

## WORKSHEET A

<b>Title</b>	<b>The role of previous knowledge and experiences in learning</b>
<b>Objective(s)</b>	To reflect on the importance of previous experiences and knowledge for learning
<b>Keywords</b>	Previous experiences –previous knowledge – learning process – crediting previous experience
<b>Ref to the guide</b>	<b>Ref to the CEFR</b> 5 II, III
<b>Task</b>  <b>Step 1 ( † † )</b>  The CEFR (Ch. 5 Introduction) underlines the fact that the learner does not start from scratch in any of the stages of learning, but that the competences previously acquired are brought about when learning.  Reflect, based on your own experience, on the role of previous knowledge and experiences in learning.  <b>Step 2 ( † † † )</b>  Starting with the descriptors given below, indicate the previous competences necessary to attain the level indicated in oral production and in oral interaction.  <b>Overall oral production (B2)</b>  " Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples." (CEFR 4.4.1.1, p. 58)  <b>Addressing audiences (B1)</b>  "Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid." (CEFR 4.4.1.1., p 60)	

### **Overall spoken interaction (A2)**

"Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord."

(CEFR 4.4.3.1., p. 74)

### **Step 3**

Compare your reflections with the group's, and then relate them to the descriptors in the CEFR: Overall oral production (B1, A2, A1); Addressing audiences (A2, A1); Overall spoken interaction (A1). Consider what do you find significant after this comparison activity.

