#### CEFR Companion Volume implementation toolbox

Checklist for training activity: Mediating concepts – Designing a power transmission and distribution system (Activity 1b)

**Part I: Read the description of classroom activity 1b called “Designing a power transmission and distribution system” and answer the following questions. Discuss your opinions in a group.**

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| --- | --- |
| **Questions to reflect on/ discuss** | **Comments** |
| Does the activity reflect a real-life exchange? |  |
| Does the activity engage students in authentic communication? |  |
| Is the activity motivating for students? |  |
| Are the skills practised in the activity applicable to real-life situations? |  |
| Can the activity be implemented in the classroom? |  |
| Is the preparation required for the activity feasible? (in terms of time and materials) |  |
| Is the activity suitable for self-assessment? |  |
| Is the activity suitable for assessment? |  |
| Is the activity suited for the teacher’s feedback? |  |
| Is the activity suited for peer feedback? |  |
| To what extent does this activity reflect the descriptors it is targeting? |  |
| What mediation activities can the learner be involved in through this activity? |  |
| Can the activity be used for teaching, learning and assessment of concept mediation? |  |

**Part II: SWOT analysis for the activity**

**What are the strengths and weaknesses of this activity considering: its use in the classroom, language learning opportunities, motivation of students, suitability for assessment, authenticity, etc? Discuss in groups.**

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| --- | --- | --- |
|  | Favourable for language learning | Unfavourable for language learning |
| Internal (elements that can be controlled by the teacher) | Strengths | Weaknesses |
| External (elements that cannot be controlled by the teacher) | Opportunities | Threats |