

## WORKSHEET B

<b>Title</b> Reception, production	
<b>Objective(s)</b> to raise awareness of diversity of language activities covered by reception and production according to the CEFR; to become aware of the relation between production and reception and the activities of interaction and mediation	
<b>Keywords</b> competences – communicative language competence – language activities – text	
<b>Ref to the guide</b> II.4, III Appendix (in particular tables 3 and 3.4)	<b>Ref to the CEFR</b> 2.1.3, 4, 4.4.1, 4.4.2 7.3.2
<b>Task A</b> ( † † † ) Ideally groups are formed to work on either reception or production, either oral or written.	
<b>Step 1</b> Start at the examples of activities that you provided at Step 1, Task 2 in Worksheet A. If necessary, you can retake the list presented by the CEFR in sections 4.4.1 and 4.4.2. Decide which activities you would like to study in more detail, depending on your context. Discuss the reasons behind your choice and the possible difficulties that you find when working on reception and production.	
<b>Step 2</b> Each group prepares complete worksheets to work on oral or written production or reception. On the worksheets <ul style="list-style-type: none"><li>- list tasks and subtasks concerning the communicative activity selected and the most suitable texts for the purpose;</li><li>- indicate the most efficient strategies required, as well as the most appropriate evaluation criteria.</li></ul> Each group shares their work with the whole group.	
<b>Task B</b> ( † † † ) Discuss specific ways in which your work on reception and production could help to work both interaction (in particular oral interaction) and eventually mediation. Discuss possible ways to integrate the different communicative language activities and also possible limitations.	

