

## Content pools:

All partners (excepting EfVET) have to make audio / video recordings (using students as actors and interviewees) with written transcriptions and translations into English. The materials will later on be used for making language teaching software and materials.

The materials should content wise target students from:

- ❖ Electronics
- ❖ Catering and tourism
- ❖ Healthcare
- ❖ Media studies.

Example of a **scenario** could be a traditional apprentice joke:

A first day apprentice is sent to the store for “a long stand”. He goes to the store and asks for “the long stand”, the store keeper then asks him to wait. When the apprentice after having waited a long time gets impatient he repeats his order for “the long stand”. The store keeper replies: “You already have it!”

To record a scene like the above we need three students (or two students and a teacher) and to have the dialogue written for the students. It is also needed to prepare a simple shooting list, i.e. we need recordings from two locations (one is the store or should look like a store), the shooting list has to ensure that whenever possible we can see the mouths of those speaking and also that light etc. is ok.

To cover cultural aspects we also need some small interviews. E.g. how to become a skilled worker, how to greet one another, rules for dating, when to go to restaurants, etc.

The recordings / materials must be categorized according to the Common European Framework of reference and the European Language Portfolio. The core parts of the materials have to be suitable for students at levels A1 through B2. See below or go to: [http://culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/documents\\_intro/common\\_framework.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/documents_intro/common_framework.html)

Common European Framework of reference and the European Language Portfolio:

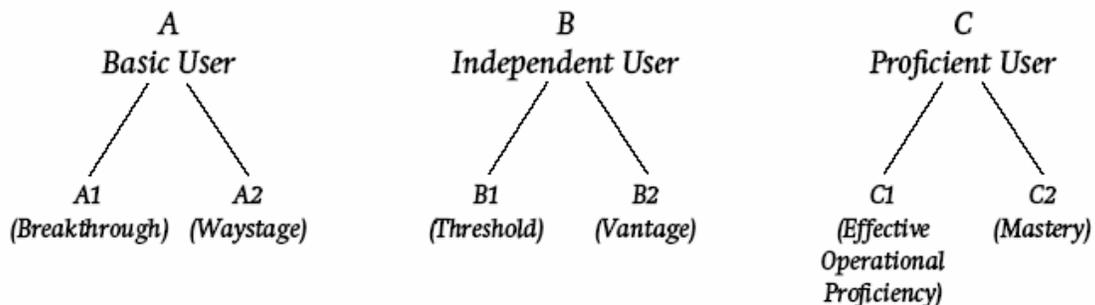


Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

***The tasks for your team are:***

For the workshop in Brussels on October 12<sup>th</sup> to 15<sup>th</sup> your task is to have prepared

- ❖ suggestions for scenarios that can be used for recordings,
- ❖ a list of possible interviews with questions,
- ❖ A presentation of your scenario ideas and interview list during the workshop (computer and beamer is available, but no Internet connection)

- ❖ a five minutes (maximum) scenario (in your native language) that your team perform at the Brussels workshop. Please also bring a printed transcription and an English translation of the dialogue.

Please send these (scenario suggestions and list of interview ideas) to [ka@ots.dk](mailto:ka@ots.dk) no later than October 6<sup>th</sup>.