place on 20th September, 2016 at 11:00.



<https://pl.wikipedia.org/wiki/Kajzerka>

The roll should be round and look similar to the one shown in the picture.

Sprinkle half of the rolls on top with poppy seed and the other half with sesame or sunflower seeds.

Rolls should be well baked.

The bread should be round or alternatively square. The tray on which it will be put is 40cm-45 cm.

It should be produced using natural methods, like in the times of our grandmothers, i.e. sourdough with the participation of multi-phase fermentation.

Bread should maintain long freshness, taste and smell. Please, decorate the bread in a similar way to the one shown in the picture. Also sprinkle the bread with sesame seeds / sunflower seeds.



https://commons.wikimedia.org/wiki/File:Rok_obrz%C4%99dowy_z_Wikipedi%C4%85_w_Nowej_Wsi_Reszelskiej_-_chleb_do%C5%BCynkowy.jpg

Please send me the information until August 4, 2016.

Best regards

Antoni Maciejewski



Description of the scenario: *Preparing a party concept (Poland)*

<p>Role of the students': <i>You are a waiter working in a very popular and exclusive restaurant.</i></p> <p>Situation: <i>The restaurant in which you work has received the order for a formal official party with the participation of guests from six partner cities from Europe. Each delegation consists of four people, the Polish side is represented by six people from the City Hall. The party will start at 19:00 with the aperitif. Then, there will be a festive dinner during which speeches of the representative of each delegation are planned. The restaurant owner asked you and another waiter to prepare a written concept of how to organise the party.</i></p> <p>What is the task of the students':</p> <ul style="list-style-type: none"> - <i>reading the received order</i> - <i>thinking about the organisational issues of how to prepare the party</i> - <i>writing a concept and sending it to the owner of the restaurant.</i> <p>Source: <i>writing order from the City Hall office (annex 1)</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>15+</i>
Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>waiter (1. Year)</i>
Heterogeneity of students'	<i>Middle in terms of reading</i> <i>middle in terms of writing</i> <i>different level of Polish language</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> B2 C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>distinguishes between job positions and waiter work systems</i> • <i>selects devices and tableware as well as service equipment for serving drinks and dishes</i> • <i>chooses the methods of serving dishes and drinks</i> • <i>develops menu cards</i> • <i>plans and organizes the service of special events</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:



<ul style="list-style-type: none"> • Paying attention to key elements of the order, menu analysis 	<ul style="list-style-type: none"> • The ability to prepare a concept related to a customers' order.
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • Selective reading: finding main information/wishes of the client • Underlining key words / phrases 	<ul style="list-style-type: none"> • <i>Preparation of the concept</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<p>Before reading: discussion about order, its key elements, and the structure of the text and key words</p> <p>During reading: paying attention to the key words on which the way of preparing the party will be dependent</p> <p>After reading: consolidation of the vocabulary, searching for links between the order and the offer of the restaurant.</p>	<p>Before writing: discussion of the menu, setting the table based on the text read, gathering ideas, analysing them, drawing up mind map</p> <p>Writing: writing a concept according to the customers' order</p> <p>After writing: feedback between students, discussion, writing the final version of the concept.</p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The student can: on the basis of the received order prepare a concept for the implementation of works related to the reception service taking into consideration the clients' wishes, his/her organisational skills, offer of the restaurant and the kind of the party.</p>	



Annex 1

Opole. 12.04.2016r.

Restauracja „ Nad Odrą”

ul. Piastowska 27

Opole

I am asking you to prepare a party for the official visit of the delegation of six Opole partner cities, which will take place on 14 July 2016. Each delegation consists of four people from City Offices from Bruntal, Bonn, Carrara, Kuopio, Grasse, Székesfehérvár. The Polish side is represented by six people from the City Hall of Opole.

The party should start at 7:00 p.m. from the aperitif. Then we propose a festive dinner, during which one representative of each delegation will give short speeches.

The party should take place in a room with an area of approx. 100 m².

Please prepare the menu and select the person responsible for organizing the party in order to arrange details.

Regards,

Małgorzata Sarnicka

Foreign Cooperation office



Description of the scenario: *Creating a blog – photography (Poland)*

<p>Role of the students': <i>You are an employee of a photography store who is responsible for running the blog.</i></p> <p>Situation: <i>Your task is to write an article on the blog about the protection of photographic equipment against adverse weather conditions.</i></p> <p>What is the task of the students': <i>The article must contain information about the accessories that are available in the store. They must be linked to the main idea of the article. The text is intended to persuade the recipient to use the offer of the shop.</i></p> <p>Source materials: <i>shop's offer attached to the task, descriptions of accessories available in the shop's offer.</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Phototechnik [911311] Photographer [343101]</i>
Heterogeneity of students'	<i>Diversified Group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1 B2 C1 C2</u></i>
What are the content goals of the scenario?	<i>Creating a blog</i>
<p>What are the students' reading and writing skills to be fostered?</p> <p><i>Skills:</i></p> <p><i>Correct and consistent creation of advertising texts.</i></p> <p><i>Familiarize yourself with the photographic accessories.</i></p> <p><i>Practical application of selected photographic accessories images in everyday life.</i></p>	
Reading:	Writing:
<i>Searching for the most common facts from the source data materials.</i>	<i>The ability to formulate interesting texts containing the most relevant information.</i> <i>Expand professional vocabulary.</i>
<p>Which aspects should be focused on in detail?</p>	



<p>Selecting information from read texts.</p>	<p>Ability to build interesting written statements.</p> <p>Ability to combine information from different sources into a coherent text.</p> <p>Ability to create text of a marketing nature for posting on the Internet.</p>
<p>Which strategies are going to be trained / applied?</p>	
<p>Reading</p>	<p>Writing</p>
<p><i>Pre-Reading: discussion in groups on the protection of photographic equipment.</i></p> <p><i>During-reading: get acquainted with the contents of the shop's offer and with the description of accessories available in the shop.</i></p> <p><i>After reading: decide firstly individually (then in a group) how to include the shop's offer in an article about the protection of photographic equipment.</i></p>	<p><i>Pre-writing: group discussion on creating texts for a blog and creating an online article template.</i></p> <p><i>During writing: writing in a group. Creating articles with important and professional information.</i></p> <p><i>After writing: make a proposal of the article, feedback from other groups or from the teacher (peer feedback). Creating the final version, editing the blog.</i></p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p><i>Planning and writing a draft version.</i></p> <p><i>Getting better acquainted with the blog's formula.</i></p> <p><i>Development of technical vocabulary.</i></p> <p><i>Familiarize yourself with enhanced photographic accessories.</i></p> <p><i>Creating a coherent, interesting text.</i></p> <p><i>Editing a homogeneous text.</i></p>	



Description of the scenario: *Creating a brochure- Graphic designer (Poland)*

<p>Role of the students': <i>You are a computer graphic designer working in a private graphic laboratory.</i></p> <p>Situation: <i>You received an order to take photos and prepare a special brochure promoting Tri-City. For this brochure you will use the current raster graphics application (e.g. Adobe Photoshop).</i></p> <p>What is the task of the students': <i>The brochure is to be prepared in A5 format in CMYK colour mode keeping the maritime colours (scale of grey and blue). Use three photos of the Tri-City for the project. Read the available information materials about the Tri-City. Review the available informative brochures promoting Tri-City or other places/cities. Review the available photos of the Tri-City. Create a text based on the provided materials for the target group "families".</i></p> <p>Source materials: <i>Available texts about the Tri-City, photos of the Tri-City taken by yourself.</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Photographer [343101]</i>
Heterogeneity of students'	<i>Diversified Group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1 B2</u> C1 C2</i>
What are the content goals of the scenario?	<i>Creating a brochure</i> <i>Designing with raster.</i> <i>Correct image recording and correction.</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<i>Skills:</i> <i>General text understanding</i> <i>Selecting the most important information from the text and including it in the brochure.</i>	<i>Skills:</i> <i>Summarizing texts</i> <i>Selecting the most important information from different texts and include it in the brochure.</i>
Which aspects should be focused on in detail?	



<i>Finding key issues in a longer text.</i>	<i>The ability to formulate informational texts.</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<i>Ability to access source texts. Selecting information from read texts.</i>	<i>Ability to build concise and short written statements. The ability to combine information from different sources into a coherent text.</i>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p><i>Reading is a pre-writing activity. In the revision phase, reading is a post-writing activity. By reading student is able to find the necessary information in a various literary genres to then draw up a species-homogenous text. The student is able to access key information in the text and on the basis of acquired knowledge build short text forms formulated in an attractive way for the recipient.</i></p>	



Description of the scenario: *Writing an order* (Poland)

<p>Role of the students': <i>You are an accountant in General Food Company dealing with trade in commodity products</i></p> <p>Situation: <i>You have received a letter with an offer containing a catalogue of electrical equipment with characteristics and prices of these products.</i></p> <p>What is the task of the students': <i>Create a response to the offer approving the purchase of new electrical equipment for the General Food Company.</i></p> <p>Source: <i>The electrical equipment sale offer, a draft of a formal letter.</i></p>	
Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Accountant [431103] Economist [331403]</i>
Heterogeneity of students'	<i>Diversified group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1</u> B2 C1 C2</i>
What are the content goals of the scenario?	<i>Writing an order</i>
<p>What are the students' reading and writing skills to be fostered?</p> <p><i>Skills:</i></p> <p><i>The ability to use the program to create text content, e.g: Microsoft Office Word.</i></p> <p><i>The ability to select the most important information from the text and include it in the reply.</i></p> <p><i>Knowledge of costing and current market prices.</i></p> <p><i>Knowledge of formal phrases used to create postal correspondence.</i></p>	
Reading:	Writing:
<i>Getting acquainted with the offer and the formal form of the letter/document</i>	<i>Creating a letterhead The use of formal vocabulary</i>
<p>Which aspects should be focused on in detail?</p>	
<i>Select information from the texts you have read.</i>	<i>Ability to build concise written statements.</i>



<i>Enhancing the schemes of the received materials with regard to formal requirements for the creation of correspondence.</i>	<i>The ability to create formal phrases in magazines.</i> <i>Creating correspondence in accordance with the requirements concerning the graphic and substantive part.</i>
Which strategies are going to be trained / applied?	
<p>Reading</p> <p><i>Pre-Reading: group discussion on the information received.</i></p> <p><i>During-reading: offer analysis.</i></p> <p><i>After-reading: individual decisions (first individually, then in a group) about using the offer.</i></p>	<p>Writing</p> <p><i>Pre-writing: Planning how the respond to the letter should look like.</i></p> <p><i>During writing: writing in a group. Constructing the responses to the offers.</i></p> <p><i>After writing: presentation of an order proposal, feedback from other students or a teacher (peer / teacher feedback). Produce the final version of the reply.</i></p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p><i>The student is able to analyse the offer and prepare formal correspondence. The student is able to access key information in the text and to make a short and concise answer on the basis of the acquired knowledge.</i></p>	



Description of the scenario: *Preparing and describing a work place according to the safety rules (Poland)*

Role of the students': <i>You are an office worker</i>	
Situation: <i>You work in an office. Your boss has asked you and your colleague to prepare a computer work place for a new employee.</i>	
What is the task of the students': <i>Read the ordinance of the Minister of Labour and Social Policy of 1998 about the safety and hygiene of work in work places equipped with screen monitors (Journal of Laws No. 148, item 973). Discuss in group how to prepare an ergonomic workplace. Then write an e-mail to your boss and describe how you have prepared the work place.</i>	
Source: Photos from the Internet with a properly / not properly prepared workplaces; legal acts.	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Accountant [431103] Economist [331403]</i>
Heterogeneity of students'	<i>Diversified Group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	A1 A2 <u>B1 B2 C1 C2</u>
What are the content goals of the scenario?	<i>Preparing and describing a work place according to the safety rules</i>
What are the students' reading and writing skills to be fostered?	
<i>Skills:</i>	
<i>Selecting the most important information from legal acts.</i>	
<i>Preparing the office work place in accordance with the requirements.</i>	
Reading:	Writing:
<i>Finding key issues in a diverse texts/documents</i>	<i>Ability to build short and concise statements in e-mail messages.</i>
Which aspects should be focused on in detail?	
<i>Selection of information from legislation documents. Getting to know new vocabulary Preparation of the new work place in accord-</i>	<i>Ability to build concise and short written statements. Ability to combine information into a coherent</i>



<i>ance with the requirements</i>	<i>text.</i> <i>Use of professional vocabulary.</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<i>Pre-Reading: discussion on the basis of the attached photo of an incorrectly prepared work place.</i> <i>During-reading: getting to know the legal act on the minimum health and safety requirements and ergonomics to be met by a worker working on a computer position.</i> <i>After reading: preparing the workplace on the basis of the information gained; presentation of the work place, feedback between groups</i>	<i>Pre-writing: Create notes to provide a basis for the preparation of e-mails to your boss .</i> <i>During writing: writing in a group. Email editing in the form of short, concise sentences/text containing the most important information. Creation of personal written statements on the basis of acquainted texts.</i> <i>After writing: presenting a proposal of an e-mail, feedback from other groups or teacher (peer feedback). Creating a final version of the message.</i>
Combination of reading and writing: What is the added value in the scenario?	
<i>The student is able to choose the key information from the legal act and on the basis of the acquired knowledge describe the work place in a formal e-mail message to the boss.</i>	



Description of the scenario: *Electrician (Romania)*

<p>Role of the students: you are an electrician employed by the company Neon SRL</p> <p>Situation: the Nicu family has a house on top of a hill and during thunderstorms they are surrounded by lightning. They are scared that their house may be struck, therefore they decide to contact a company providing electrical services to find a solution to this problem for their own safety.</p> <p>What is the task of the students:</p> <p>Basic: Write an email to the family explaining the causes of the phenomenon and suggesting a solution from the electrician’s perspective.</p> <p>Source:</p> <p>1.textbook: Electrotehnica aplicata, authors: Sabina Hiloni, Florin Hiloni, pp.. 8-12</p> <p>2. text : any kind of descriptive text about lightning, 1-2 pages long including 1-2 pictures with light</p>	
Length of scenario (min or hours or lessons)	<i>2 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrotechnical technician</i>
Heterogeneity of students	<i>Not relevant</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> <u>B2</u> C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> - Identify the conditions in which lightning may occur - Analyse the transfer of the electric charge in different types of materials - Explain the frequent phenomenon of lightning around the house of the Nicu family - Explain the role of the lightning rod in protecting life <p>New concept: transfer of the electric charge</p>
What are the students’ reading and writing skills to be fostered?	
Reading:	Writing:



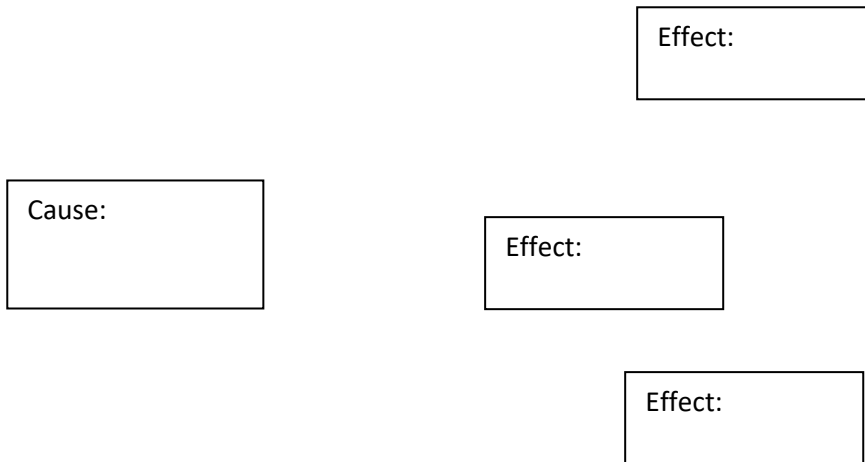
Comprehension of a complex text (description).	Write an email.
Which aspects should be focused on in detail?	
Reading:	Writing:
Locating and corroborating relevant information from 2 sources	How to write a descriptive text including cause-effect relationship.
Which strategies are going to be trained / applied?	
Reading:	Writing:
<p>3. Reading for specific information: reading to identify answers to W (during-reading/pre-writing); reading text from two sources—Annex1</p> <p>7. Read each other's paragraphs and give peer feedback (clarity of the explanations etc.). (post writing)</p>	<p>1. KWL (K)- in groups, write your answer (a list): What do you know about lightning? (pre-reading) – Annex 1</p> <p>2. KWL (W) - Annex 1</p> <p>4. Cause-effect organiser: complete the cause-effect graphic organiser (post-reading)—Annex 2</p> <p>5. L – write answers to W – Annex 1</p> <p>6. Free writing: write email with 2 paragraphs (1 – to explain the phenomenon, 2 – to suggest solutions) - individually. (during writing)</p> <p>8. Revision of the email, if necessary.</p>
Combination of reading and writing: What is the added value in the scenario?	
<ul style="list-style-type: none"> Transferring information from linear text to a graphic organiser (cause-effect) to enhance understanding of the text about lightning and produce an explanation in a non-specialised language. Reading a text in order to fill in a graphic organiser and further write an email. 	

Annex 1

K (know)	W (wonder)	L (learn)



Annex 2





Description of the scenario: *What type of music do you prefer?* (Romania)

<p>Role of the students: You want to know what type of music the students in your school prefer and get approval from school management to broadcast it.</p> <p>Situation: You are in the group of students that play music during breaks on your school radio station.</p> <p>What is the task of the students: the student collects and processes statistical data about the genre of music that students in the school prefer. He / she writes a request letter to the school management so as to get their approval in order to broadcast the students' favourite type of music.</p> <p>Source: - Internet (request letter templates) - textbook Matematica clasa a X-a, Marius Burtea, Editura Campion 2015, pag 208-210, 216-222.</p>	
Length of scenario (min or hours or lessons)	<i>4 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrotechnics technician / Maths</i>
Heterogeneity of students	<i>Not relevant</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1</u> <u>B2</u> C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> • Establish data collection strategy • Collection of statistical data • Graphic representation of statistical data • Write a request letter to the school management <p>New concept: collect, classify and process statistical data</p>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<ul style="list-style-type: none"> • Reading a text from the textbook; 	<ul style="list-style-type: none"> • Write the processed statistical data;



<ul style="list-style-type: none"> Reading the data collected. 	<ul style="list-style-type: none"> Write a formal request letter.
Which aspects should be focused on in detail?	
Reading:	Writing:
Identify relevant information from the text (reading for specific information).	Make a diagram with the statistical data collected and write a formal request letter.
Which strategies are going to be trained / applied?	
Reading:	Writing:
<p>1. Skim 1-2 statistical reports and discuss with peers about the methodology of the statistical study and structure of the reports.</p> <p>3. Read and identify specific information in a text; share your understanding</p> <p>7. Reading for general information (formal request letter templates and characteristics)</p>	<p>2. Write the summary of your discussion</p> <p>4. Decide on a strategy and tools necessary for collecting data.</p> <p>5. Collect students' poll data and write them in a table (organize the collected data).</p> <p>6. Graphic representation of data (diagram) as shown in the textbook</p> <p>8. Write a formal request letter to the school management.</p>
Combination of reading and writing: What is the added value in the scenario?	
The reading activities are the basis of the request letter written to the school management, the students providing arguments based on numbers and statistical data (the poll results).	

Annex

Description of the text in the textbook

It is a 5-page text which contains definitions (mathematical statistics, statistical population, statistical variable, quantitative variable, qualitative variable, continuous variable, discrete variable, absolute frequency, relative frequency, cumulative frequency); after each definition, 2-3 examples are provided. The text also provides information about different types of graphs (column and bar graphs, pie charts, frequency polygon, histogram), it explains how to draw graphs, and for each type of graph it provides an example.



Description of the scenario: *Summer job at automation company (Romania)*

<p>Role of the students: you decided to get a summer job at an automation company in order to gain experience in the field and also to earn some money that would help you make your dream of visiting London come true. You contact the Human Resources department at SC Electron SA. When you ask about the employment opportunities, a Human Resources employee provides you with a brochure entitled “Occupational standard for automation technicians”</p> <p>Situation: you are a student in the 10th grade at the Technical Energetic College and you want to get a summer job.</p> <p>What is the task of the students:</p> <p>Write an application letter for the position/job desired.</p> <p>Source: internet (text: occupational standard for automation technicians, application letter templates)</p>	
Length of scenario (min or hours or lessons)	<i>3 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrotechnics technician / Psychology</i>
Heterogeneity of students	<i>Not relevant</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1 B2</u> C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> • Read the text about the occupational standard for automation technicians • Organise the information from the text under the following headings: skills, knowledge, temper, character (graphic organiser) • Make a SWOT analysis (strong and weak points the student has, opportunities and threats in getting the job) <p>New concept: occupational standard</p>
What are the students’ reading and writing skills to be fostered?	
Reading:	Writing:
Read the text about the occupational standard (description, technical) – annex 1	Fill in SWOT analysis chart



	Write an application letter
Which aspects should be focused on in detail?	
Reading:	Writing:
Locating and classifying relevant information from mixed text (descriptive and technical)	How to write an application letter based on information used in the SWOT analysis chart
Which strategies are going to be trained / applied?	
Reading:	Writing:
<p>1. Read the text using INSERT symbols/ checkmarks:</p> <ul style="list-style-type: none"> ✓ For information you already know about the topic (what you understand or is clear) ✓ ? For information you don't understand or need clarifying + For new information - For information you disagree with or that differs from what you know <p>5. Read about application letter templates and characteristics</p>	<p>2. Fill in the INSERT table – annex 2</p> <p>3. Complete the graphic organiser of the 4 concepts given – annex 3</p> <p>4. Fill in the SWOT analysis chart – annex 4</p> <p>6. Write an application letter based on a template</p>
Combination of reading and writing: What is the added value in the scenario?	
<ul style="list-style-type: none"> • Transferring information from linear text to a graphic organiser to enhance understanding of the text about occupational standards and produce an application letter using that information in a non-specialised language. 	

Annex 1

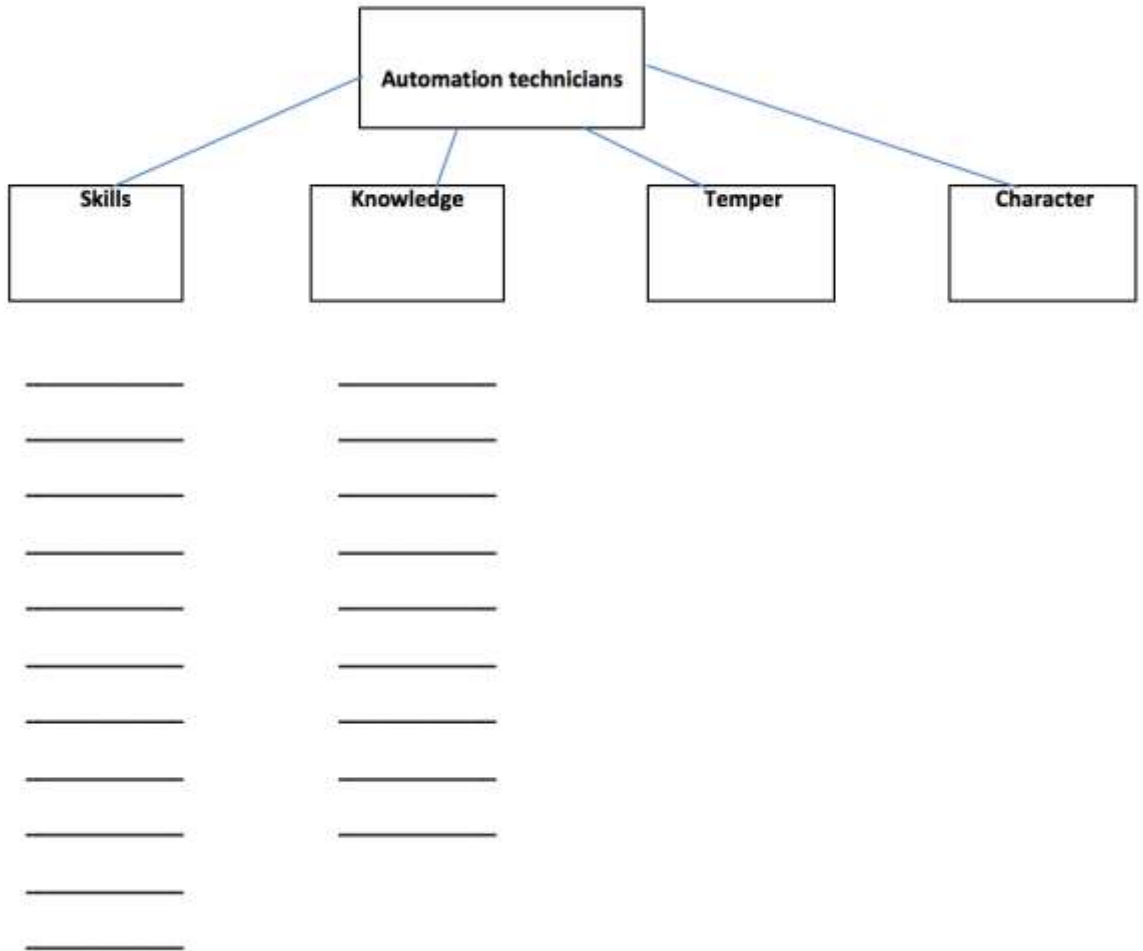


A text from the internet on the topic chosen- the occupational standard for automation technicians; it is both descriptive (it details the skills required for the job, the characteristics and communicative abilities) and technical (it details the responsibilities and uses technical vocabulary to describe what an employee in that position should do).

Annex 2

Symbol/ checkmark	Information
✓	
?	
+	
-	

Annex 3



Annex 4



SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS



Description of the scenario: *How to facilitate communication?* (Romania)

<p>Role of the students: You have a summer job at SC NEON SRL and your boss asked you to personalise/ customise your workspace to facilitate communication among employees. Your deskmate works with you at the same stand and you decided to make a LED light sequencer circuit that contains both your first names. Since the company has numerous demultiplexer integrated circuits in stock, you could use them for your project. Make a report for the foreman instructor including the blueprint of your LED light sequencer circuit, the types of demultiplexer used, your arguments for using a certain type of demultiplexer and the sequence in which the letters would light up.</p> <p>What is the task of the students:</p> <p>Basic: Find which circuits you need in order to make the LED light sequencer circuit.</p> <p>Advanced: Make a report for the foreman instructor including the blueprint of your LED light sequencer circuit, the types of demultiplexer used, your arguments for using a certain type of demultiplexer and the sequence in which the letters would light up.</p> <p>Source:</p> <p>Internet, Auxiliary: Circuite electrice, vol I-II, authors: Angela Oprisor and Sorina Zirbo, pp. 29-32</p>	
Length of scenario (min or hours or lessons)	<i>2 hours</i>
Age of students	<i>15-16 years, 11th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 3 electronics technician</i>
Heterogeneity of students	<i>Not relevant</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1</u> <u>B2</u> C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> - Identify the integrated circuits according to symbol, shape and code - Fill in the chart about demultiplexers - Explain the functioning of demultiplexers <p>New concept: demultiplexers</p>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<ul style="list-style-type: none"> • Reading for specific information - a tech- 	<ul style="list-style-type: none"> • Drawing the symbols of the demultiplexer.



<p>nical text about demultiplexers</p> <ul style="list-style-type: none"> • Reading codes and diagrams 	<ul style="list-style-type: none"> • Writing the codes corresponding to the input/output lines of the demultiplexer • Describing the role of the input/output lines of the demultiplexer • Filling in a chart • Writing an argumentative report
<p>Which aspects should be focused on in detail?</p>	
<p>Reading:</p>	<p>Writing:</p>
<p>Locating relevant information from multiple sources</p>	<p>Selecting information and making a graphic organiser in order to be able to compare two types of integrated circuits.</p>
<p>Which strategies are going to be trained / applied?</p>	
<p>Reading:</p>	<p>Writing:</p>
<ul style="list-style-type: none"> • 2. Read the text and diagrams in the text given about demultiplexers (definition, role of input/output lines, symbols) – annex 1 (pre-writing) • 4. Read previously acquired information about multiplexers in notebooks (pre-writing) • 7. Read report templates (pre-writing) 	<ul style="list-style-type: none"> • 1. Brainstorming starting from the <i>STOP</i> LED light sequencer circuit (pre-reading) • 3. Fill in the worksheet and diagram -annex 2 • 5. Compare information about multiplexers from notebooks with information about demultiplexers from the text given; make a mind map with MUX vs DMUX (post-reading) • 6. Make a blueprint for the LED light sequencer circuit using the mind map (during writing) • 8. Use a template and make a report for the foreman instructor including the blueprint of the LED light sequencer circuit, types of demultiplexer used, arguments for using a

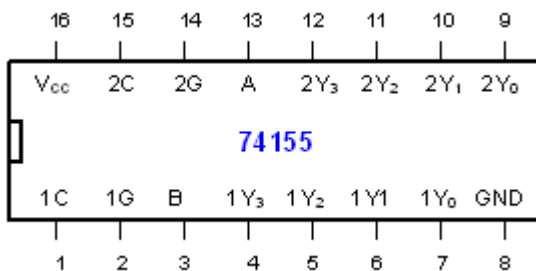


	certain type of demultiplexer and the sequence in which the letters would light up (post-reading).
Combination of reading and writing: What is the added value in the scenario?	
<ul style="list-style-type: none">• The writing activity at the beginning (brainstorming) is the scaffolding for reading• Reading the text / the image is the preparation for writing codes and diagrams• Reading /analysing report templates helps to write the report for the foreman instructor.	

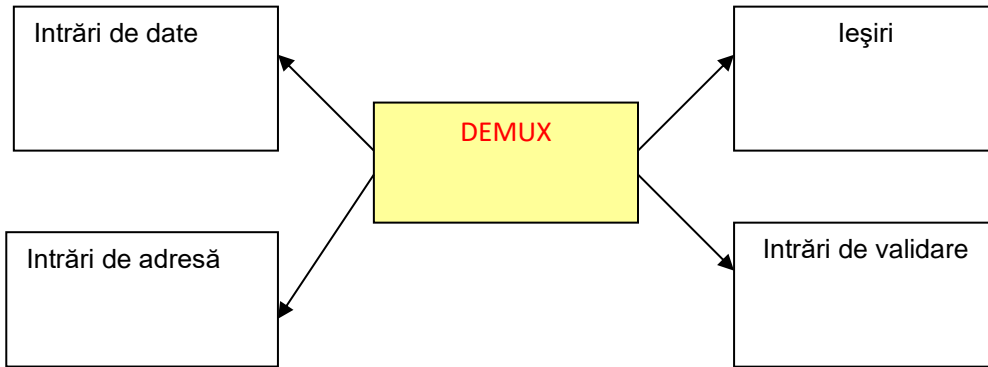
Annex 1

A text from Auxiliary: Circuite electrice, vol I-II, authors: Angela Oprisor and Sorina Zirbo, pp. 29-32; it is a technical text about demultiplexers that contains both linear text (definition, role of input/output lines, symbols) and images (diagram, chart)

Annex 2 Worksheet



1. identify the type of demultiplexer in the picture.
2. Mark the symbol/ code for the appropriate demultiplexer.
3. Fill in the spider diagram with the appropriate input and output lines, addresses and validations.



4. Fill in the chart

B	A	1C	Y ₀	Y ₁	Y ₂	Y ₃
0	0	0				
0	0	1				
0	1	0				
0	1	1				
1	0	0				
1	0	1				
1	1	0				
1	1	1				



Description of the scenario: *The sockets don't work* (Romania)

<p>Role of the student: You are an electrician at the company “Electricus”; a household consumer has no voltage at the sockets as the circuit breakers in the apartment’s electrical panel doesn’t work and has complained to the company; the foreman instructor has asked you to identify the problem, write a report about it and find a solution.</p> <p>Situation: you are an electrician at the company “Electricus” that deals with the fitting, maintaining and repairing low voltage electrical installations.</p> <p>What is the task of the student: Basic: Write a documented report including primary research and own opinion; include advantages and disadvantages of circuit breakers in comparison with one-time fuses. Advanced: + Find a solution to the problem described and write</p> <p>Source: Aparate electrice, textbook for vocational schools – specialisation Electrotechnics, authors: A. Popa, Gh. Cosmin; internet (catalogues)</p>	
Length of scenario (min or hours or lessons)	<i>2 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrical technicians / Electrical equipments</i>
Heterogeneity of students	<i>Not relevant</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1</u> <u>B2</u> C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>Analyse the role of circuit breakers</i> • <i>Identify fuse types</i> • <i>Make a list of the advantages and disadvantages of circuit breakers</i> • <i>Identify nominal parameters of circuit breakers in the catalogue of an electrical appliances manufacturer</i> • <i>Describe the flaw in the functioning of the circuit breaker and the solution to the problem.</i> • <i>Write a documented report.</i> <p>New concept: circuit breakers</p>
What are the students’ reading and writing skills to be fostered?	
Reading:	Writing:



Locating relevant information from mixed text (descriptive and technical)	How to write a documented report
Which aspects should be focused on in detail?	
Reading:	Writing:
Locating specific information in the text Scanning catalogues to locate relevant information	Filling in an anticipation guide Filling in the Frayer chart Writing a documented report
Which strategies are going to be trained / applied?	
Reading:	Writing:
2. Reading the text/ pictures for specific information - annex 2 (pre-writing) 5. Scanning catalogues on the internet (pre-writing)	1. Fill in the first column of the anticipation guide (pre-reading) - annex 1 3. Check the answers in the guide and fill in the second column if the answer in the first column was wrong - annex 1 4. Fill in the Frayer chart (post-reading) –annex 3 6. Write a documented report including primary research and own opinion, advantages and disadvantages of circuit breakers in comparison with one-time fuses (post-reading) 7. Write about a solution to the problem in the electrical installation - extra paragraph in the report
Combination of reading and writing: What is the added value in the scenario?	
<ul style="list-style-type: none"> Transferring information from catalogues and write a documented report based on the information read and according to a concrete real-life situation 	



Annex 1

Anticipation guide

Before reading	STATEMENTS	After reading
TRUE/ FALSE		TRUE/ FALSE
	S1 – statement that can be found in the text	
	S2 – statement that can be found in the text	
	S3 – statement that is implied by text	
	S4 – statement that is implied by text	

Annex 2

A text from the textbook about circuit breakers; it is both descriptive (it details the characteristics, advantages and disadvantages of circuit breakers) and technical (parameters of circuit breakers). The text also includes pictures.

Annex 3

The Frayer Chart

What it is...	What it is <u>not</u>....
Types:	Advantages: Disadvantages:



Description of the scenario: *Persons of justice* (Germany)

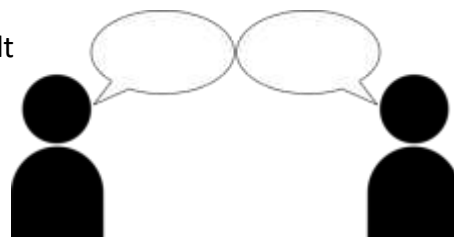
<p>Role of the students': <i>You are working as an apprentice for lawyer at a law firm Hohenstein and Partner.</i></p> <p>Situation: <i>Your boss has been asked to write an article of the persons of justice for a magazine.</i></p> <p>What is the task of the students':</p> <p><i>Reading a dialog and planning the following steps.</i></p> <ul style="list-style-type: none"> - <i>Reading the text of information.</i> - <i>Creating a diagram.</i> - <i>Writing an article for a magazine.</i> - <i>Presenting and checking the written article.</i> <p>Source: <i>text of information (www.thebalancecareers.com/legal-career-opportunities-2164281)</i></p>	
Length of scenario (min or hours or lessons)	<i>lessons (6 x 45 min)</i>
Age of students	<i>16– 20</i>
Educational background of the students	<i>Secondary school qualification (90%), high school graduation (10%)</i>
Educational programme / Field of application (subject or curricula)	<i>Apprentice for lawyer/ first year</i>
Heterogeneity of students'	<p><i>Large in terms of reading</i></p> <p><i>Large in terms of writing</i></p> <p><i>Large in terms of job related competences</i></p>
Average language level of the students (CEFR)	A1 A2 B1 B2 C1 C2
What are the content goals of the scenario?	<p><i>Understanding of the terms / concept of:</i></p> <ul style="list-style-type: none"> - <i>the person of justice</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<i>Comprehension of instruction texts of information</i>	<i>Manual writing (informative text type)</i>
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Transferring local coherence to text coherence</i> 	<ul style="list-style-type: none"> • <i>Creating a structure in form of a diagram</i>



<ul style="list-style-type: none"> Connecting text content to professional practise 	<ul style="list-style-type: none"> Writing an article Checking the comprehensibility and correctness of the written text
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> Using the SQ3R-method (annex 1) Comparing the text information with personal job experience 	<ul style="list-style-type: none"> Structuring Collaborative writing Peer-Feedback
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The reading tasks can be seen as pre-writing tasks, in so far as the students read the text with a given reading method and draw up a diagram which helps to build up their content knowledge and help them to structure the writing.</p> <p>The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using their diagrams.</p> <p>Peer-Feedback can only be given, when the person who gives the feedback by reading a classmates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	

Mia Roma is an apprentice in lawyer at the law firm Hohenstein. The law firm is located in Ludwighafen. At the law firm work Mr. Maximilian Hohenstein (lawyer), Mr. Alexander Lump (lawyer) and Mrs. Constanze Abendschein (secretary).

Mia likes working at the law firm, but sometimes she felt overwhelmed by the different and new tasks she has to perform. Today Mr. Hohenstein aks her to the office.



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Herr Hohenstein:	Mia, thank you, for coming immediately. Please sit down.
Mia:	Yes, thank you.
Herr Hohenstein:	We have the opportunity writing a newspaper article for the magazine Mako. They would like to inform about the persons of justice. It



	would be great, if an article of our organisation would appear. You definitely know, that would be great for our image.
Mia:	Yes, I understand.
Herr Hohenstein:	You also know, that I have a lot of work. So please, write an first draft.
Mia:	Mhh, ähhh, ok? ...
Herr Hohenstein:	Don` t worry, Mia. Step by step.
Mia:	What ideas do you have about the article? About which details should the article report?
Herr Hohenstein:	<p>First you will inform about the persons of justice. Therefore I will give some texts of informations. With this help you will create a diagramm about the apprenticeship, the tasks, the professional position and the particularities of each person of justice.</p> <p>In the end, the report should be structured as follows: First you write an introductory sentence, who belongs to the circle of persons of justice, then we insert the table and finally make a comparison between two persons. This comparison is then made in writing in a continuous text. And done!</p>
Mia:	Fine, thank you.
Herr Hohenstein:	Yes! And it is urgent! I'll give you the information immediately. Please get to work immediately!
Mia:	Fine, thank you.



Oh no ... what a task. Since it was easier to make the filing...

Tasks



1. You now support Mia. First make the work order conscious.

- Write down what Mia's job is.
- Write down how Mia should proceed.



2. Now it starts: Find out the professional knowledge. (70 minutes)

	<ul style="list-style-type: none"> • Read the information text on the persons in the legal system by means of the reading method in the appendix. • Create a graph of the content of the text that summarizes the most important aspects. 	
	<ul style="list-style-type: none"> • Introduce your panel picture in a small group. Select a graph. You can optimize this together. 	

3. Now you have read the basics: Use your professional knowledge. (Time: 45 minutes)

- Fill out the graph on the education, tasks, position and characteristics of persons involved in the administration of justice.





4. Continue working with the graph. (45 minutes)



- Write the introduction to the newspaper article.
- Compare two persons involved in the administration of justice in a continuous text.



5. Now comes the fine tuning: Optimize and present your articles.

- Exchanges the item with another pair and makes improvements.
- Presents the finished article of the class.



Appendix: Reading Method (compare: SQ3R-method)

1. Skim through a text and capture the topic.

Read the text. But do not pay attention to every detail. After reading, you should only be able to answer the following questions:

- What's the topic?
- How is the text structured? Are there paragraphs?

2. Mark and explain difficult words and passages.

- a) Read the text carefully now. Mark words and passages that you do not understand.
- b) Try to explain your underlined words in context.
Search for it in the dictionary or ask your classmates.

3. Ask questions to the text.

Ask the content of the text with the W questions (who, where, what, when, how, etc.)

Note: Not every text answers all questions.

4. Divide the text into sections and find subheadings.

- a) Divide the text into meaningful sections. Pay particular attention to when something new happens:
 - a new thought is communicated



- a new activity is started
- b) Find a subheading for each section.

Tasks

Your instructor, Dr. Hohenstein, asks you to draft a letter of formal notice in the matter of Dr. Scheppert . / . Dr. Hicks including a lawyer`s bill.

1. At the first moment you are a bit worried because you have never drafted a letter of formal notice before.

Get together in groups of four students and together think about the essential components such a letter has to contain. Note down the results of your considerations.

Bring a letter of formal notice from your training law firm. Don`t forget to make clients` data unrecognizable.

2. Suddenly you remember, that there are text blocks to draw up a letter of formal notice in your training law firm.

Bring the text blocks in the annex into an appropriate order. After that compare your results with the results of the other members of your group.

3. Please draft a letter of formal notice in the matter of Dr. Scheppert . / . Dr. Hicks. Don`t forget to include the correct bill.



Annex 1

Task: Bring the following text blocks into an appropriate order with the aid of figures.

- correct bill

Setting a date for payment of the debt and other costs:

- "We will give you an opportunity to pay the amount of € plus late payment interest at 5% / 9% / ?% p.a. above the bank rate since.....(date of default) within 14 days of the date of this letter."

or

- ".....at the latest by

(xx.xx.20xx)

Introducing who you act for:

- Our law offices represent (name, profession, address of our client). We have been given power of attorney.

- Our law firm acts for ...xy...GmbH, represented by their managing director, Mr./Mrs. We have been given power of attorney.

Our client works with a bank loan for which plus% of loan interest have to be paid.

complimentary close and signature

opening salutation



Explaining legal consequences of not paying:

- “If you fail to settle this account by the date given above, we will initiate legal proceedings with no further notice to you.”

or

- “ If you fail to settle this account, we will consult our clients regarding legal proceedings”

Giving details of the debt:

“On the basis of the purchase agreement of(date) you owe our/my client(s) the purchase price at the amount of€.

The purchase price was according to the agreement due at.....

We note that the sum of€ remains outstanding, so that you are in default since(date).”



Description of the scenario: *Frequently asked questions about a lawyer and a law firm (Germany)*

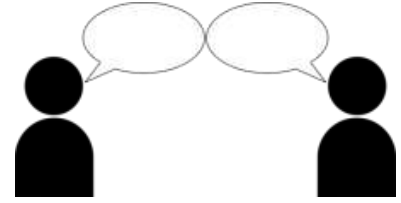
<p>Role of the students': <i>You are working as an apprentice for lawyer at a law firm Hohenstein and Partner.</i></p> <p>Situation: <i>Your boss has been asked to write frequently asked questions for the homepage of the law firm.</i></p> <p>What is the task of the students':</p> <ul style="list-style-type: none"> - <i>Reading a dialog and planning the following steps.</i> - <i>Reading the text of information and of a law.</i> - <i>Writing down some questions in a speech bubble.</i> - <i>Writing down questions and the corresponding answers.</i> - <i>Presenting and checking the frequently asked questions and answers.</i> <p>Source: <i>text of a law and information (www.gesetze-im-internet.de, www.brak.de, www.totaljobs.com)</i></p>	
Length of scenario (min or hours or lessons)	<i>6 lessons (6 x 45 min)</i>
Age of students	<i>16– 20</i>
Educational background of the students	<i>Secondary school qualification (90%), high school graduation (10%)</i>
Educational programme / Field of application (subject or curricula)	<i>Apprentice for lawyer/ first year</i>
Heterogeneity of students'	<i>Large in terms of reading</i> <i>Large in terms of writing</i> <i>Large in terms of job related competences</i>
Average language level of the students (CEFR)	<i>A1 A2 B1 B2 C1 C2</i>
What are the content goals of the scenario?	<i>Understanding of the terms / concept of:</i> <i>- the lawyers work</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<i>Comprehension of instruction texts of information and a law</i>	<i>Manual writing (informative text type)</i>



Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Transferring local coherence to text coherence</i> • <i>Connecting text content to professional practise</i> 	<ul style="list-style-type: none"> • <i>Creating a structure in form of speech bubbles (annex 1)</i> • <i>Writing frequently asked questions and the corresponding answers</i> • <i>Checking the comprehensibility and correctness of the written text</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • <i>Establishing a connection with the text they are to read by anticipating some of the ideas in the text</i> • <i>Focusing on what is important in the reading by distinguishing between relevant and irrelevant information</i> • <i>Understanding the meaning of essential vocabulary</i> • <i>Comparing the text information with personal job experience</i> 	<ul style="list-style-type: none"> • <i>Structuring</i> • <i>Collaborative writing</i> • <i>Peer-Feedback</i>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The reading tasks can be seen as pre-writing tasks, in so far as the students make speech bubbles which helps to build up their content knowledge and help them to structure the writing. The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using their own structure. Peer-Feedback can only be given, when the person who gives the feedback by reading a class-mates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	



Mr. Hohenstein calls Mia in his office again. She is excited what he wants her to do this time.



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Herr Hohenstein:	Mia, have you already read the article in the magazine?
Mia:	Yes, I liked reading our names at the end of the article.
Herr Hohenstein:	You really did a good work.
Mia:	Mhhh.
Herr Hohenstein:	Right now we would like to create a new category on our homepage.
Mia:	Oh ok. And about which topic will the category be?
Herr Hohenstein:	We would like to print frequently asked questions about lawyers.
Mia:	I understand. Frequently asked questions are always helpful.
Herr Hohenstein:	Please think about some questions and answer them. Do not forget to integrate – if possible – the text of a law.
Mia:	Ok.



Ohoh, I have to do another work that will be published. Soon I will be famous...



Tasks



1. You now support Mia. First make the work order conscious.

- Write down what Mia's job is.
- Write down how Mia should proceed.



2. Now it starts: Find out the professional knowledge. (90 minutes)



- Read the text of information and of law following the three links below:
https://www.brak.de/w/files/02_fuer_anwaelte/brao_engl_090615.pdf,
http://www.gesetze-im-internet.de/englisch_rdg/englisch_rdg.pdf,
<https://www.totaljobs.com/careers-advice/job-profile/legal-jobs/lawyer-job-description>.
- Think about potential questions to the text. Write the question in speech bubbles. (You could use the speech bubbles in the annex).



3. Now you have read the basics: Use your professional knowledge. (45 minutes)



- Work together in a group. Write down questions and the corresponding answers. Do not forget to integrate some parts of the legal text in your answers.



4. What have you done? Present your frequently asked questions your classmates.



- Exchange your document with another group.
- Answer the questions of the other group.
- Make improvements if necessarily.





Appendix



Description of the scenario: *Writing a Lawyer's letter (Germany)*

<p>Role of the students': <i>You are working as an apprentice for lawyer at a law firm Hohenstein and Partner.</i></p> <p>Situation: <i>Your boss has been asked to write a lawyer's letter.</i></p> <p>What is the task of the students':</p> <ul style="list-style-type: none"> - <i>Reading a case-situation and planning the following steps.</i> - <i>Mind-mapping the essential components of a lawyer's letter including the lawyer's bill.</i> - <i>Reading the text blocks.</i> - <i>Sorting the text blocks into an appropriate order.</i> - <i>Writing the lawyer's letter.</i> - <i>Presenting and checking the lawyer's letters.</i> <p>Source: <i>text blocks</i></p>	
Length of scenario (min or hours or lessons)	<i>3 lessons (3 x 45 min)</i>
Age of students	<i>16– 20</i>
Educational background of the students	<i>Secondary school qualification (90%), high school graduation (10%)</i>
Educational programme / Field of application (subject or curricula)	<i>Apprentice for lawyer/ first year</i>
Heterogeneity of students'	<p><i>Large in terms of reading</i></p> <p><i>Large in terms of writing</i></p> <p><i>Large in terms of job related competences</i></p>
Average language level of the students (CEFR)	<i>A1 A2 B1 B2 C1 C2</i>
What are the content goals of the scenario?	<p><i>Understanding of the terms / concept of:</i></p> <ul style="list-style-type: none"> - <i>a lawyer's letter including the lawyer's bill</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<i>Comprehension of instruction texts</i>	<i>Manual writing (Informative text type)</i>
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Transferring local coherence to text co-</i> 	<ul style="list-style-type: none"> • <i>Creating a structure (annex 1)</i>



<p>herence</p> <ul style="list-style-type: none"> • <i>Connecting text content to professional</i> 	<ul style="list-style-type: none"> • <i>Writing a letter</i> • <i>Checking the comprehensibility of the written text</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • <i>Thinking aloud – linking information with prior knowledge</i> • <i>Sorting the text blocks into an appropriate order (annex 1)</i> • <i>Comparing the text information with personal job experience</i> 	<ul style="list-style-type: none"> • <i>Using concept definition map</i> • <i>Using a writing plan (annex 1)</i> • <i>Peer-Feedback</i>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The reading tasks can be seen as pre-writing tasks, in so far as the students sorting text blocks into an appropriate order which helps to build up their content knowledge and help them to structure the writing.</p> <p>The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using concept definition map and a writing plan.</p> <p>Peer-Feedback can only be given, when the person who gives the feedback by reading a class-mates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	



Since you have meanwhile come to the conclusion that a lawyer`s letter of formal notice is the most appropriate measure to take in the matter of Dr. Scheppert . / . Dr. Hicks (s.a. scenario 3), let`s turn back to our original case:

Dr. Scheppert has sold Dr. Angela Hicks, At the old fortress 5, 76829 Landau, his second-hand, 5 year old Porsche 911 GTS 4 for 90.000,00 € on 21. July 2016. Dr. Scheppert and Dr. Hicks agreed in a sale contract on 21. July 2016 that the vendor will deliver the Porsche to the buyer`s home address and on this occasion will hand over the invoice. According to a notice of receipt of 22. July 2016 Dr. Hicks received both the Porsche and the invoice as agreed in the sale contract.

The invoice contains the notice that the purchase price is due to be paid within 30 days after receipt of invoice (and payability).

Since the buyer is a very good friend and Dr. Scheppert`s year-long golf partner, your client Dr. Scheppert was of the opinion that the purchase price will be paid in due time.

For this reason he is utterly astonished that the account has not been settled so far.

Dr. Scheppert has meanwhile given power of attorney to your law firm to institute legal proceedings in case a letter of formal notice will not prove successful.

You have already informed your instructor of legal training that Dr. Scheppert has a legal claim by purchase contract to be paid the purchase price according to § 433 Abs. 1 BGB (s.a. scenario 1). In addition you came to the conclusion that he can as well claim default interest for late payment. On top of that he can claim the payment of the law firm`s bill for out-of-court work as damage resulting from delay (s.a. scenario 2).



Tasks

Your instructor, Dr. Hohenstein, asks you to draft a letter of formal notice in the matter of Dr. Scheppert . / . Dr. Hicks including a lawyer`s bill.

1. At the first moment you are a bit worried because you have never drafted a letter of formal notice before.

Get together in groups of four students and together think about the essential components such a letter has to contain. Note down the results of your considerations.

Bring a letter of formal notice from your training law firm. Don`t forget to make clients` data unrecognizable.

2. Suddenly you remember, that there are text blocks to draw up a letter of formal notice in your training law firm.

Bring the text blocks in the annex into an appropriate order. After that compare your results with the results of the other members of your group.

3. Please draft a letter of formal notice in the matter of Dr. Scheppert . / . Dr. Hicks. Don`t forget to include the correct bill.



Annex 1

Task: Bring the following text blocks into an appropriate order with the aid of figures.

- correct bill

Setting a date for payment of the debt and other costs:

- "We will give you an opportunity to pay the amount of € plus late payment interest at 5% / 9% / ?% p.a. above the bank rate since.....(date of default) within 14 days of the date of this letter."

or

- ".....at the latest by

(xx.xx.20xx)

Introducing who you act for:

- Our law offices represent (name, profession, address of our client). We have been given power of attorney.

- Our law firm acts for ...xy...GmbH, represented by their managing director, Mr./Mrs. We have been given power of attorney.

Our client works with a bank loan for which plus% of loan interest have to be paid.

complimentary close and signature

opening salutation

Explaining legal consequences of not paying:

- "If you fail to settle this account by the date given above, we will initiate legal proceedings with no further notice to you."

or

- " If you fail to settle this account, we will consult our clients regarding legal proceedings"

Giving details of the debt:

"On the basis of the purchase agreement of(date) you owe our/my client(s) the purchase price at the amount of€.

The purchase price was according to the agreement due at.....

We note that the sum of€ remains outstanding, so that you are in default since(date)."



Description of the scenario: *Speaking at a funeral (Germany)*

<p>Role of the students: Sebastian Zöllner (character in novel „<i>Me and Kaminski</i>“ by Daniel Kehlmann)</p> <p>Situation: You are asked to give a funeral speech. (It is one year after your experiences with Manuel Kaminski. Unexpectedly you receive a funeral message from Miriam Kaminski. Her father suddenly passed away and he last expressed the wish that you, among others, should give the funeral speech.</p> <p>What is the task of the students:</p> <ul style="list-style-type: none"> • Basic: write a funeral speech and characterize Kaminskis personality based on selected experiences. • Advanced: write and give a funeral speech <p>Source: Novel „<i>Me and Kaminski</i>“ and attached material</p>	
Age of students	18-22
Educational background of the students	Secondary school certificate
Educational programme	Diverse VET Programmes <i>Höhere Berufsfachschule, Berufsoberschule 1, Duale Berufsoberchule, Berufsoberchule 2</i>
Heterogeneity of students	Relatively homogeny in terms of <ul style="list-style-type: none"> • experience with reading and writing support • German language level
Average language level of the students (CEFR)	B2 – C1
What are the students' content goals?	Text comprehension through reading and writing skills. Write (and make) a <i>mourning speech</i>
What are the students' language goals?	
Reading:	Writing:
✘ <i>global comprehension of a literary text</i>	✘ <i>writing a funeral speech</i> ✘ <i>formulate personal impressions</i>
Which aspects should be focused on in detail?	
✘ <i>Finding information in the text, which can be used to write the speech.</i>	✘ <i>Transforming a fictional text into a non fictional text</i>



Which strategies are going to be trained / applied?	
<ul style="list-style-type: none"> ✘ Global, selective, detailed reading) => to find suitable materials .. ✘ Concept definition map ✘ Summarizing 	<ul style="list-style-type: none"> ✘ Writing the gist of a text, transfer it for the speech. ✘ writing a speech, using a checklist for help ✘ situation and appropriate register writing
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p><i>In this scenario, the reading task finding information in the text is a pre-writing tasks. The intermediate strategies such as Concept definition map and summarizing are both, reading and writing tasks. These intermediate strategies helps students to deepen their text understanding and leads them into the planning and writing phases of the writing process. Writing a speech by the help of a checklist structures the written text and supports another domain: speaking.</i></p>	

Situation:

Put yourself in the shoes of Sebastian Zöllner:

It is one year after your experiences with Manuel Kaminski. Unexpectedly you receive a funeral message from Miriam Kaminski. Her father suddenly passed away and he last expressed the wish that you, among others, should give the funeral speech. Write a **funeral speech** and characterize his personality based on selected experiences with Kaminski.

Note:

In order to absorb the possible emotionality of the students, it is advisable to talk about their previous participation in funerals, how these funerals take place, cultural differences in funerals and mourning speech.

Writing process

Task 1: Writing conference/ brainstorming

Which episodes are more unsuitable, when I (Zöllner) write a funeral speech on Kaminski?

Task 2: Checklist (M1)

(Quelle: http://trauer.abendblatt.de/pdf/t05_tipps_fuer_die_trauerrede.pdf)

Which points of the checklist help me, which are less suitable?

Task 3: Writing guide

The students create a writing guide for their funeral speech.

Task 4: Funeral speech

The students formulate the funeral speech and write it down.



2. Giving the mourning speech

Task 5:

Selected students give their funeral speech in front of the class.

Hint:

In order to create an adequate situation

- the light in the room is dimmed,
- ceremonial music recorded,
- a lectern was set up,
- changed the seating arrangement in the class to conference seating,
- a dark jacket for the funeral orator.

Task 6: Teaching conversation

Reflection on mourning speech

- adequacy of the situation
- Characterization of Kaminskis
- Selection of episodes
- Structure of the speech



Description of the scenario: *Writing a handout for new apprentices (Germany)*

<p>Role of the students': <i>You are working as a junior media designer in an advertising agency.</i></p> <p>Situation: <i>Your boss has asked you to prepare a handout for the new apprentices which explains the use of typefaces when designing a flyer for a restaurant.</i></p> <p>What are the students' tasks:</p> <ul style="list-style-type: none"> - <i>Read about "Typefaces"</i> - <i>Write a short manual for the new apprentice</i> - <i>Present your manual orally and explain it by using an existing advertising campaign</i> <p>Source: <i>(Claudia Runk, Grundkurs Grafik und Gestaltung Galileo Design, p. 238- 245)</i> <i>Alternativ: Internet Research</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students (years)	<i>18 – 24</i>
Educational background of the students	<i>Secondary school qualification (80%), high school graduation (20%)</i>
Educational programme / Field of application (subject or curricula)	<i>Media Designer (3. Year)</i>
Heterogeneity of students	<p><i>Average in terms of reading</i></p> <p><i>Large in terms of writing</i></p> <p><i>Large in terms of job related competences</i></p>
Average language level of the students (CEFR)	<i>A1 A2 B1 <u>B2</u> C1 C2</i>
What are the content goals of the scenario?	<p><i>Understanding of the terms / concept of:</i></p> <ul style="list-style-type: none"> - <i>Use of font types depending on different factors</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Comprehension of informative texts	Handout writing (Informative text type)
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Transferring local coherence to text coherence</i> • <i>Connecting text content to professional practise</i> 	<ul style="list-style-type: none"> • <i>Summarizing font type information</i> • <i>Creating a structure</i> • <i>Checking the comprehensibility of the written text</i>



...	
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • <i>Underlining important text parts / words</i> • <i>Building sub-headings</i> • <i>Comparing the text information with personal job experience</i> 	<ul style="list-style-type: none"> • <i>Using concept definition map</i> • <i>Using a writing plan</i> • <i>Peer-feedback</i>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The reading tasks (<i>Building sub headlines, Comparing the text information with personal job experience</i>) can be seen as pre-writing tasks, in so far as the students make notes which helps to build up their content knowledge and help them to structure the writing.</p> <p>The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using concept definition map and a writing plan. Peer-Feedback can only be given, when the person who gives the feedback by reading a classmates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	



Description of the scenario: *Looking for a job-related internship in a company (Estonia)*

<p>Students' role: a student who is looking for a place to do an internship.</p> <p>Situation: You are looking for a job-related practical work in a company. You are applying for internship in a company.</p> <p>What are the students' tasks:</p> <ol style="list-style-type: none"> 1. Student collects the information concerning any places where it is possible to do practical work (internet, friends, school) 2. Student contacts the chosen companies by an e-mail 3. Student prepares necessary documents (CV and a letter of motivation) <p>Source: www.cvkeskus.ee, www.tootukassa.ee</p>	
Length of scenario (min or hours or lessons)	<i>6 lessons (6 x 45 min)</i>
Age of students	<i>16-22</i>
Educational background of the students	<i>100% basic education</i>
Educational programme / Field of application (subject or curricula)	<i>Motor vehicles mechanic (4th level vocational education based on basic education – secondary vocational education) a second-year student</i>
Heterogeneity of students'	<p><i>Is able to read and translate professional texts using dictionary</i></p> <p><i>Can write short simple formal texts</i></p> <p><i>Is in the process of acquiring professional working skills</i></p>
Average language level of the students (CEFR)	<i>A1 A2 B1 B2 C1 C2</i>
What are the content goals of the scenario?	<p><i>is able to understand the requirements presented in the job advertisements</i></p> <p><i>is able to write an easy text on the topic which is familiar or interesting for himself/herself</i></p> <p><i>is able to communicate in everyday life using concrete and simple information on familiar topics</i></p>
What are the students' reading and writing skills to be fostered?	



Reading:	Writing:
can read short simple texts on different topics (job advertisements, manuals, newspaper articles)	is able to write texts which are necessary for job search (work-related e-mail message, CV, motivational letter)
Which aspects should be focused on in detail?	
ability to read work-related and personal letters and in accordance with this, to do regular correspondence ability to find and understand relevant information in everyday texts ability to read the instructions and understand text content ability to understand the main idea of official announcements	ability to make logical sentences ability to formulate short texts clearly and precisely ability to write simple specific texts on different topics ability to write work-related or personal letters where a student would give information and express his/her thoughts
Which strategies are going to be trained / applied?	
Strategies used prior to reading/writing, strategies used during reading/writing, strategies used after reading/writing	
Reading	Writing
<u>Prior to reading</u> Brainstorming (Annex 1) Guiding questions (Annex 2) <u>During reading</u> Reading the text aloud (Annex 2) Collecting information (Annex 3) Marking keywords and thoughts (Annex 5) <u>After reading</u> Guiding questions (Annex 2)	<u>Prior to writing</u> Summary (Annex 1) Gap fill exercise (Annex 4) Answering questions (Annex 4) Writing a summary <u>During writing</u> Writing explanations of keywords (Annex 5; 1) Writing CV (Annex 6) <u>After writing</u> Feedback (Annex 7)
Combination of reading and writing: What is the added value in the scenario?	
<i>enriching students' vocabulary through reading and writing.</i>	
<i>improving students' reading and writing skills for correct information exchange between a trainee and an employer.</i>	
<i>understanding the requirements presented in simple standard letters and job advertisements.</i>	
<i>understanding phrases and frequently used expressions related to important areas (e.g. information about work and practical training).</i>	



ability to communicate in everyday life using concrete and simple information on familiar topics.





Annex 1

Brainstorming

Group work. Discussion about practical training. Write down all your thoughts and ideas.

1. Where can you find information about job vacancies?

2. In which companies are the trainees of your specialty needed?

3. What personal qualities are necessary to do this job?

4. What skills are necessary to do this job?

5. What hazards and risks may be associated with your profession?

Useful phrases for summarizing:

- √My profession is ...
- √Companies where this job is needed are ...
- √You may do this job if you can ...
- √I got the information about this practical training from ... (where?, from who?)
- √I can protect myself from hazards if



Annex 2

Guiding questions

1. Read the text **'What do you need to know and do before practical training?'** and fill in the table. Fill in the left column and the middle one before you start reading. You have to fill the last column on the right after the reading part.

<u>What do I know?</u>	<u>What do I want to know?</u>	<u>What have I learnt?</u>



WHAT DO YOU NEED TO KNOW AND DO BEFORE PRACTICAL TRAINING?

Good practical training, tutor and work experience will remarkably improve your CV. Many vocational schools’ graduates have found their future workplaces during their practical training time. Successful practical training may bring excellent opportunities into your future life. Practical training is considered to be passed if a student has fully completed his/her practical training, has provided all the necessary documents and has presented his/her practical training summary.

✓ **Begin preparations early**

1. Think about your skills and knowledge before you start doing the practical work.
2. Think about what you would like to learn and try while doing practical training. Doing practical work is your opportunity to try different possibilities for future professional work.
3. The sooner you start looking for a company to do your practical training at, the more likely you will find the practical training place that suits your needs.
4. The meaningfulness of your practical training depends greatly on your pre-work – the more you know and try during your practical training, the more interesting and useful this would be for you.

✓ **Collect information about all possible companies to do your practical training at**

1. Your relatives, friends, other students and internet may be of great help to you while looking for a practical training.
2. Moreover, you should consult with your vocational teacher – he/she may recommend possible companies suitable for your practical training and also make sure that the practical training requirements are clear to you.

✓ **Write your own CV and motivational letter. Mark practical training tasks, desirable time and duration.**

1. Make sure your CV is correct, pay more attention to your studies – what subjects you have passed, your professional subjects, your favorite subjects etc.
2. Describe your practical training tasks and mark the desirable beginning and ending of your practical work in your letter of motivation. You may also write down your dreams concerning your job in future.



✓ **Be in touch with the company**

As soon as preparations have been made it is time for you to get acquainted with a potential company for your practical training.

1. Using the company’s general e-mail address try to find out a contact person whom you can discuss your practical training with. To do this, you should write an e-mail and send it to the company’s general e-mail address.
2. You should discuss in further detail your practical work and any possible job-related tasks with the contact person. Otherwise there is a risk that nobody is responsible for your practical training.

✓ **Consistency is the key to success!**

1. It may happen that your practical training is not treated very enthusiastically. Don’t give up!
2. It may also happen that you have to contact several companies to find a suitable practical training for yourself.
3. It depends a lot on your attitude and communication.
4. The better your preparations are, the easier it would be for the company to deal with you.

Annex 3

Gathering information.

Read the job advertisements and write down the missing information into the table. (Each student has to find at least two companies where to do an internship)

Compare some companies where to do practical training and add more information into the comparison table (group work).

Name of a company	Address	Working hours	Requirements for a candidate	The company offers...	Work description	Other information
1.						
2.						
3.						



4.						
5.						
6.						

Useful phrases to describe the working conditions in the chosen company (individual task)

- ✓ For me the best company to do my practical training is...
- ✓ My second choice would be...
- ✓ My third choice is...
- ✓ My last choice is....
- ✓ The most appropriate for me is.... because.....

Information which is important for you

Annex 4

Writing an e-mail to the tutor of the company



1. Answer the questions which will help you fill the blanks in the following e-mail message.

- ✓ Where do you study (school name)? _____
- ✓ What do you study? _____
- ✓ Which company suitable for practical training have you chosen? _____
- ✓ What is the company's general e-mail address?

- ✓ What is the topic of your e-mail message? _____
- ✓ When do you have to do your internship? _____
- ✓ What would you like the feedback would be about? _____
- ✓ How would you end your e-mail? _____

2. Fill in the blanks

Recipient:
Topic:
<p>Letter:</p> <p>Dear Sir/Madam.</p> <p>My name is _____ (your name). I study _____ (your study field) at _____ (school). I would like to do my internship at _____ (company's name). I have found the information about your company _____ (where). I would like that my internship would take place from _____ until _____. Who should I contact to _____ about the practical training?</p> <p>Please _____ about the possibilities _____ (date)</p>



<hr/> <hr/>

Annex 5

Writing a CV

1. Read the text '**How to write a CV**'. Underline the keywords and thoughts. Use a dictionary to translate the text.

<p><u>CV or curriculum vitae is your indirect advertising</u></p> <ul style="list-style-type: none"> ● Write your CV with respect to the concrete company and the position you apply for. ● Be objective, honest, brief and informative. ● The format of your CV has to be correct and your spelling perfect. <p>Formatting</p> <ul style="list-style-type: none"> ● Use black colour ● Use any common font such as Times New Roman, Arial or any other ● Font size should be between 10 and 12 ● Use white A4 size paper sheet ● Type your CV on the computer ● The length of your CV should be one or two pages ● Divide your text into clear logical parts <p>Personal information</p> <ul style="list-style-type: none"> ● Name and surname. Write your name in bold; ● Date of birth: day, month, year; ● Address: your primary residence or address to which you will receive the letters the fastest way; ● Telephone number ● A valid e-mail address <p>It is possible to specify your marital status, the number and age of your children in a CV. But this is not obligatory.</p> <p>Education</p> <ul style="list-style-type: none"> ● Your last finished school should be the first one in the list. ● You should provide more information about schools 	<p><u>Notes (keywords, translation, other information)</u></p>
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you have finished: the period of your studies, the name of educational institution, profession acquired.

- If you still study at vocational school, mark what year student you are (first year student, second year student etc.).
- You may also write your additional subjects and the electives.

Advanced training

- Your last finished training course should be the first one on the list.
- You should provide information about the courses you have passed in more detail. Make sure you have marked the following: date, name, and length of the course, name of the training company

Work experience

- Your last job should be the first one on the list.
- Mark the length of your work experience. You don't need to indicate the exact dates of your work.
- Write the name of the company that you have worked for and your position.

Additional information

- **Language skills** – mark your language skills in accordance with your speaking and writing level. For example: Estonian – mother tongue, Russian – very good oral skills, intermediate writing, English – basic oral skills, good writing
- **Computer skills** – list all computer programs that you are able to use. If you wish you may also add some keywords concerning your level, for example: intermediate, advanced
- **Driving license** – the year since you got your driving license, personal car using possibility
- **Hobbies and interests** – list all your hobbies, state whether you are a member of any clubs or associations
- **Personal qualities** – list all your personal qualities that may be useful during your working period
- **Reference** – if you have any ex-colleagues, employers or teachers who can be your reference, then name up to three people including their contact details. You must also state who this reference is to you (colleague, ex-employer, teacher) and don't forget to ask each reference for his/her agreement before you add him/her into your CV.



<p>When your CV is ready, give it to your group mate to read. Don't forget to check your text.</p> <p>Pay attention to:</p> <ul style="list-style-type: none"> ● spelling; ● accuracy of facts, dates, and numbers; ● format. 	
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2. Mark the following statements about the text 'How to write a CV' as true or false.

Statement	True	False
I write my surname first and then my name.		
It is not necessary to write my telephone number.		
It is always obligatory to state my marital status in my CV.		
Your last finished school should be listed as a first one.		
When it comes to education it is enough to write what and where did you study.		
When it comes to the previous work experience you should also state your job title.		
The order of your language knowledge is not important.		
Marking your hobbies into CV would give more information to the potential employer.		
It is not important what language and format you use in CV.		

Annex 6

Write your own CV according to the instructions given above.

Curriculum Vitae	
Personal information:	
Name:	PILLE ERNEK
Date of birth:	17.02.1978
Address:	Mesilase tee 52-11, 12345 Tallinn
Telephone number:	+372 166 5467 (home), +372 31 15 570 (mobile)
E-mail:	katrin.kask@mail.ee



Education:

- 1994 – 1996 Tartu Vocational Education Center,
Profession: shop assistant, seller
- 1985 – 1994 Tallinna 32. Secondary school (basic education acquired)

Advanced training:

- Jan. 2016 Behaviour in case of emergency, G4S, length 6 h
Sept. 2014 Basic accounting course, SA Bilanss, length 120 h
Apr. 2013 Successful sale, OÜ Ettevõtlik Koolitaja, length 16 h
Sept. 2012 Sales training, OÜ Ettevõtlik Koolitaja, length 16 h
Apr. – June 2011 Secretary training, AS Koolitused

Work experience:

- July 2002 – Jan. 2016 Viljandi Kaubahall OÜ, shop assistant
- May 2000 – May 2002 Kellukese Toidukaubad OÜ, shop assistant
- Oct. 1997 – Apr. 2000 Tarbijate Ühistu Nurmenuku, shop assistant

Language skills:

- Estonian – mother tongue
English – good understanding, good oral skill, intermediate writing
Russian – good understanding, good oral skill, intermediate writing

Computer skills:

Windows 2000, XP (MS Word, Excel, PowerPoint)

Driving license:

B-category since 1997. Possible to use own car.

Interests and hobbies:

Gardening, sports

Personal qualities:

optimistic, friendly, responsible

Other information:

Ready for business trips.



References:

1. Kalle Kukk, Viljandi Kaubahall OÜ,
Customer service manager (immediate manager), tel +372 573 6550, +372 51 88 289
2. Piret Sepp, Kellukese toidukaubad OÜ,
Shop manager (immediate manager), tel +372 663 6450, +372 51 23 979

Annex 7

Feedback – Why is this information important to me? How can I use this information?



Description of the scenario: *How does the petrol engine work?* (Estonia)

<p>Role of the students': <i>car technician's assistant.</i></p> <p>Situation: <i>The students have to study how the engine works when they start their practical work in the workplace.</i></p> <p>What is the task of the students':</p> <p><i>to study the text about the petrol engine</i></p> <p><i>to do the tasks connected with the text</i></p> <p><i>to write a semi-formal letter to the teacher</i></p> <p>Source: <i>English for the Students of Automotive Engineering M. Kuning</i></p>	
Length of scenario (min or hours or lessons)	<i>4 hours (4 x 45 min)</i>
Age of students	<i>16 – 20</i>
Educational background of the students	<i>100% basic education</i>
Educational programme / Field of application (subject or curricula)	<i>Automotive engineering students – car technicians.</i>
Heterogeneity of students'	<i>is able to read and translate professional texts using dictionary, can write short simple formal texts, is in the process of acquiring professional working skills</i>
Average language level of the students (CEFR)	<i>A1 A2 B1 B2 C1 C2</i>
What are the content goals of the scenario?	<i>Can understand the main point of the texts related to his profession; can express himself using simple sentences and phrases on the given topic related to his profession; is able to write a short report using simple language structures describing his routine tasks concerning his job in the workshop</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
is able to read and translate simple texts	can write short texts related to his profession
understands the main point of professional texts	is able to write a short simple text about the everyday life in his own words using dictionary
Which aspects should be focused on in detail?	
studying the new professional terminology	text work - dividing the text into paragraphs and defining sub headlines



finding the necessary information from the text	writing a semi-formal letter
Which strategies are going to be trained / applied?	
Reading	Writing
<p>Prior to reading:</p> <p>word search (Annex 1) text, discussion (Annex 2) translating the words (Annex 1)</p> <p>During reading:</p> <p>text, search of information from the text (word search) (Annex 2, Annex 3) filling in the blanks using the information from the text (Annex 3)</p> <p>After reading:</p> <p>building sub headlines (Annex 3) summarizing the text (Annex 5)</p>	<p>Prior to writing:</p> <p>text, writing down the new words (Annex 2) translation of the words (Annex 1, Annex 2)</p> <p>During writing:</p> <p>word search from the text (find and translate the given word using the text) (Annex 1, Annex 2)</p> <p>making sentences with new words (Annex 4)</p> <p>After writing:</p> <p>planning and writing a draft (Annex 5, Annex 6) writing a semi-formal letter (Annex 5)</p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The permanent connection between language learning and studying the professional terminology has a positive influence on both. The search of information from the text helps the students to learn and remember new terminology more quickly and easily. The vocabulary, text work, making sentences with new words - all these methods make possible the writing of a semi-formal letter concerning the given topic with the use of new job-related terms. The students can understand the main point of the texts related to their profession, they are able to express themselves using simple sentences and phrases on the given topic related to their profession, they are able to write a short report using simple language structures describing their routine tasks concerning their job in the workshop.</p>	



Annex 1

Please translate the following words into English. You may consult with a partner and check your answers in pairs or in groups of 3-4 people.

- A. Двигатель –
- B. Бензин –
- C. Машина –
- D. Такт –
- E. Цилиндр –
- F. Такт впуска –
- G. Поршень –
- H. Такт сжатия –
- I. Ход поршня вниз –
- J. Продукты горения, отработанные газы –
- K. Коленчатый вал –
- L. Ход поршня вверх –
- M. Клапан –
- N. Колесо –
- O. Рабочий ход –
- P. Коробка переключения передач –
- Q. Искра –
- R. Такт выпуска –
- S. Авиация –
- T. Сжимать –



Annex 2

Please read the text with a lot of attention and thought.

The petrol engine

The greatest number of cars use petrol engines. The four-stroke piston engine requires four strokes of the piston per cycle. The first downstroke (the intake stroke) pulls the mixture of petrol and air into the cylinder through the inlet valve. The first upstroke (the compression stroke) compresses the mixture. The second downstroke (the power stroke) – the compressed mixture is ignited by the spark and it explodes. As the combustion gases expand, they push the piston down, and the crankshaft turns. The second upstroke (the exhaust stroke) – where the burnt gases are pushed out of the cylinder through the open exhaust valve. The power from the turning crankshaft is then transmitted through the gearbox to the wheels on the road. (On an aircraft the crankshaft is connected to the propeller.) The wheels on the road turn forwards due to the combined movement. The wheels turn backwards when the driver pushes the gear stick into reverse gear.

Annex 3

1) List the four strokes of an engine and write whether it is the up- or downstroke of a piston.

Strokes of an engine:

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-
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2) Divide the text into several logical parts and give a name to each part. How many parts do you have?

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Annex 4

Make sentences with the words from the very first exercise. You may put some words into one sentence.

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Annex 5

Write a letter to your practice tutor explaining in your own words how the petrol engine works. (In other words you have to write a letter on the basis of the text that you have read.) You must also add some facts (at least 2) about the engine that are not mentioned in the text! You also have a plan to help you. (see Annex 6)

Here is a place for letter writing.

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Annex 6

How to write a semi-formal letter. Plan.

1) Start your letter with the words:

Dear Mr. Smith, (if you know the name of a person you are writing to)

OR

Dear Sir/Madam, (if you don't know the name of a person you are writing to)



2) Introduction: here you have to explain the reason why you are writing to the person. You may use the next sentence:

I am writing to you to ...

3) Main body: here comes the basic concept of your letter. You may divide it into several paragraphs to express different thoughts. Use linkers to join your sentences into a meaningful text such as:

- Firstly, secondly, thirdly
- In addition to this
- Moreover
- Furthermore
- Because
- For example
- What is more
- Therefore
- Nevertheless
- On one hand, on the other hand
- Finally
- To sum up
- On the whole

4) Conclusion. Here you have to sum up your letter and conclude it. You may also use linkers in conclusion (see the table above). You may also conclude your letter like that:

Thank you for your attention.

I am looking forward to your answer.

I am looking forward to hearing from you soon.

5) To finish the letter use phrases:

Best wishes,

OR

Best regards,

Your name



Description of the scenario: *Safety instructions in the workplace for metal working professions - milling machine operator, lathe operator (Estonia)*

<p>Role of the students': <i>Compiler of the professional safety rules.</i></p> <p>Situation: <i>The boss of the enterprise, where you work, asks you to write an easy understandable text with safety rules for the apprentices of metal working professions. He gives you a text with the title: Safty at the workplace, from which you can take the most important information.</i></p> <p>What is the task of the students':</p> <ul style="list-style-type: none"> ● <i>to study the safety rules and safety features they need in the workshop</i> ● <i>to do the tasks connected with the safety rules</i> ● <i>to write a short text of their own safety rules</i> <p>Source: http://www.technologystudent.com</p>	
Length of scenario (min or hours or lessons)	<i>4 hours (4 x 45 min)</i>
Age of students	<i>16 – 20</i>
Educational background of the students	<i>100% basic education</i>
Educational programme / Field of application (subject or curricula)	<i>Metal-cutting machine worker (milling machine operators and lathe operators)</i>
Heterogeneity of students'	<i>is able to read and translate professional texts using dictionary, can write short simple formal texts, is in the process of acquiring professional working skills</i>
Average language level of the students (CEFR)	A1 A2 B1 B2 C1 C2
What are the content goals of the scenario?	<i>Can understand sentences and frequently used expressions related to the safety rules in the workshop; is able to communicate in simple and routine tasks concerning safety in the workshop; can express himself in writing using simple sentences and phrases on the given topic</i>
<p>What are the students' reading and writing skills to be fostered?</p> <p>is able to read and translate simple texts</p> <p>understands the main point of professional texts</p> <p>can write short texts related to his profession</p> <p>is able to write a short summary of a simple text about the everyday life in his own words using</p>	



dictionary	
Reading:	Writing:
study the new job-related vocabulary develop the ability to understand the unknown words from the context	to learn how to write a summary of a text concerning his profession more precisely using professional vocabulary
Which aspects should be focused on in detail?	
comprehension of the main point of unknown text ability to find the given information from the text know, how an instructional text is structured	making sentences with the new words ability to work with a dictionary writing the summary of the text writing a short instructional text
Which strategies are going to be trained / applied?	
Reading	Writing
Prior to reading: brainstorming (Annex 3) text, discussion (Annex 1) describing the pictures (Annex 1, Annex 2) During reading: text, search of information from the text (word search) (Annex 1, Annex 2, Annex 4) filling in the table using the information from the text (Annex 1, Annex 2) After reading: summarizing the text (Annex 5, Annex 6) adding student's own safety rules besides the given ones (Annex 5)	Prior to writing: text, writing down the new words (Annex 1) comparing two pictures (Annex 1, Annex 2) During writing: word search from the text (find and translate the given word using the text) (Annex 1, Annex 4) making sentences with new words (Annex 4) After writing: work with the dictionary (find the meaning of new words in the dictionary) (Annex 4) writing the summary of the text (Annex 5, Annex 6) write an instructional text about safety rules
Combination of reading and writing: What is the added value in the scenario?	
<p>Developing both the language skill in general and also acquiring professional terminology. The connection of job-related vocabulary and language learning have a beneficial effect on the development of students' communicative skills on the whole. Work with the new text in such a detailed way helps to write a new text in the end. Brainstorm, describing the pictures, translating the words from the text, finding the meanings in the dictionary - all these support the development of students' abilities and knowledge. The students can understand sentences and frequently used expressions related to the safety rules in the workshop, they are able to communicate in simple and routine tasks concerning safety in the workshop, they can express themselves in writing using simple sentences and phrases on the given topic.</p>	



Annex 1

Read the text with a lot of attention and thought. Underline the words you don't know and translate them using a dictionary.

SAFETY IN THE WORKPLACE



Safe ED

Before you can use equipment and machines or attempt practical work in a workshop you must understand basic safety rules. These rules will help keep you and others safe in the workshop. **Safe Ed** (left) always thinks about working safely. On the other hand, **Ed the Handyman** (right) never considers safety. Not only is he at risk of having an accident but so are those who work near him. They could have an accident because of his reckless behaviour.



ED the HANDYMAN

Read the safety rules carefully. If you fully understand them you should be able to work safely in a workshop. Do not be like **Ed the Handyman** !!!!

1. Always listen carefully to the teacher and follow instructions.
2. Do not run in the workshop, you could 'bump' into another pupil and cause an accident.
3. Know where the emergency stop buttons are positioned in the workshop. If you see an accident at the other side of the workshop you can use the emergency stop button to turn off all electrical power to machines.
4. Safety glasses and hearing protection must be worn. Students who wear glasses should be aware that these are not safety glasses, they are only impact resistant and may shatter.
5. Wear good strong shoes. Training shoes are not suitable. Safety boots or enclosed shoes must be worn in the workshop and there are no exceptions to this rule.
6. All loose clothing (e.g. shirts hanging out) must be tucked in. Long hair has to be tied up including fringes. Also remove rings and loose jewellery before operating the machinery, they can be a hazard. Always wear an apron as it will protect your clothes from falling swarf.
7. Bags should not be brought into a workshop as people can trip over them.
8. When learning how to use a machine, listen very carefully to all the instructions given by the teacher. Ask questions, especially if you do not fully understand.
9. Do not use a machine if you have not been shown how to operate it safely by the teacher.
10. Always be patient, never rush in the workshop.
11. Always use a guard when working on a machine.
12. Keep hands away from moving/rotating machinery.
13. Use hand tools carefully, keeping both hands behind the cutting edge.
14. Report any damage to machines/equipment as this could cause an accident.



The text and pictures are taken: <http://www.technologystudent.com/health1/safetyr1.htm>

Annex 2

Text work. The exercises

- I. Look at the pictures showing safe Ed and Ed the Handyman and compare them. What is wrong with Ed the Handyman? List all the safety hazards that you find. You may discuss in pairs or groups of 3-4 people.

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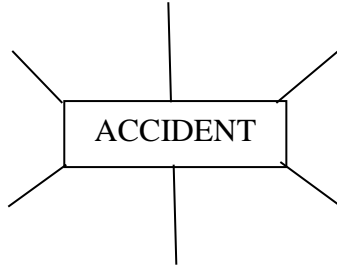
- II. Fill in the table below listing all the safety clothing that must be worn when working in the workshop and write their functions. You should consult with a partner and check your answers in pairs or in groups of 3-4 people.

Safety clothes	Function



Annex 3

What may cause an accident in the workshop? Write as many causes as you can. You may discuss in pairs or groups of 3-4 people.



Annex 4

Translate the following words into English, find their meanings in the dictionary and make sentences using the words. After you have finished translating the words exchange the sheets with your partner and check whether he/she has done the exercise correctly. Put a mark to your partner.

1. Мастерская –
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2. Несчастный случай –
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3. Станок –
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4. Резец –
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5. Металлическая стружка –
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6. Докладывать –

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7. Инструкция, указания –

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.....
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8. Безопасность –

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9. Нарушение техники безопасности –

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10. Оборудование –

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Annex 5

Please write a short summary of the text and list the safety rules that you consider to be important. You also have to answer the following questions:

Which safety rule is in your opinion the most important of all?
You must also add at least one your own safety rule!

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Annex 6



How to write a summary of a text. Plan.

1) **Introduction:** here you have to start your summary. You may start like that:

In my work I am going to write about the safety rules which we have to follow when working in the workshop.

2) **Main body:** here comes the basic concept of your text. You should describe all the safety rules that you think are important to follow when working in the workshop. You may divide it into several paragraphs to express different thoughts. Use linkers to join your sentences into a proper text such as:

- On one hand, on the other hand
- Firstly, secondly, thirdly
- Moreover
- In addition to this
- What is more
- Because
- For example, for instance
- Furthermore
- Nevertheless
- Therefore
- On the whole
- Finally
- To sum up

3) **Conclusion.** Here you have to sum up your text and conclude it. You may also use linkers in conclusion (see the table above).

Description of the scenario: *Buying a car of his/her dream (Estonia)*



<p>Role of the students': a potential car buyer who is looking for a car</p> <p>Situation: A student wants to buy the car of his/her dream. He/she studies advertisements concerning car sales and compares some offers. Then he/she writes his/her inquiry to a car shop concerning buying the car.</p> <p>What is the students' task when acquiring the learning outcomes: a student studies the advertisements concerning car sales. He/she reads the text about the car's accessories. Then he/she writes his/her inquiry.</p> <p>Source: Buying and selling advertisements of cars taken from the Internet, RSGAE</p>		
<p>Length of scenario (min or hours or lessons)</p>	<p>3 lessons (3 x 45 min)</p>	
<p>Age of students</p>	<p>16-22</p>	
<p>Educational background of the students</p>	<p>100% basic education</p>	
<p>Educational programme / Field of application (subject or curricula)</p>	<p>Motor vehicles mechanics</p>	
<p>Heterogeneity of students'</p>	<p>is able to read and translate professional texts using dictionary, can write short simple formal texts, is in the process of acquiring professional working skills</p>	
<p>Average language level of the students (CEFR)</p>	<p>A1 A2 B1 B2 C1 C2</p>	
<p>What are the content goals of the scenario?</p>	<p>Understands the professional vocabulary, Understands the text that has been read, Is able to write a summary of the read text</p>	
<p>What are the students' reading and writing skills to be fostered?</p> <p>Can understand the main idea and some details of short everyday life texts (e.g. advertisements).</p> <p>Can find the information from the text on the topic that is known to him.</p> <p>Can understand the meaning of unknown words by the context.</p> <p>Is able to write a short text (e.g. an inquiry, a letter) concerning everyday life.</p>		
<p>Reading:</p>	<p>Writing:</p>	
<p>To learn how to find and understand the main idea of longer texts; to find the specific information concerning an important and familiar topic from the text.</p> <p>To use proper strategies and materials for help.</p>	<p>To learn how to write a letter, an inquiry on familiar topic, where he/she presents the facts taken from text that has been read.</p>	



Which aspects should be focused on in detail?		
Comprehension of the main idea of the text and the search of specific information	The ability to write a letter (an inquiry) on the basis of the found information and ask questions on the given topic	
Which strategies are going to be trained / applied?		
Strategies used prior to reading/writing, strategies used during reading/writing, strategies used after reading/writing		
Reading	Writing	
<p>Prior to reading</p> <p>Sale advertisements, brainstorming (Annex 1)</p> <p>Accessories in a car, understanding of the whole text by context, underline words you know, study the part of a text that you understand and try to comprehend the text by context (Annex 3)</p> <p>During reading</p> <p>Search of information, find necessary information from the text and fill in the table (Annex 1)</p> <p>Making a cluster using the information taken from the text that has been read (Annex 3)</p> <p>After reading</p> <p>Using notes, compare two cars on the basis of the collected information (Annex 2)</p> <p>Sum up results, list all accessories that you would like your car would have and give reasons why (Annex 3)</p>	<p>Prior to writing</p> <p>Copy words, write down unknown words (Annex 1)</p> <p>Experimental learning, grammar revision (Annex 1)</p> <p>Study an example of letter writing (Annex 4)</p> <p>During writing</p> <p>Copy the information taken from the text (Annex 1)</p> <p>Write a letter on the basis of collected information (Annex 4)</p> <p>After writing</p> <p>The task on matching, fill in blanks using a table (Annex 2)</p> <p>Reflection (Annex 5)</p>	
Combination of reading and writing: What is the added value in the scenario?		
<p><i>Information taken from the text and the table made on the basis of this information are closely connected with the text which students have to write. Professional vocabulary from the text helps them to create their own texts at the end. Students understand the professional vocabulary, they understand the text that has been read, they are able to write a summary of the read text.</i></p>		

Annex 1

- Brainstorming – where can you find car selling advertisements?
According to which principle are the advertisements classified?

What advertisements have you read?

What information do the advertisement contain?



- Information search during reading: depending on the number of students they have to choose a car for any given factor.
- “Find the most powerful, the fastest, the most economical (fuel consumption), the most spacious, the cheapest and the most expensive car from the advertisements.”
- Experimental learning. Teacher’s explanation. Revise the degrees of comparison of adjectives – comparative and superlative forms. Revise the exceptions: good-better-the best, bad-worse-the worst.
- Fill in the table on the basis of the text (advertisement), write down the information about a car for sale into the second column.

Car model		
Body type		
Power		
Fuel		
Mileage		
Colour		
Price		

Annex 2

Comparing. Put the words in brackets into comparative form and compare two cars on the basis of the given criteria. Which car is better in your opinion and why? (work in pairs)

(Powerful) _____ car is _____ because its engine power is _____ but _____ engine power is _____ .

(High) _____ fuel consumption is _____ because _____

(Low) _____ mileage number is _____ , this is _____ but _____

(Beautiful) _____ colour is _____ because this is _____ colour because _____

(Low) _____ price is _____ ,(expensive) _____

_____ .



Annex 3

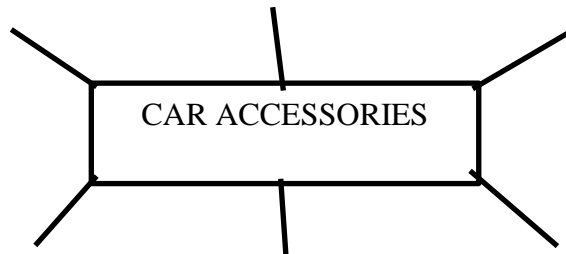
- Read the text 'Car accessories' and underline the words you know, study the underlined part of the text and try to understand the text by its context.

Car accessories

There are a lot of subsequent installations of accessories carried out in the automobile repair workshop. Some of the most common are shown here. It is important to know the names of the car parts and the different activities. Some of the most popular car tuning activities are the installation of sport exhaust systems and racing seats. In addition to this, one more popular car tuning activity is the installation of alloy rims with wide tyres. You need a sound system to listen to music. In some cars a navigation system and a hands free device for the mobile are integrated. You may also put Xenon headlamps which are much brighter than halogen lamps. Moreover, daytime running lights may be installed to improve the vehicle's appearance and visibility in traffic. To tow a trailer you have to install a tow hitch. To carry bikes you have to use a roof rack system. In winter time the car can be pre-heated so that it is comfortable to get into. The heated seats are also very comfortable in cold weather.

- Read the text 'Car accessories' and make up a cluster/diagram which contains the accessories in a car, you may also add some words that are not mentioned in the text.

One student has to make up his cluster/diagram on the blackboard and the others will add the words he has not written.



Annex 4

Imagine that you want to buy a car. Write letter to a car selling company where you are going to describe:

- what car you would like to buy (car model, body type, colour, fuel, power, mileage),
 - what accessories you would like to have in your car,
 - ask some questions concerning car buying terms and instalment plan,
- do not forget to mark your personal information (not obligatory to be real). The length of the letter is about 50-100 words.



<p style="text-align: center;">Dear car salon ' _____ ' representative!</p> <p><i>I am writing to you because I am going to buy a car. I would like a car</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><i>I would also like to have some accessories in my car.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><i>I also have some questions to you. I would like to know whether _____</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><i>I am looking forward to hearing from you soon.</i></p> <p><i>Yours faithfully,</i></p> <p><i>My contact information:</i></p> <hr/> <hr/> <hr/> <hr/>	
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Annex 5

Finish the sentence:

As for me, the most important factor when buying a car is _____
(which one?)

because _____

Reflection: What is the main idea of this exercise?