Becoming A Digital Global Engineer

BADGE

Erasmus+

Intellectual Output 3

CC BY NC SA

A guidebook with language-neutral activities for teaching and learning engineering-related communication and e-communication

organised according to the GELS framework (Global Engineers Language Skills)

Contents

Introduction	pages 2 – 4
GELS framework in English	pages 5 – 6
GELS-referensramen på svenska	pages 7 – 8
Le cadre GELS en français	pages 9 – 10
Der GELS-Referenzrahmen auf Deutsch	pages 11 - 12
El marco GELS en español	pages 13 - 14
Ideas for e-communication activities	page 15
Ideas for A1	pages 16 - 21
Ideas for A2	pages 22 - 27
Ideas for B1	pages 28 - 33
Ideas for B2	pages 34 - 39
Ideas for C1	pages 40 - 45
Ideas for C2	pages 46 - 53
Activity plans	pages 54 - 81

Introduction

This guidebook is designed to help language and communication teachers to create learning activities that are specific to the needs of engineers working in any language. These needs, together with the focus on e-communication, were defined through a year-long needs analysis at the beginning of the BADGE project in winter 2019/2020. Table 1 and Figure 1 overleaf show the results of this needs analysis.

The ideas in this guidebook are organised according to the **GELS framework**, which is a language-neutral adaptation of the Common European Framework of Reference for Languages' self-assessment grid. The GELS framework is designed for the communication needs of engineers, it is aligned with professional standards in engineering, and it outlines progression from beginner to advanced level[1]. This guidebook includes an updated version of the framework, which not only includes e-communication skills but also translations in French, German, Spanish, and Swedish.

This guidebook provides **ideas for engineering-related communication and e-communication activities** that teachers can use to support general or engineering-related language teaching and learning. The ideas are presented in a concise, reader-friendly way, which hopefully provides inspiration for many different teaching and learning contexts.

At the end of the guidebook are thirty **activity descriptions**, which were created and tested by teachers involved in the BADGE project. These activities hopefully show how teachers can take inspiration from the GELS framework and the ideas listed in this guidebook.

If you have any questions or comments about the IO3 guidebook, please contact Jamie Rinder at jamier@kth.se

[1] See the following two articles for a comprehensive description of the development of the GELS framework, both downloadable at https://www.clic.eng.cam.ac.uk/news/GELS:

Rinder, J., Sweeney Geslin, T. and Tual, D. (2016). *A Framework for Language and Communication in the CDIO Syllabus*.

Rinder, J., Richter, T., Sweeney Geslin, T. and Tual, D. (2020). *The Global Engineer Language Skills (GELS) network: an update.*

Table 1. Summary of interviews with engineers and other professionals working in engineering firms about frequently required competencies and tools.

Competencies seen as the most important among the interviewed companies	Competencies that the companies wished that universities trained students in	Most valued e-communication tools (in descending order of importance)
e-communication	e-communication	e-mail
Skills with different software	Specialised vocabulary	Telephone
Business etiquette awareness	Business etiquette	Video conferencing
Cross-cultural communication	Flexibility at work	Internal instant messaging
Face-to-face communication	Netiquette	WhatsApp
Literacy	Presentation skills	Skype
Digital literacy	Efficiency	Other
Written communication	Business e-mail etiquette	Messenger
Additional language skills	Video conferencing	Instagram
Politeness	Social interaction	Viber
Analytical skills	Soft skills	Google Drive
Netiquette	Additional languages	
Proactive mindset	Analytical skills	
Flexibility with clients	Professional communication	

Erasmus+

BY NC SA

BADGE

Key skills → / Tools & competences ↓	Reading	Writing	Speaking	Listening	Interacting	Technical knowledge & technological literacy	Leadership and teamwork	Intercultural communication	↓Communication "spectrums" ↓
Video conference call			v	v	v	Includes: adjusting to different devices, embodied & disembodied language use, digital story telling, add-ons (referencing tools, spell checkers, translators, etc.), bots, readability, anonymity, confidentiality and privacy.	Includes: teleworking, conflict resolution, decision-making, feedback, impact of online communication on offline situations, solving queries, time-management, documenting the communication.	Includes: jargon of the professional language, acronyms, spelling norms, emojis, negotiate timeframe, criticality, netiquette, turn taking.	Synchronous ←----------→ Asynchronous
Audio conference call			v	v	v				Formal←----------→Informal
Emails	v	v							Individual-centred←----------→ Institution-centred
Blogs	v	v							Internal communication←----------→External communication
Micro-blogging	v	v							Mono-media←----------→Multi-media
Vlogs			v	v					1-2-1←----------→Group
Instant messaging	v	v	v	v	v				Verbal←----------→Non-verbal
Live chats	v	v			v				
Group chats	v	v	v	v	v				
Discussion forums	v	v							
Social network (professional, persona and hybrid)	v	v							
Shared drives (Dropbox, G drive, etc.)	v	v							
VLEs	v	v	v	v					
websites	v	v							
Voice messages			v						
Online forms	v	v							
telephone					v				

Figure 1. Reponses from a survey of language and communication teachers about the scope of e-communication.

The GELS Framework in English A1 – B1

	A1	A2	B1
Listening in face-to-face and digital scenarios ***e.g.** *numbers, equations, topic-specific vocabulary. key ICT terms.*	I can understand frequently encountered vocabulary for e-communication and my engineering field*. I can understand a message that includes this vocabulary.	I can listen out for important information and understand enough of a speech to answer simple questions. I can understand simple instructions that use a broader vocabulary for e-communication and my engineering field*.	I can follow instructions from other engineers. I understand enough from spoken media e.g. radio/TV/lectures/ webinars to be able to summarise the main facts and figures, provided the topic is familiar to me.
Reading simple → complex texts	I can understand frequently encountered vocabulary for e-communication and my engineering field*. I can understand simple sentences that include this vocabulary.	I can read simple paragraphs and can infer meaning where necessary in more complex text. I can follow instructions given in simple everyday correspondence (e.g. a note, an instant message, an e-mail).	I can understand correspondence and recognise distinctive differences in register. I can scan and search in texts of different genres and learn from instructive texts on familiar engineering topics.
Spoken interaction in face-to-face and digital scenarios	I can meet new people and respond to basic questions about myself and my studies/ work. I can ask basic, corresponding questions. I can recognise basic non-verbal cues.	I can exchange more detailed personal and professional information and can cope in brief, routine situations with my peers. I can inform others about common difficulties. I can articulate words clearly and use non-verbal cues to facilitate interactions.	I can use a range of simple language to deal with formal and informal situations and suggest solutions. I can interact in a conversation and participate actively in meetings about my work. I can ask questions to develop the topic of conversation.
Spoken production pre-learnt → spontaneous speech in face-to-face and digital scenarios	I can present myself, my background, my engineering field, and my plans. With practice, I can give simple instructions and read out numbers and frequently encountered equations from my engineering field.	I can use scripted language and frequently encountered vocabulary* from my engineering field to describe objects, experiences, observations, and plans. I can verbalise formulae and communicate data in simple language.	I can recount my current and previous work experiences in connected phrases. I can summarise information, present data and describe specific processes. I can create and deliver a presentation with visuals about a technical topic.
Writing individual & collaborative in synchronous and asynchronous scenarios	I can enter text and basic information in e.g. forms and login pages. I can compose texts with simple sentences about myself, my background, and my engineering field.	I can compose simple texts for my peers about routine occurrences at university/ work. I can describe common objects. I can make and respond to requests and suggestions using the conventions of e.g. instant messaging and e-mail.	I can compose definitions and descriptions, and produce simple, cohesive text to inform readers about topics in my engineering field. I can correspond/interact using a neutral and formal register. I can use reference materials to improve my writing.

The GELS Framework in English B2 – C2

	B2	C1	C2
Listening in face-to-face and digital scenarios ***e.g.** *numbers, equations, topic-specific vocabulary. key ICT terms.*	I can understand extended, structured speech and can follow potentially complex arguments and counter-arguments about a topic in my engineering field. I can identify and refer to specific points made in another's speech.	I can follow a presentation (e.g. part of a lecture, a conference call) designed for an expert audience on a new topic within my engineering field. I can understand and infer meaning in discussions and unplanned speech about technical topics.	I can understand extended speech on any topic, even beyond my engineering field. I can simultaneously analyse and evaluate the information provided.
Reading simple → complex texts	I can find the answers to specific questions in complex texts on topics within my engineering field. I can read popular science texts on a range of subjects and follow potentially complex arguments and counterarguments.	I can scan and/or read texts written for experts within my engineering field and infer meaning where necessary. I can follow complex instructions on unfamiliar processes. I can understand the subtleties of register.	I can understand texts, even beyond my engineering field. I can simultaneously analyse and evaluate the information provided.
Spoken interaction in face-to-face and digital scenarios	I can interact effectively on a range of topics within my engineering field and address specific problems. I can substantiate my opinions with evidence, negotiate with colleagues, lead meetings, and interact effectively to reach a consensus.	I can express my understanding and motives fluently to expert and non-expert audiences in a range of situations. I can interact spontaneously with a high degree of fluency to collaborate, give/receive feedback, enhance dialogue, and resolve problems.	I can participate constructively in discussions on any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my speech to the situation and the audience.
Spoken production pre-learnt → spontaneous speech in face-to-face and digital scenarios	I can describe and give effective instructions about specific processes and methods within my engineering field. I can interpret data spontaneously and share my understanding precisely and concisely.	I can apply the structures used in prepared presentations in more spontaneous speech to convince both expert and non-expert audiences. I can ensure that audiences pay attention and feel convinced and well-informed.	I can speak fluently about any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my speech to the situation and the audience.
Writing individual & collaborative in synchronous and asynchronous scenarios	I can summarise and/or paraphrase texts about technical topics. I can (co-) write texts that are effectively structured. I can write about technical topics in an informative style and/or a persuasive style. I can use the conventions of formal correspondence.	I can (co-)write coherent texts. I can apply the conventions of academic/technical writing to produce effective and informative text with supporting evidence and an appropriate combination of media. I can collaborate and give/receive feedback.	I can compose fluent, coherent, reader-friendly text on any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my writing to the situation and the audience. I can use social media to disseminate my work.

GELS-referensramen på svenska A1 – B1

	A1	A2	B1
Hörförståelse öga mot öga och digitalt * T.ex. nummer, ekvationer, terminologi, ämnesspecifikt ordförråd.	Jag kan förstå ofta använda ord och fraser för e-kommunikation och mitt ingenjörsyrke*. Jag kan förstå ett meddelande som innehåller dessa ord och fraser.	Jag kan lyssna efter viktig information och förstå tillräckligt mycket av ett budskap för att besvara enkla frågor. Jag förstår enkla instruktioner som använder ett bredare ordförråd för e-kommunikation och mitt ingenjörsområde.	Jag kan följa instruktioner från andra ingenjörer. Jag förstår tillräckligt från radio/ TV/ (webb-)föreläsningar och seminarier för att kunna sammanfatta den viktigaste informationen och siffror, förutsatt att ämnet är bekant för mig.
Läsförståelse enkla → komplexa texter	Jag kan förstå ord och fraser som ofta används för e-kommunikation och inom mitt ingenjörsområde*. Jag kan förstå enkla meningar som innehåller dessa ord och fraser.	Jag kan läsa enkla texter och dra slutsatser när det är nödvändigt i mer komplexa texter. Jag kan följa anvisningar i enkel vardagskorrespondens (t.ex. en lapp, direktmeddelande, e-post).	Jag kan förstå korrespondens och känna igen distinkta skillnader i registret. Jag kan skumma igenom texter av olika genrer och lära av instruktiva texter om kända tekniska ämnen.
Muntlig interaktion öga mot öga och digitalt	Jag kan träffa nya människor och svara på enkla frågor om mig själv och mina studier/mitt arbete. Jag kan ställa enkla frågor inom samma område. Jag kan känna igen grundläggande icke-verbala signaler.	Jag kan utbyta mer detaljerad personlig och professionell information och kan klara korta, rutinmässiga situationer med mina kamrater. Jag kan informera andra om vanliga svårigheter. Jag kan formulera ord tydligt och använda icke-verbala signaler för att underlätta interaktioner.	Jag kan använda ett enkelt men varierat språk för att hantera formella och informella situationer och föreslå lösningar. Jag kan interagera i en konversation och delta aktivt i möte om mitt arbete. Jag kan ställa frågor för att utveckla samtalets ämne.
Muntlig produktion öga mot öga och digitalt inövat → spontant talande	Jag kan presentera mig själv, min bakgrund, mitt ingenjörsområde och mina planer. Efter att ha övat kan jag ge enkla instruktioner och läsa upp siffror och enkla eller frekventa ekvationer från mitt ingenjörsområde.	Jag kan använda förberedda texter och ofta använda ord och fraser från mitt ingenjörsområde för att beskriva föremål, erfarenheter, observationer och planer. Jag kan formulera formler och kommunicera data med ett enkelt språk.	Jag kan berätta om mitt nuvarande arbete och tidigare erfarenheter i samman-hängande fraser. Jag kan sammanfatta information, presentera data och beskriva specifika processer. Jag kan skapa och hålla en presentation med bilder om ett tekniskt ämne.
Skriftlig färdighet individuellt eller kollaborativt, synkront eller asynkront	Jag kan skriva in text och grundläggande information i t.ex. en inloggningssida eller formulär. Jag kan komponera texter med enkla meningar om mig själv, min bakgrund och om mitt ingenjörsområde.	Jag kan skriva enkla texter för mina kamrater om vardagliga händelser på universitet/jobbet. Jag kan beskriva vanliga föremål. och lösa uppgifter i skolan/arbetet. Jag kan göra och svara på förfrågningar och förslag på ett lämpligt sätt i t.ex. snabbmeddelanden och e-post.	Jag kan formulera definitioner och beskrivningar, och producera en enkel, sammanhängande text för att informera läsarna om kända ämnen inom mitt ingenjörsområde. Jag kan korrespondera/interagera med ett neutralt och formellt register. Jag kan använda referensmaterial för att förbättra mitt arbete.

GELS-referensramen på svenska B2 – C2

	B2	C1	C2
Hörförståelse öga mot öga och digitalt * T.ex. nummer, ekvationer, terminologi, ämnesspecifikt ordförråd.	Jag kan förstå utvidgade, välstrukturerade budskap/ framföranden och kan följa potentiellt komplexa argument och motargument om ett ämne inom mitt ingenjörsområde. Jag kan identifiera och hänvisa till specifika punkter som framförts i en annans tal.	Jag kan följa en presentation (t.ex. en del av en föreläsning, ett konferenssamtal) utformad för en väl insatt publik om ett nytt ämne inom mitt ingenjörsområde. Jag kan förstå och dra slutsatser i diskussioner och oplanerade framföranden om tekniska ämnen.	Jag kan förstå utvidgat tal om vilket ämne som helst, även utanför mitt ingenjörsområde. Jag kan samtidigt analysera och utvärdera den information som har förmedlats.
Läsförståelse enkla → komplexa texter	Jag kan hitta svar på specifika frågor i komplexa texter om ämnen inom mitt ingenjörsområde. Jag kan läsa populär-vetenskapliga texter inom en rad ämnen och följa potentiellt komplexa argument och motargument.	Jag kan skumma igenom och/eller läsa texter skrivna för en väl insatt publik inom mitt ingenjörsområde och dra slutsatser när det är nödvändigt. Jag kan följa komplexa instruktioner om okända processer. Jag kan förstå registrets subtilitet.	Jag kan förstå texter, även utanför mitt ingenjörsområde. Jag kan samtidigt analysera och utvärdera den information som har förmedlats.
Muntlig interaktion öga mot öga och digitalt	Jag kan interagera effektivt i en rad ämnen inom mitt ingenjörsområde och ta itu med specifika problem. Jag kan underbygga mina åsikter med bevis, förhandla med kollegor, leda möten och interagera effektivt för att nå enighet.	Jag kan flytande uttrycka min förståelse och mina motiv för expert- och icke-expertgrupper i en rad situationer. Jag kan interagera spontant med en hög grad av flyt för att samarbeta, ge/få återkoppling, förbättra dialoger och lösa problem.	Jag kan delta konstruktivt i diskussioner om alla ämnen, även utanför mitt ingenjörsområde. Jag kan anpassa registret, den tekniska komplexiteten och argument i mitt tal till situationen och publiken.
Muntlig produktion öga mot öga och digitalt inövat → spontant talande	Jag kan beskriva och ge effektiva instruktioner om specifika processer och metoder inom mitt ingenjörsområde. Jag kan tolka data spontant och framföra min förståelse precist och kortfattat.	Jag kan tillämpa de strukturer som används i förberedda presentationer i mer spontat tal för att övertyga både expert- och icke-expertgrupper. Jag kan fånga publikens uppmärksamhet, övertyga den och få den att känna sig välinformerad.	Jag kan tala flytande om alla ämnen, även utanför mitt ingenjörsområde. Jag kan anpassa registret, den tekniska komplexiteten och argument i mitt tal till situationen och publiken.
Skriftlig färdighet individuellt eller kollaborativt, synkront eller asynkront	Jag kan sammanfatta och/eller parafrasera texter om tekniska ämnen. Jag kan skriva tydligt formulerade texter (enskilt och tillsammans med andra). Jag kan skriva om tekniska ämnen i en informerande stil och/eller ett övertygande stil. Jag är förtrogen med normer för och hanterar formell korrespondens.	Jag kan skriva sammanhängande texter enskilt eller med andra. Jag kan tillämpa konventionerna om akademiskt/tekniskt skrivande för att producera effektiv och informativ text med hjälp av underlag och en lämplig kombination av media. Jag kan samarbeta och ge/få återkoppling.	Jag kan skriva flytande, sammanhängande, läsarvänliga texter om alla ämnen, även utanför mitt ingenjörsområde. Jag kan anpassa registret, den tekniska komplexiteten och argument för mitt författande till situationen och publiken. Jag kan använda sociala medier för att sprida mitt arbete.

Le cadre GELS en français A1 – B1

	A1	A2	B1
Ecouter en face à face et en ligne *par exemple, les nombres, les équations, le vocabulaire spécifique, les termes clés des TIC.	Je peux reconnaitre des mots fréquents du vocabulaire utilisé pour la communication numérique et mon domaine d'ingénierie*. Je peux comprendre un message contenant ce vocabulaire.	Je peux comprendre les informations essentielles et comprendre suffisamment un discours pour répondre à des questions simples. Je peux comprendre des instructions simples qui utilisent un éventail plus large de lexique pour la communication numérique et mon domaine d'ingénierie*	Je peux suivre les instructions d'autres ingénieurs. Je comprends suffisamment les médias parlés, par exemple la radio, la télévision, les conférences et les séminaires en ligne, pour être capable de résumer les principaux faits et chiffres, à condition que le sujet me soit familier.
Lire textes simples → textes complexes	Je peux comprendre le vocabulaire fréquemment utilisé en communication numérique et dans mon domaine d'ingénierie*. Je peux comprendre des phrases simples contenant ce lexique.	Je peux lire des paragraphes simples et, si nécessaire, déduire le sens d'un texte plus complexe. Je peux suivre des instructions données dans une correspondance simple de tous les jours (par exemple, une note, un message instantané, un courriel).	Je peux comprendre la correspondance et reconnaître les différences distinctives de registre. Je peux scanner et chercher dans des textes de genres différents et apprendre à partir de textes instructifs sur des sujets techniques familiers.
Parler (interactions) en face à face et dans des situations en ligne	Je peux rencontrer de nouvelles personnes et répondre à des questions de base sur moi-même et mes études/ mon travail. Je peux poser des questions élémentaires et correspondantes. Je peux reconnaître des signaux non verbaux de base.	Je peux échanger des informations personnelles et professionnelles plus détaillées et je peux me débrouiller dans des situations brèves et routinières avec mes camarades. Je peux informer les autres des difficultés courantes. Je peux articuler les mots clairement et utiliser des indices non verbaux pour faciliter les interactions.	Je peux utiliser un éventail de langage simple pour faire face à des situations formelles et informelles et proposer des solutions. Je peux interagir dans une conversation et participer activement à des réunions concernant mon travail. Je peux poser des questions pour développer le sujet de la conversation.
Parler (production) discours mémorisé → discours spontané en face à face et dans des situations en ligne	Je peux me présenter, mon parcours, mon domaine d'ingénierie, et mes projets. Avec de la pratique, je peux donner des instructions simples et lire des chiffres et des équations fréquemment rencontrés dans mon domaine d'ingénierie.	Je peux utiliser des textes préparés et le vocabulaire* fréquemment rencontré dans mon domaine d'ingénierie pour décrire des objets, des expériences, des observations et des projets. Je peux verbaliser des formules et communiquer des données dans un langage simple.	Je peux raconter mon travail actuel et mes expériences précédentes en utilisant des phrases connectées. Je peux résumer des informations, présenter des données et décrire des processus spécifiques. Je peux créer et faire une présentation avec des éléments visuels sur un sujet technique.
Ecrire Situations individuelles ou collaboratives, synchrones ou asynchrones	Je peux saisir du texte et des informations de base dans des formulaires ou des pages de connexion, par exemple. Je peux composer des textes avec des phrases simples sur moi-même, mon parcours et mon domaine d'ingénierie.	Je peux composer des textes simples pour mes camarades sur des événements courants à l'université/au travail. Je peux décrire des objets courants. Je peux faire des demandes et des suggestions et y répondre en utilisant les conventions de la messagerie instantanée et du courrier électronique, par exemple.	Je peux rédiger des définitions et des descriptions, et produire un texte simple et cohérent pour informer les lecteurs sur des sujets relevant de mon domaine d'ingénierie. Je peux correspondre/interagir en utilisant un registre neutre et formel. Je peux utiliser des documents de référence pour améliorer mon écriture.

Le cadre GELS en français B2 – C2

	B2	C1	C2
Ecouter en face à face et en ligne *par exemple, les nombres, les équations, le vocabulaire spécifique, les termes clés des TIC.	Je peux comprendre un discours long et structuré et suivre des arguments et contre-arguments potentiellement complexes sur un sujet relevant de mon domaine d'ingénierie. Je peux identifier et faire référence à des points spécifiques dans le discours d'une autre personne.	Je peux suivre une présentation (par exemple une partie d'un cours, une conférence téléphonique) destinée à un public d'experts sur un sujet nouveau dans mon domaine d'ingénierie. Je peux comprendre et déduire le sens de discussions et de discours non planifiés sur des sujets techniques.	Je peux comprendre un long discours sur n'importe quel sujet, même au-delà de mon domaine d'ingénierie. Je peux simultanément analyser et évaluer les informations fournies.
Lire textes simples → textes complexes	Je peux trouver les réponses à des questions spécifiques dans des textes complexes sur des sujets relevant de mon domaine d'ingénierie. Je peux lire des textes de vulgarisation scientifique sur une série de sujets et suivre des arguments et contre-arguments potentiellement complexes.	Je peux écrémer et/ou lire des textes écrits pour des experts dans mon domaine d'ingénierie et en déduire le sens si nécessaire. Je peux suivre des instructions complexes sur des processus peu familiers. Je peux comprendre les subtilités du registre.	Je peux comprendre des textes, même au-delà de mon domaine d'ingénierie. Je peux simultanément analyser et évaluer les informations fournies.
Parler (interactions) en face à face et dans des situations en ligne	Je peux interagir efficacement sur un éventail de sujets dans mon domaine d'ingénierie et aborder des problèmes spécifiques. Je peux étayer mes opinions par des preuves, négocier avec mes collègues, diriger des réunions et interagir efficacement pour parvenir à un consensus.	Je peux exprimer ma compréhension et mes motivations de manière fluide à des publics experts et non experts dans une gamme de situations. Je peux interagir spontanément avec un haut degré d'aisance pour collaborer, donner/recevoir un retour, améliorer le dialogue et résoudre des problèmes.	Je peux participer de manière constructive à des discussions sur n'importe quel sujet, même au-delà de mon domaine d'ingénierie. Je peux adapter le registre, la complexité technique et les arguments de mon discours à la situation et à l'auditoire.
Parler (production) discours mémorisé → discours spontané en face à face et dans des situations en ligne	Je peux décrire et donner des instructions efficaces sur des processus et des méthodes spécifiques dans mon domaine d'ingénierie. Je peux interpréter des données spontanément et partager ma compréhension de manière précise et concise.	Je peux appliquer les structures utilisées dans des présentations préparées dans un discours plus spontané pour convaincre des publics experts et non experts. Je peux faire en sorte que mes interlocuteurs soient attentifs et se sentent convaincus et bien informés.	Je peux parler couramment de n'importe quel sujet, même au-delà de mon domaine d'ingénierie. Je peux adapter le registre, la complexité technique et les arguments de mon discours à la situation et à l'auditoire.
Ecrire Situations individuelles ou collaboratives, synchrones ou asynchrones	Je peux résumer et/ou paraphraser des textes sur des sujets techniques. Je peux (co-)écrire des textes efficacement structurés. Je peux écrire sur des sujets techniques dans un style informatif et/ou persuasif. Je peux utiliser les conventions de la correspondance formelle.	Je peux (co-)écrire des textes cohérents. Je peux appliquer les conventions de l'écriture académique/technique pour produire un texte efficace et informatif avec des preuves à l'appui et une combinaison appropriée de médias. Je peux collaborer et donner/ recevoir un retour.	Je peux rédiger des textes fluides, cohérents et faciles à lire sur n'importe quel sujet, même en dehors de mon domaine d'ingénierie. Je peux adapter le registre, la complexité technique et les arguments de mes écrits à la situation et au public. Je peux utiliser les médias sociaux pour diffuser mon travail.

Der GELS-Referenzrahmen auf Deutsch A1 – B1

	A1	A2	B1
Hören in persönlichen und digitalen Szenarien *z.B. Zahlen, Gleichungen, Fachvokabular. Schlüsselbegriffe der IKT.	Ich kann häufig vorkommende Vokabeln für E-Kommunikation und mein ingenieurwissenschaftliches Fachgebiet* verstehen. Ich kann eine Nachricht verstehen, die dieses Vokabular enthält.	Ich kann auf wichtige Informationen achten und Aussagen ausreichend verstehen, um einfache Fragen zu beantworten. Ich kann einfache Anweisungen, die ein breiteres Vokabular für E-Kommunikation und mein ingenieur-wissenschaftliches Fachgebiet* verwenden, verstehen.	Ich kann Anweisungen anderer Ingenieure befolgen. Ich verstehe genug von gesprochenen Medien, z.B. Radio/TV/Vorträge/Webinare, um die wichtigsten Zahlen und Fakten zusammenfassen zu können, sofern mir das Thema vertraut ist.
Lesen einfache → komplexe Texte	Ich kann häufig vorkommende Vokabeln für E-Kommunikation und mein ingenieurwissenschaftliches Fachgebiet* verstehen. Ich kann einfache Sätze verstehen, die diese Vokabeln enthalten.	Ich kann einfache Absätze lesen und bei komplexeren Texten gegebenenfalls Bedeutungen daraus schließen. Ich kann Anweisungen befolgen, die in einfacher alltäglicher Korrespondenz (z. B. einer Notiz, einer Sofortnachricht, einer E-Mail) gegeben werden.	Ich kann Korrespondenz verstehen und deutliche Unterschiede im Sprachregister erkennen. Ich kann Texte verschiedener Genres nach Informationen durchsuchen und aus instruktiven Texten zu vertrauten technischen Themen lernen.
An Gesprächen teilnehmen in persönlichen und digitalen Szenarien	Ich kann neue Leute kennenlernen und grundlegende Fragen zu meiner Person und meinem Studium/meiner Arbeit beantworten. Ich kann einfache entsprechende Fragen stellen. Ich kann grundlegende nonverbale Signale erkennen.	Ich kann detaillierte persönliche und berufliche Informationen austauschen und mich in kurzen Routinesituationen mit meinen Kollegen unterhalten. Ich kann andere über allgemeine Schwierigkeiten informieren. Ich kann Wörter klar artikulieren und nonverbale Signale verwenden, um das Gespräch zu erleichtern.	Ich kann eine Reihe einfacher Ausdrücke verwenden, um mit formellen und informellen Situationen umzugehen und Lösungen vorzuschlagen. Ich kann mich an einem Gespräch beteiligen und aktiv an Besprechungen über meine Arbeit teilnehmen. Ich kann Fragen stellen, um das Gesprächs-thema weiterzuentwickeln.
Zusammenhängendes Sprechen vorgelernt → spontane Rede in persönlichen und digitalen Szenarien	Ich kann mich, meinen Hintergrund, mein ingenieurwissenschaftliches Fachgebiet und meine Pläne vorstellen. Mit etwas Übung kann ich einfache Anweisungen geben und Zahlen und häufig vorkommende Gleichungen aus meinem ingenieurwissenschaftlichen Fachgebiet vorlesen.	Ich kann Skriptsprache und häufig vorkommende Vokabeln* aus meinem Ingenieurbereich verwenden, um Objekte, Erfahrungen, Beobachtungen und Pläne zu beschreiben. Ich kann Formeln verbalisieren und Daten in einfacher Sprache kommunizieren.	Ich kann meine aktuelle Arbeit und frühere Erfahrungen in zusammenhängenden Sätzen wiedergeben. Ich kann Informationen zusammenfassen, Daten darstellen und konkrete Vorgänge beschreiben. Ich kann eine Präsentation zu einem technischen Thema mit Visualisierungen erstellen und halten.
Schreiben individuell und kollaborativ in synchronen und asynchronen Szenarien	Ich kann Text und grundlegende Informationen eingeben, z.B. in Formularen und Anmeldeseiten. Ich kann Texte mit einfachen Sätzen über mich selbst, meinen Hintergrund und mein ingenieurwissenschaftliches Fachgebiet verfassen.	Ich kann einfache Texte über alltägliche Vorkommnisse in der Universität/Arbeit für meine Kollegen verfassen. Ich kann alltägliche Gegenstände beschreiben. Ich kann Anfragen und Vorschlägen unter Verwendung der Konventionen von z.B. Sofortnachrichten und E-Mail machen und folgen.	Ich kann Definitionen und Beschreibungen verfassen und einfache, zusammenhängende Texte produzieren, um Leser über Themen in meinem ingenieur-wissenschaftlichen Fachgebiet zu informieren. Ich kann mit neutralem und formellem Sprachregister korrespondieren/interagieren. Ich kann Referenzmaterialien verwenden, um mein Schreiben zu verbessern.

Der GELS-Referenzrahmen auf Deutsch B2 – C2

	B2	C1	C2
Hören in persönlichen und digitalen Szenarien *z.B. Zahlen, Gleichungen, Fachvokabular. Schlüsselbegriffe der IKT.	Ich kann längere, strukturierte Aussagen verstehen und auch komplexen Argumenten und Gegenargumenten zu einem Thema in meinem technischen Fachgebiet folgen. Ich kann bestimmte Punkte in der Rede eines anderen erkennen und darauf Bezug nehmen.	Ich kann einer für ein Fachpublikum konzipierten Präsentation (z. B. Teil einer Vorlesung, einer Telefon-konferenz) zu einem neuen Thema außerhalb meines ingenieur-wissenschaftlichen Fachgebiets folgen. Ich kann Diskussionen und ungeplante Äußerungen über technische Themen verstehen und Bedeutung daraus schließen.	Ich kann längere Aussagen zu verschiedensten Themen, auch außerhalb meines technischen Fachgebiets, verstehen. Ich kann gleichzeitig die bereitgestellten Informationen analysieren und bewerten.
Lesen einfache → komplexe Texte	Ich kann Antworten zu fachspezifischen Fragestellungen in komplexen Texten aus meinem ingenieurwissenschaftlichen Fachgebiet finden. Ich kann populärwissenschaftliche Texte zu verschiedenen Themen lesen und auch komplexen Argumenten und Gegenargumenten folgen.	Ich kann Texte (kursorisch) lesen, die für Experten in meinem ingenieurwissenschaftlichen Fachgebiet geschrieben wurden, und gegebenenfalls Bedeutung daraus schließen. Ich kann komplexen Anweisungen zu unbekannten Prozessen folgen. Ich kann die Feinheiten verschiedener Sprachregister verstehen.	Ich kann Texte zu verschiedensten Themen, auch außerhalb meines ingenieurwissenschaftlichen Fachgebiets, verstehen. Ich kann gleichzeitig die bereitgestellten Informationen analysieren und bewerten.
An Gesprächen teilnehmen in persönlichen und digitalen Szenarien	Ich kann zu einer Reihe von Themen in meinem ingenieur-wissenschaftlichen Fachgebiet effektiv interagieren und spezifische Probleme ansprechen. Ich kann meine Meinungen mit Nachweisen untermauern, mit Kollegen verhandeln, Meetings leiten und effektiv interagieren, um einen Konsens zu erreichen.	Ich kann mein Verständnis und meine Motive vor einem fachkundigen/nicht fachkundigen Publikum in verschiedensten Situationen fließend ausdrücken. Ich kann spontan mit einem hohen Grad an Sprachkompetenz interagieren um zusammen-zuarbeiten, Feedback zu geben/erhalten, Dialog zu verbessern und Probleme zu lösen.	Ich kann mich konstruktiv an Diskussionen zu verschiedensten Themen, auch außerhalb meines ingenieurwissenschaftlichen Fachgebiets, beteiligen. Ich kann das Sprachregister, die technische Komplexität und die Argumentationen meiner Aussagen an die Situation und das Publikum anpassen.
Zusammenhängendes Sprechen vorgelernt → spontane Rede in persönlichen und digitalen Szenarien	Ich kann spezifische Prozesse und Methoden in meinem ingenieurwissenschaftlichen Fachgebiet beschreiben und wirkungsvolle Anleitungen dazu geben. Ich kann Daten spontan interpretieren und mein Verständnis präzise und prägnant mitteilen.	Ich kann die in vorbereiteten Präsentationen verwendeten Strukturen spontan anwenden, um sowohl ein fachkundiges als auch ein nicht fachkundiges Publikum zu überzeugen. Ich kann dafür sorgen, dass das Publikum aufmerksam ist und sich überzeugt und gut informiert fühlt.	Ich kann über verschiedenste Themen, auch außerhalb meines ingenieurwissenschaftlichen Fachgebiets, fließend sprechen. Ich kann das Sprachregister, die technische Komplexität und die Argumentationen meiner Aussagen an die Situation und das Publikum anpassen.
Schreiben individuell und kollaborativ in synchronen und asynchronen Szenarien	Ich kann Texte zu technischen Themen zusammenfassen und/oder paraphrasieren. Ich kann gut strukturierte Texte (mit-)verfassen. Ich kann über technische Themen informativ och/oder überzeugend schreiben. Ich kann die Konventionen der formellen Korrespondenz anwenden.	Ich kann zusammenhängende Texte (mit-)verfassen. Ich kann die Konventionen des wissenschaftlichen/technischen Schreibens anwenden, um effektive und informative Texte mit unterstützenden Nachweisen und einer angemessenen Kombination von Medien zu verfassen. Ich kann zusammenarbeiten und Feedback geben/erhalten.	Ich kann zu verschiedensten Themen, auch außerhalb meines ingenieurwissenschaftlichen Fachgebiets, fließende, zusammen-hängende und leserfreundliche Texte verfassen. Ich kann das Sprachregister, die technische Komplexität und die Argumentationen meines Schreibens an die Situation und das Publikum anpassen. Ich kann soziale Medien nutzen, um meine Arbeit zu verbreiten.

El marco GELS en español A1 – B1

	A1	A2	B1
Comprensión auditiva en situaciones presenciales y digitales ***p.ej.** *números, ecuaciones, vocabulario específico del tema, términos clave de las TIC)*	Comprendo el vocabulario más frecuente de la comunicación electrónica y de mi campo de ingeniería*. Entiendo un mensaje que incluya este vocabulario.	Puedo identificar información importante y entender lo suficiente para responder a preguntas sencillas. Puedo entender instrucciones sencillas que utilizan un vocabulario más amplio para la comunicación electrónica y mi campo de ingeniería*.	Entiendo instrucciones de otros ingenieros. Comprendo lo suficiente de los medios de comunicación, como la radio, la televisión, las conferencias y los seminarios web para poder resumir los principales datos y cifras, sobre temas familiares/conocidos
Comprensión lectora textos sencillos → complejos	Comprendo el vocabulario más frecuente de la comunicación electrónica y de mi campo de ingeniería*. Entiendo frases sencillas que incluyan este vocabulario.	Puedo comprender textos sencillos e identificar la información relevante en textos de mayor complejidad. Puedo interpretar las instrucciones en la correspondencia sencilla y cotidiana (p.ej. en una nota, un mensaje instantáneo o un correo electrónico).	Entiendo la correspondencia e identifico las diferencias de registro. Puedo buscar información en textos de distintos géneros y profundizar mis conocimientos en temas de ingeniería que me son familiares.
Interacción oral en situaciones presenciales y digitales	Soy capaz de conocer a gente nueva y responder a preguntas básicas sobre mí y mis estudios/trabajo. Puedo hacer las preguntas básicas correspondientes. Reconozco los señales no verbales básicas.	Soy capaz de intercambiar información personal y profesional más detallada y puedo desenvolverme en situaciones breves y rutinarias con mis compañeros. Puedo informar a los demás sobre dificultades comunes. Puedo articular las palabras con claridad y utilizar señales no verbales para facilitar las interacciónes.	Puedo utilizar un lenguaje sencillo para tratar situaciones formales e informales y sugerir soluciones. Soy capaz de interactuar en una conversación y participar activamente en reuniones sobre mi trabajo. Puedo hacer preguntas para desarrollar el tema de la conversación.
Expresión oral discursos preparados → espontáneos en situaciones presenciales y digitales	Puedo presentarme a mí mismo, mi historia, mi campo de ingeniería y mis planes. Con la práctica, puedo dar instrucciones sencillas y leer en voz alta números y ecuaciones frecuentes de mi campo de ingeniería.	Puedo utilizar guiones preparados y vocabulario* de uso frecuente en mi campo de la ingeniería para describir objetos, experiencias, observaciones y planes. Soy capaz de verbalizar fórmulas y comunicar datos en un lenguaje sencillo.	Relato mi trabajo actual y mis experiencias anteriores con frases coherentes. Puedo resumir información, presentar datos y describir procesos específicos. Soy capaz de crear y realizar una presentación con elementos visuales sobre un tema técnico.
Expresión escrita individual y en equipo en canales síncronos y asíncronos.	Soy capaz de escribir textos sencillos, por ejemplo, formularios y páginas de acceso. Puedo redactar textos con frases sencillas sobre mí, mis intereses personales y mi campo de ingeniería.	Soy capaz de escribir textos sobre actividades cotidianas en la universidad y el trabajo. Puedo describir el funcionamineto de objetos de uso frecuente. Me comunico con cierta facilidad a travez de correos electrónicos y mensajería instantánea.	Puedo hacer definiciones y descripciones y redactar un texto sencillo y claro/bien entrelazado para informar a los lectores sobre temas de mi especialidad de ingeniería. Puedo mantener una correspondencia/ interacción utilizando un registro neutro y formal. Puedo utilizar materiales de referencia para mejorar mi escritura.

El marco GELS en español B2 – C2

	B2	C1	C2
Comprensión auditiva en situaciones presenciales y digitales ***p.ej.** *números, ecuaciones, vocabulario específico del tema, términos clave de las TIC)*	Comprendo un discurso extenso y estructurado y puedo entender argumentos y contrargumentos complejos sobre un tema de mi campo de ingeniería. Puedo identificar y hacer referencia a puntos específicos del discurso de otra persona.	Puedo comprender una presentación (p.ej. en una conferencia o tele-conferencia) dirigida a un público experto sobre un tema nuevo dentro de mi campo de ingeniería. Puedo comprender y discernir/interpetrar la información relevante en discursos espontáneos sobre temas técnicos.	Comprendo sin dificultad discursos abstractos sobre cualquier tema, incluso sobre temas técnicos nuevos para mí. También puedo analizar y evaluar simultáneamente la información proporcionada.
Comprensión lectora textos sencillos → complejos	Puedo identificar las respuestas a preguntas concretas en textos complejos sobre temas en mi campo de ingeniería. Leo textos de divulgación científica sobre diversos temas y soy capaz de discernir argumentos y contraargumentos de gran complejidad.	Puedo hojear/leer textos escritos por expertos dentro de mi campo de la ingeniería y deducir el significado cuando sea necesario. Comprendo instrucciones complejas sobre procesos desconocidos. Puedo identificar las sutilezas del registro.	Entiendo el contenido de textos, incluso más allá de mi campo de ingeniería. Puedo analizar y evaluar simultáneamente la información proporcionada.
Interacción oral en situaciones presenciales y digitales	Soy capaz de debatir una serie de temas dentro de mi campo de la ingeniería y abordar problemas específicos con eficacia. Puedo fundamentar mis opiniones con pruebas. negociar con colegas, dirigir reuniones e interactuar eficazmente para alcanzar un consenso.	Puedo expresar mi comprensión y mis motivos con fluidez a públicos expertos y no expertos en una serie de situaciones. Soy capaz de interactuar espontáneamente con un alto grado de fluidez para colaborar, dar/recibir retroalimentación, mejorar el diálogo y resolver problemas.	Participo de forma constructiva en debates sobre cualquier tema, incluso más allá de mi campo de ingeniería. Soy capaz de adaptar el registro, la complejidad técnica y los argumentos de mi discurso a la situación y al público.
Expresión oral discursos preparados → espontáneos en situaciones presenciales y digitales	Puedo describir y dar instrucciones eficaces sobre procesos y métodos específicos dentro de mi campo de la ingeniería. Soy capaz de interpretar datos espontáneamente y compartir mi comprensión de forma precisa y concisa.	Aplico las estructuras utilizadas en las presentaciones preparadas en un discurso más espontáneo para convencer a un público tanto experto como no experto. Capto la atención del público y logro persuadir con mis argumetos.	Hablo con fluidez sobre cualquier tema, incluso más allá de mi campo de ingeniería. Soy capaz de adaptar el registro, la complejidad técnica y los argumentos de mi discurso a la situación y al público.
Expresión escrita individual y en equipo en canales síncronos y asíncronos.	Puedo resumir y/o parafrasear textos sobre temas técnicos. Tengo la habilidad de escribir textos individualmente y en equipo con una estructura eficaz. Puedo escribir sobre temas técnicos en estilo informativo y/o en estilo persuasivo. Puedo utilizar las convenciones de la correspondencia formal.	Tengo la habilidad de crear textos coherentes y fluidos individualmente y en equipo. Asimismo, hago uso de un estilo académico/técnico. Produzco textos informativos con argumentos para evidenciar o refutar diferentes puntos de vista/tesis. Puedo dar/recibir retroalimentación.	Soy capaz de producir textos claros, fluidos y bien entrelazados sobre diversos temas, aún más allá de mi campo de ingeniería. Soy capaz de adaptar el registro, la complejidad técnica y los argumentos de mi discurso a la situación y al público. Puedo usar las redes sociales para difundir mi trabajo.

Ideas for e-communication activities

Ideas	Main skills					
Listen out for vocabulary related to e-communication.	e-	L				
Listen to a partner spell out e-communication-related acronyms.	e-	L				
Follow instructions from a partner to type letters and symbols.	e-	L				
Find vocabulary in texts related to e-communication.	e-		R			
Follow simple written instructions for e-communication.	e-		R			
Engage in small talk at the beginning of an online meeting.	e-			I		
Record a personal introduction as part of a job application.	e-				S	
Instruct a partner to type letters or symbols.	e-				S	
Complete an online form with personal information.	e-					W
Write a personal bio for a university/workplace webpage.	e-					W
Follow instructions from a short instructional video.	e-	L				
Find information in e-mails, instant messaging, and websites.	e-		R			
Answer inference questions based on e-communication.	e-		R			
Read a partner's e-communication and prepare a response.	e-		R			
Conduct a simplified job interview using video-conference software.	e-			I		
Use video-conference software for at least one of the role plays above.	e-			I		
Make a short instructional video for a partner.	e-				S	
e-mail a request for help with a work-related problem.	e-					W
Respond to a partner's request for help by e-mail.	e-					W
Brainstorm the conventions of e-correspondence.	e-					W
Follow a partner's instructions to carry out a (e-comm-related) task.	e-	L				
Categorise e-communication conventions according to register.	e-		R			
Arrange a series of e-mails from informal to formal.	e-		R			
Plan a response to some e-correspondence you have received.	e-		R			
Follow social media related to your engineering field.	e-		R			
Analyse and evaluate a machine-translated text.	e-		R			
Record a presentation for newcomers to your department.	e-				S	
Summarise a course you have taken for another student.	e-					W
Participate in an instant-messaging role play.	e-					W
Adapt an e-mail for a different audience.	e-					W
Participate in an online business-style meeting.	e-			I		
Review a partner's work online.	e-			I		
Record a *Pecha Kucha* presentation.	e-				S	
Record/ deliver a *three-minute thesis* presentation.	e-				S	
Plan and co-write a text using an OpenDocument format.	e-					W
Highlight arguments and evidence in texts about online safety.	e-		R			
Adapt an academic text using a form of e-communication.	e-		R		S	W
Promote your adaptation (see above) using social media.	e-				S	W
Create a Wikipedia page or update an existing page.	e-		R			W

Ideas for A1 communication activities

Ideas	Main skills					
Listen out for vocabulary related to e-comm/engineering.	e-	L				
Listen to a partner spell out e-comm/engineering-related acronyms.	e-	L				
Note down calculations read out by a partner.		L				
Follow instructions from a partner to type letters and symbols.	e-	L				
Draw a shape following a partner's instructions.		L				
Choose an item after hearing descriptions.		L				
Find vocabulary for e-communication in (extracts from) a manual.	e-		R			
Find frequently encountered vocabulary for engineering in short texts.			R			
Find vocabulary relevant to engineering from a list.			R			
Find a university/engineering programme or course in a TL region.			R			
Match signs (e.g. for health and safety) with written instructions.			R			
Follow simple written instructions for e-communication.	e-		R			
Introduce yourself and ask questions to a new colleague.				I		
Engage in small talk at the beginning of a (online) meeting.	e-			I		
Engage in some small talk at the university/workplace.				I		
Ask for directions and check your understanding using a map.				I		
Act out non-verbal cues like a game of charades.				I		
Find the weight of objects and ask your partner to guess the weight.				I		
Record a personal introduction as part of a job application.	e-				S	
Introduce yourself to your counterpart at a formal meeting.					S	
Give instructions to a partner for them to carry out a simple task.					S	
Instruct a partner to type letters or symbols.	e-				S	
Play a game of timeline.					S	
Complete an online form with basic information.	e-					W
Write a personal bio for a university/workplace webpage.	e-					W
Retro-design a questionnaire from simple survey data about alumni.						W

e-	e-communication		
I	Spoken interaction	S	Spoken production
L	Listening	TL	Target language
R	Reading	W	Writing

GELS A1 Listening

I can understand frequently encountered vocabulary for e-communication and my engineering field. I can understand a message that includes this vocabulary.

I can understand frequently encountered vocabulary for e-communication and my engineering field.

- Listen out for frequently encountered vocabulary for e-communication and engineering in short utterances and dialogues.
- Listen to a partner spell out acronyms that are used in e-communication and engineering.
- Listen to a partner read out calculations and write them down. E.g. *Activity description 4 - Do the maths!*

I can understand a message that includes this vocabulary.

- Follow directions from a partner to places on a campus map.
- Listen to descriptions of different items and their specifications and choose one of them.
- Follow a partner's instructions and draw a shape. E.g. *Activity description 5 - Draw a robot.*

GELS A1 Reading

I can understand frequently encountered vocabulary for e-communication and my engineering field. I can understand simple sentences that include this vocabulary.

I can understand frequently encountered vocabulary for e- communication and my engineering field.

- Find vocabulary for e-communication in (extracts from) a manual.
- Find frequently encountered vocabulary (e.g. cognates) for engineering in short texts, e.g. encyclopaedia entries, school textbooks, and abstracts for scientific articles.
- Find vocabulary relevant to engineering from a list prepared by the teacher.
- Add engineering-specific words to the aforementioned list.
- Find a university/engineering programme or course in a target-language country.

I can understand simple sentences that include this vocabulary.

- Match signs (for e.g. health and safety) with written instructions.
- Follow simple written instructions for e-communication.

GELS A1 Spoken Interaction

I can meet new people and respond to basic questions about myself and my studies/work. I can ask basic, corresponding questions. I can recognise basic non-verbal cues.

I can meet new people and respond to basic questions about myself and my studies/ work. I can ask basic, corresponding questions.

- Participate in a role play. Meet a new colleague in an elevator. Introduce yourself and ask some questions about them.

- Participate in a role play. You have joined an online meeting and the host is yet to arrive. Introduce yourself to your partner, find out about them, and engage in some small talk. Use the chat function to spell out words (e.g. names) if necessary.

- Participate in a role play. Engage in some small talk at the university/workplace coffee machine.

I can recognise basic non-verbal cues.

- Act out hand gestures and other non-verbal cues like a game of charades. Consider if/how these gestures might be different in an online context.

GELS A1 Spoken Production

I can present myself, my background, my engineering field, and my plans. With practice, I can give simple instructions and read out numbers and frequently encountered equations from my engineering field.

I can present myself, my background, my engineering field, and my plans.

- Participate in a role play. Introduce yourself in a round of presentations at a formal meeting.
- Imagine you have applied for a job, and the employer has asked for a short personal introduction. Record your introduction.

With practice, I can give simple instructions and read out numbers and frequently encountered equations from my engineering field.

- Participate in a game. Find the weight/height of different objects in different units and then ask your partner to guess.
- Give instructions to a partner for them to carry out a simple task, e.g. draw something (either by hand or using e.g. *Insert shape* in a word processing programme), or solve a calculation. E.g. *Activity description 4 - Do the Maths!* and *5 - Draw a robot*.
- Give instructions to a partner to type letters or symbols for your target language and/or your field of engineering, e.g. é, ñ, Œ, ß, å, π, %, Σ. (See also *A1 Writing*).
- Play a game of timeline. You need a collection of pre-made cards. On one side of the card, there is an image of a gadget and its name. On the other side of the card, there is the same image and the date of the invention. Read out the names and the dates and try to remember them. As a last stage, arrange the inventions in chronological order without looking at the dates. Test a partner on the names and dates.

GELS A1 Writing

I can enter text and basic information in e.g. forms and login pages. I can compose texts with simple sentences about myself, my background, and my engineering field.

I can enter text and basic information in e.g. forms and login pages.

- Complete an online form with basic information and take a screenshot.
- Follow instructions from a partner to type letters and symbols for your target language and/or field of engineering, e.g. é, ñ, Œ, ß, å, π, %, Σ. (See also *A1 Spoken production*).

I can compose texts with simple sentences about myself, my background, and my engineering field.

- Write a personal bio for a university/workplace webpage. If you already have such a webpage, include this text to display your multilingual skills. (E.g. *Activity description 3 - Writing about my studies*.)
- Retro-design a questionnaire from simple survey data about alumni (e.g. previous studies, job title).
- See *Activity description 1 - Online chatting* for another activity.

Ideas for A2 communication activities

Ideas	Skills					
Identify key vocabulary in authentic speech/recorded material.	e-	L				
Answer comprehension questions based on slowly reported news.		L				
Identify an item based on a partner's spoken description.		L				
Follow instructions from a short instructional video.	e-	L				
Draw an object based on a partner's instructions.		L				
Follow instructions to use or put together an item of equipment.		L				
Find information in e-mails, instant messaging, and websites.	e-		R			
Find information in flyers, notices, and excerpts from textbooks.			R			
Make educated guesses about specific items in more complex text.			R			
Answer inference questions based on e-communication.	e-		R			
Read about a partner's daily routine at university/work.			R			
Read a partner's e-communication and prepare a response.	e-		R			
Conduct a simplified job interview using video-conference software.	e-			I		
Conduct a simplified coaching session role play.				I		
Conduct a similar role play between an employee and a manager.				I		
Consider the use of non-verbal cues in the role plays (see above).				I		
Use video-conference software for at least one of the role plays above.	e-			I		
Participate in a role play. Mingle at a professional event.				I		
Call to report a technical problem and ask for assistance.				I		
Dictate a text for a partner to write down.					S	
Complete a minimal pairs exercise with a partner.					S	
Summarise an article you have read or listened to.					S	
Choose an item from a limited range of gadgets and describe it.					S	
Make a short instructional video for a partner.	e-				S	
Describe a building on campus.					S	
Read out equations and formulae for a partner.					S	
Describe a figure or table for a partner.					S	
Animate some data in a PPT and describe the important aspects.					S	
Create a summary document about an aspect of the course.						W
Write a commentary on a table or figure.						W
Compose some instructions for a familiar routine.						W
Make an invitation to a lecture/exhibition to engineers in your field.						W
Compose a description of a gadget.						W
Write a script for a short presentation about a building on campus.						W
e-mail a request for help with a work-related problem.	e-					W
Respond to a partner's request for help by e-mail.	e-					W
Brainstorm the conventions of e-correspondence.	e-					W

e-	e-communication	R	Reading
I	Spoken interaction	S	Spoken production
L	Listening	W	Writing

GELS A2 Listening

I can listen out for important information and understand enough of a speech to answer simple questions. I can understand simple instructions that use a broader vocabulary for e-communication and my engineering field.

I can listen out for important information and can understand enough of a speech to answer simple questions.

- Identify vocabulary related to e-communication and engineering in longer passages of speech.
- Answer comprehension questions based on slowly reported news. (See also *A2 Spoken production*).
- Identify an item from a list of gadgets based on a partner's spoken description. (See also *A2 Spoken production*).

I can understand simple instructions that use a broader vocabulary for e-communication and my engineering field.

- Watch a short instructional video and answer comprehension questions or follow instructions. (See also *A2 Spoken production.*)
- Draw an object based on a partner's instructions. Repeat each instruction aloud as you carry it out. E.g. *Activity description 5 - Draw a robot*.
- Follow instructions to use or put together an item of equipment. Repeat the instruction aloud as you carry it out. E.g. *Activity description 12 - Providing and following instructions in a digital scenario*.

GELS A2 Reading

I can read simple paragraphs and can infer meaning where necessary in more complex text. I can follow instructions given in simple everyday correspondence (e.g. a note, an instant message, an e-mail).

I can read simple paragraphs.

- Take inspiration from the following text types:

- e-mails
- instant messaging
- webpages (e.g. description of a lecture/exhibition/conference)
- notices (e.g. instructions, warnings) for products
- excerpts from school textbooks on familiar scientific concepts and processes
- engineering company websites

I can infer meaning where necessary in more complex text.

- Make educated guesses about specific items in more complex text.

  Questions can include e.g. *Does this sentence refer to the past, present, or future? Is* [choose a word] *beneficial or problematic?*

- Answer inference questions based on e-mails, instant messaging, and webpages.

  Questions can include e.g. *On a scale of 1-5, how formal is the workplace? How relevant is this webpage to your studies?*

- Read about a partner's daily routine at university/work (see also *A2 Writing)*. Compare your routine to theirs.

I can follow instructions given in simple everyday correspondence.

- Read a partner's e-mail/instant message and prepare a response. (E.g. *Activity description 6 - Workplace messaging*.)

GELS A2 Spoken Interaction

I can exchange more detailed personal and professional information and can cope in brief, routine situations with my peers. I can inform others about common difficulties. I can articulate words clearly and use non-verbal cues to facilitate interactions.

I can exchange more detailed personal and professional information.

- Participate in a role play. Conduct a simplified job interview using video-conference software. Include questions/answers about background, studies, and employment.

I can cope in brief, routine situations with my peers.

- Participate in a role play. Mingle at a professional event. Find out about your partner.
- Participate in an online role play. Make a plan with your partner and arrange to meet later. Compare schedules and share screens. When/where can you meet?

I can inform others about common difficulties.

- Participate in a role play. Conduct a simplified coaching session between a student and a study counsellor about study routines and difficulties.
- Participate in a role play. Conduct a simplified coaching session between an employee having difficulty at work and a manager (e.g. a Human Resources manager).
- Participate in one of the above role plays using video-conference software. The coach/ manager should produce visuals (e.g. survey) to help the student/employee.

I can articulate words clearly.

- Dictate! Read out a text for a partner to write down.
- Complete a minimal pairs exercise (e.g. *Activity description 30 - Minimal pairs*).

I can use non-verbal cues to facilitate interactions.

- Make non-verbal cues a requirement for one of the role plays described above.
- Analyse a recording of one of the role plays above for non-verbal cues.

GELS A2 Spoken Production

I can use scripted language and frequently encountered vocabulary from my engineering field to describe objects, experiences, observations, and plans. I can verbalise formulae and communicate data in simple language.

I can use scripted language and frequently encountered vocabulary from my engineering field to describe objects, experiences, observations, and plans.

- Summarise an article you have read or listened to.
- Choose an item from a limited range of gadgets and describe it (see also *A2 Listening*). If you're describing an object for a partner to guess, begin with more specific or obscure details and end with general or obvious hints.
- Make a short instructional video for a partner. (See also *A2 Listening*).
- Describe a building on campus. (See *A2 Writing*).

I can verbalise formulae and communicate data in simple language.

- Read out equations and formulae for a partner.
- Share a figure or table with a partner and highlight the important aspects (e.g. *Activity description 7 - Communicating graphical data*).
- Animate some data in a PPT and describe the important aspects (e.g. *Activity description 9 - Powerpoint with a voice*).

GELS A2 Writing

I can compose simple texts for my peers about routine occurrences at university/work. I can describe common objects. I can make and respond to requests and suggestions using the conventions of e.g. instant messaging and e-mail.

I can compose simple texts for my peers about routine occurrences at universty/ work

- Summarise the reading for an aspect of the course in a reader-friendly document.
- Write a commentary on a table or figure. Highlight important items of data and/or a trend.
- Compose some instructions for a familiar routine.
- Make an invitation to an engineering-related event, e.g. lecture/exhibition.

I can describe common objects.

- Compose a description of a gadget from a list prepared by the teacher.
- Write a script for a short presentation about a building on campus. (See A2 Spoken production).

I can make and respond to requests and suggestions using the conventions of e.g. instant messaging and e-mail.

- Compose an e-mail or instant message requesting help with a problem related to your work. (E.g. *Activity description 6 - Workplace messaging*.)
- Respond to a partner's request for help (see above). Make clear when the task was/will be carried out. (E.g. *Activity description 6 - Workplace messaging*.)
- Brainstorm the conventions of e-correspondence.
- See *Activity description 1 - Online chatting* for another activity.

Ideas for B1 communication activities

Ideas	Skills					
Follow a partner's directions to locate a building on campus.		L				
Follow a partner's instructions to carry out a (e-comm-related) task.	e-	L				
Understand a partner's description of a method or some results.		L				
Make notes based on a spoken presentation.		L				
Answer comprehension questions based on lectures/programmes.		L				
Answer questions based on typical workplace correspondence			R			
Identify the cohesive devices in a text.	e-		R			
Categorise e-communication conventions according to register.	e-		R			
Arrange a series of e-mails from most informal to most formal.	e-		R			
Plan a response to some e-correspondence you have received.	e-		R			
Speed read for specific information.			R			
Produce a figure or a table based on writing that you have read.			R			
Follow social media related to your engineering field.	e-		R			
Find out about an innovation in your engineering field.			R			
Analyse a machine-translated text and evaluate its quality.	e-		R			
Play out a problem/solution situation related to your studies/work.				I		
Reach an agreement with a partner about a work-related task.				I		
Reach a consensus with several partners on a relevant issue.				I		
Conduct an annual review meeting with a partner.				I		
Have a meeting with your teacher to discuss your progress.				I		
Ask for clarification or ask a question to develop some discussion.				I		
Present/summarise a project you have worked on.					S	
Record a presentation for newcomers to your department.	e-				S	
Define a concept, tool, or process.						W
Summarise an innovation in your field for a non-expert.						W
Summarise a course you have taken for another student.	e-					W
Participate in an instant-messaging role play.	e-					W
Adapt an e-mail for a different audience.	e-					W
Present/summarise a project you have worked on.						W
Learn how to use a dictionary/corpus to check for language use.						W

e-	e-communication	R	Reading
I	Spoken interaction	S	Spoken production
L	Listening	W	Writing

GELS B1 Listening

I can follow instructions from other engineers. I understand enough from spoken media e.g. radio/TV/lectures/webinars to be able to summarise the main facts and figures, provided the topic is familiar to me.

I can follow instructions from other engineers.

- Locate a building on campus following a partner's directions and/or description.
- Carry out an everyday task (perhaps related to e-communication?) following instructions from a partner (e.g. open a shared document, download a file). (E.g. *Activity description 12 - Providing and following instructions in a digital scenario* and *18 - Origami*.)
- Understand a partner's description of a method or some results (see also *B1 Spoken production*). Produce a summary in the form of a e.g. flow chart or a table.

I understand enough from spoken media e.g. radio/TV/lectures/webinars to be able to summarise the main facts and figures, provided the topic is familiar to me.

- Make notes based on a spoken presentation. (See also *B1 Spoken production*).
- Answer comprehension questions based on recorded lectures/programmes that deal with items of general engineering interest, e.g. ethics (safety, sustainable development).

GELS B1 Reading

I can understand correspondence and recognise distinctive differences in register. I can scan and search in texts of different genres and learn from instructive texts on familiar engineering topics.

I can understand correspondence.

- Answer comprehension and inference questions based on typical workplace correspondence (e.g. e-mail).

I can recognise distinctive differences in register.

- Consider the formality level and/or technical level of a range of e-mails (see also *B1 Writing)*. (E.g. *Activity description 13 - Register and e-mail correspondence* and *20 - Formality and e-comms*.)

- Brainstorm conventions of (e-)correspondence and categorise your findings according to register (e.g. formal/informal; expert/non-expert).

- Plan a response to some e-correspondence you have received and decide on/justify the register you will adopt.

I can scan and search in texts of different genres.

- Speed read for specific information. Choose a specific topic and set yourself questions to find answers to. Find a text (e.g. an entry in an encyclopaedia, a section from a textbook, a research article, a webpage) and look for answers to your questions.

- Analyse a machine-translated text and evaluate the quality of the translation. (E.g. *Activity description 11 - Pros and Cons of Translating Software*.)

I can learn from instructive texts on familiar engineering topics.

- Produce a figure (e.g. a flowchart) or a table (e.g. a classification) based on writing that you have read.

- Follow social media related to your engineering field.

- Find out about an innovation in your engineering field.

GELS B1 Spoken Interaction

I can use a range of simple language to deal with formal and informal situations and suggest solutions. I can interact in a conversation and participate actively in meetings about my work. I can ask questions to develop the topic of conversation.

I can use a range of simple language to deal with formal and informal situations and suggest solutions.

- Participate in a role play. Invent a problem/solution situation related to your studies/work.
- Participate in a role play. Reach an agreement with a partner about a work-related task.
- See *Activity description 19 - Students' rules of professional cross-cultural e-communication* for another activity.

I can interact in a conversation and participate actively in meetings about my work.

- Participate in a meeting and reach a consensus on a relevant issue. (E.g. *Activity description 8 - Guidelines for video meetings* and *14 - Active participation in work-related meetings*).
- Participate in a role play. Conduct an annual review meeting (between e.g. an employer and an employee, or a student and a teacher).
- Have a meeting with your teacher to discuss your progress.

I can ask questions to develop the topic of conversation.

- Listen to a presentation and be prepared to either ask for clarification on a specific aspect or ask a question to develop a constructive discussion (see also *B1 Spoken production*). (E.g. *Activity description 15 - Asking questions to develop a topic of conversation*.)
- Note the differences between open and closed questions. Participate in a role play where either only closed questions or open questions are allowed. Highlight and discuss the differences.

GELS B1 Spoken production

I can recount my current and previous work experiences in connected phrases. I can summarise information, present data, and describe specific processes. I can create and deliver a presentation with visuals about a technical topic.

I can recount my current and previous work experiences in connected phrases. I can summarise information, present data, and describe specific processes.

- Deliver a presentation about a project (or a part thereof) that you have recently completed.

Students could present e.g. a proposal for a study, a description of a data-gathering process, or some results and their implications (e.g. *Activity description 7 - Communicating graphical data* and *9 - Powerpoint with a voice*). With practice, they could also present a simplified summary of an entire study.

Here are some ideas for students:

- Produce a written abstract for the oral presentation and share it in advance.
- Produce a true/false quiz based on your presentation for your classmates.
- Produce a list of vocabulary to help your classmates.
- Be prepared for a *Question-and-Answer* session. (See *B1 Spoken Interaction*).
- If you cannot present your own work, present a published study or your work experience (see *Activity description 16 - Summarising work experience*.)

I can create and deliver a presentation with visuals about a technical topic.

- Record a presentation for newcomers to your department. Describe e.g. the building, the facilities, a typical schedule, the education offered, recent research projects.
- Create a Powerpoint presentation and attach oral commentaries to the slides. (E.g. *Activity description 9 - Powerpoint with a voice*.)

GELS B1 Writing

I can compose definitions and descriptions, and produce simple, cohesive text to inform readers about topics in my engineering field. I can correspond/interact using a neutral and formal register. I can use reference materials to improve my writing.

I can compose definitions and descriptions.

- Define and/or describe a concept, tool, or process. (E.g. *Activity description 17 - Wired up and ready!* and *27 - Writing a video script*.)

I can produce simple, cohesive text to inform readers about topics in my engineering field.

- Identify the cohesive devices in a text. Brainstorm alternative devices.
- Summarise an innovation in your field for a non-expert.
- Summarise a course you have taken for another student.
- Produce a mini report for a project/experiment you have carried out. This activity can easily be combined with an oral presentation. (See also *B1 Spoken production*).
- Compose a text to introduce yourself and your work. (E.g. *Activity description 10 - Presenting my academic self*.)

I can correspond/ interact using a neutral and formal register.

- Use instant messaging in a role play based on a customer service scenario.
- Adapt an e-mail for a different audience (see also *B1 Reading*). (E.g. *Activity description 13 - Register and e-mail correspondence* and *20 - Formality and e-comms*.)

I can use reference materials to improve my writing.

- Learn how to use a dictionary and/or a corpus to check for language use.
- Create your own corpus using free software, e.g. Antconc, Mendeley.

Ideas for B2 communication activities

Ideas	Skills					
Create questions and answers based on a lecture/documentary.		L				
Listen to a presentation and prepare a question/comment.		L				
Produce a list, figure, flowchart, or table based on a lecture.		L				
Speed read a text to find answers to specific questions.			R			
Read a popular science text from an assigned perspective.			R			
Prepare a list of true or false questions based on a popular science text.			R			
Compare/contrast perspectives about a topic in several different texts.			R			
Present an op-ed on an engineering-related topic with your class.			R			
Synthesise information on a potentially controversial topic.			R			
Participate in a Question-and-Answer session.				I		
Challenge a specific argument made in a debate.				I		
Participate in a (online) business-style meeting.	e-			I		
Review a partner's work (online).	e-			I		
Summarise a method in a research article.					S	
Instruct a partner how to build a Lego structure.					S	
Communicate the data presented in figures and tables.					S	
Present a topic using *Pecha Kucha*.	e-				S	
Deliver an elevator pitch.					S	
Deliver a *three-minute thesis* (online).	e-				S	
Summarise a text (e.g. a technical report) for a specified audience.						W
Rewrite a method description as a list of instructions, or vice versa.						W
Improve unclear sentences from a technical text.						W
Analyse the structural features of a technical text.						W
Improve a paragraph in a technical text.						W
Plan and co-write a text using an OpenDocument format.	e-					W
Compare and contrast informative and persuasive writing.						W
Rewrite informative text as persuasive text.						W
Write a covering letter for a specific job vacancy.						W

e-	e-communication	R	Reading
I	Spoken interaction	S	Spoken production
L	Listening	W	Writing

GELS B2 Listening

I can understand extended, structured speech and can follow potentially complex arguments and counterarguments about a topic in my engineering field. I can identify and refer to specific points made in another's speech.

I can understand extended, structured speech.

- Make notes on a lecture or a documentary. From your notes, create a series of questions and answers.
- Make notes on a partner's presentation and be prepared to ask a question or request a clarification. (See also *B2 Spoken production*).

I can follow potentially complex arguments and counterarguments about a topic in my engineering field.

- From a lecture, a documentary, or a debate, produce a list of advantages and disadvantages of a specific concept, tool, or process.

I can identify and refer to specific points made in another's speech.

- Participate in a Question-and-Answer session after a presentation. Refer to a specific point in the presentation and ask a clear question.
- Participate in a debate (see also *B2 Spoken Interaction*). Challenge a specific aspect of your opponent's speech.

GELS B2 Reading

I can find the answers to specific questions in complex texts on topics within my engineering field. I can read popular science texts on a range of subjects and follow potentially complex arguments and counterarguments.

I can find the answers to specific questions in complex texts on topics within my engineering field.

- Find a text and speed read it. (For example, read the abstract and scan the figures and tables in a research article. For a webpage, read the preamble and subheadings and scan the images). Write out a list of questions you would like answers to and think you will find in the text. Read the text and find the answers.

I can read popular science texts on a range of subjects.

- Read a popular science text and assume a role given to you by your teacher (e.g. a local resident, a technical expert, a journalist). Read the text from this perspective and be prepared to share your thoughts in class.
- Read a popular science text and prepare a list of *true or false* questions based on the content. Swap texts and questions with a partner.
- Read two popular science texts on the same topic. Highlight the similarities and differences for a partner.

I can follow potentially complex arguments and counterarguments.

- Find an op-ed on an engineering-related topic and present it to your class.
- Choose a potentially controversial topic and find texts that present different perspectives. Synthesise the information in note form.

GELS B2 Spoken Interaction

I can interact effectively on a range of topics within my engineering field and address specific problems. I can substantiate my opinions with evidence, negotiate with colleagues, lead meetings, and interact effectively to reach a consensus.

- Participate in a formal debate.

  Here are some ideas:

  - Students begin with a prepared opening speech.
  - Students participate in an inter-panel discussion. Audience members can also ask questions during this discussion.
  - Students conclude with a closing speech that responds to the discussion and/or the previously made arguments.
  - Audience members can vote. Use pre-debate voting and post-debate voting and measure the 'swing' to find the winning team.

- Participate in a business-style meeting, whose aim is to reach a consensus (e.g. rebranding a company or finding the best solution in a difficult situation). (E.g. *Activity description 24 - An effective online meeting*.)

- Participate in a peer review.

  Peer review activities encourage students to address problems and substantiate opinions, and it works especially well with assignments that have specific grading criteria. Arrange the peer review meetings online and have the students record them so that they can evaluate the quality of their communication.

- See *Activity description 21 - Professional ethical dilemmas* for another activity.

GELS B2 Spoken Production

I can describe and give effective instructions about specific processes and methods within my engineering field. I can interpret data spontaneously and share my understanding precisely and concisely.

I can describe and give effective instructions about specific processes and methods within my engineering field.

- Summarise a data-gathering process as described in a research article.
- Instruct a partner how to build a Lego or origami structure (e.g. *Activity description 18 - Origami*).

I can interpret data spontaneously.

- Communicate the data presented in figures and tables in a research article and suggest trends and implications of the data.

I can share my understanding precisely and concisely.

- Present a topic using *Pecha Kucha* (20 images, each for 20 seconds).
- Deliver an elevator pitch for a professional or academic scenario.
- Deliver a *three-minute thesis*. Summarise a project you have carried out in three minutes.

GELS B2 Writing

I can summarise and/or paraphrase texts about technical topics. I can (co-)write texts that are effectively structured. I can write about technical topics in an informative style and/or a persuasive style. I can use the conventions of formal correspondence.

I can summarise and/or paraphrase texts about technical topics.

- Summarise a text (e.g. a technical report) for a specified audience.
- Rewrite a method section from a research article as a list of instructions, or vice versa.
- Find verbose and/or unclear sentences in a technical text and improve them.

I can (co-)write texts that are effectively structured.

- Analyse a text and highlight the features that make it effectively structured.
- Find a paragraph in a technical text whose structure could be improved. (Co-)edit the paragraph.
- Summarise a project/experiment you have carried out as part of your engineering studies.
- Plan and co-write a text using an OpenDocument format.

I can write about technical topics in an informative style and/or a persuasive style.

- Determine the differences between writing to inform and writing to persuade.
- Rewrite informative text (e.g. a technical report) as persuasive text (e.g. a proposal).

I can use the conventions of formal correspondence.

- Write a covering letter for a specific job vacancy. In the letter, summarise at least one project you have worked on.

Ideas for C1 communication activities

Ideas	Skills					
Answer pre-determined questions based on a recorded presentation.		L				
Listen to a partner's presentation; prepare questions and discuss.		L				
Participate in a group project.	e-	L	R	I	S	W
Participate in a dictogloss.	e-	L	R	I		W
Follow unplanned instructions given by a partner.		L				
Evaluate specific aspects of a report or an article.			R			
Find standard features in technical text types.			R			
Highlight arguments and evidence in texts about safety and e-comm.	e-		R			
Find a description of a job vacancy and highlight important aspects.			R			
Follow/evaluate/rewrite a METHOD description in a research article.			R			
Learn about strategies and structures for effective oral presentations.			R			
Highlight differences in register in two texts on the same topic.			R			
Highlight aspects of register in a description of a job vacancy.			R			
Participate in a role play between a job applicant and an employer.				I		
Brainstorm the features* of effective oral presentations.				I		
Participate in a peer review and evaluate your performance.				I		
Participate in a spontaneous debate.					S	
Create and deliver an oral presentation using the list of features*.					S	
Produce a written application for a real job vacancy.						W

e-	e-communication	R	Reading
I	Spoken interaction	S	Spoken production
L	Listening	W	Writing

GELS C1 Listening

I can follow a presentation (e.g. part of a lecture, a conference call) designed for an expert audience on a new topic within my engineering field. I can understand and infer meaning in discussions and unplanned speech about technical topics.

I can follow a presentation (e.g. part of a lecture, a conference call) designed for an expert audience on a new topic within my engineering field.

- Find a recorded presentation (e.g. a lecture, a debate, a conference presentation). Be sure to know the topic/scope of the presentation. If necessary, read about the topic. Before the presentation, prepare some questions that you would like answers to. Then, listen to the presentation and make notes based on your questions.

- Listen to a partner's presentation (see also *C1 Spoken production*) and make notes on aspects of the presentation that you would like them to expand on/clarify.

- Participate in a dictogloss exercise. (See also *C1 Spoken interaction*, *C1 Writing*, and *Activity description 26 – Co-writing coherent texts*.)

I can understand and infer meaning in discussions and unplanned speech about technical topics.

- After listening to a partner's presentation, ask questions that develop a constructive discussion about their work.

- Listen to unplanned instructions given by a partner to carry out a straightforward task, e.g. draw something, build something, carry out an e-communication-related task. (E.g. *Activity description 5 - Draw a robot.*)

GELS C1 Reading

I can scan/read texts written for experts within my engineering field and infer meaning where necessary. I can follow complex instructions on unfamiliar processes. I can understand the subtleties of register.

I can scan/read texts written for experts within my engineering field and infer meaning where necessary.

- Evaluate a report or an article (or part thereof). Highlight aspects of the text that you think can be improved/updated.
- Find standard features in technical text types.
- Scan texts about effective and safe e-communication and highlight arguments and evidence. (See also *C1 Spoken Interaction.*)
- Find a description of an engineering-related job vacancy. Highlight aspects of the job that you are/will be well-qualified for and less qualified for. Do some background reading about the company. (See also *C1 Spoken interaction* and *C1 Writing*.)

I can follow complex instructions on unfamiliar processes.

- Follow a Method description in a research article. Alternatively, produce a list of simple instructions based on a Method description. Evaluate the quality of the original Method description.
- Learn about strategies and structures for effective oral presentations by reading manuals. (See also *C1 Spoken interaction*).

I can understand the subtleties of register.

- Find two texts on the same topic but representing different text types (e.g. a research article and an editorial). Highlight register-related differences (e.g. formal/informal; technical/non-technical).
- Find a description for a job vacancy you could apply for. Does the register of the language in the description give you any clues about the company? (E.g. *Activity description 25 - Virtual job application*.)

GELS C1 Spoken Interaction

I can express my understanding and motives fluently to expert and non-expert audiences in a range of situations. I can interact spontaneously with a high degree of fluency to collaborate, give/receive feedback, enhance dialogue, and resolve problems.

I can express my understanding and motives fluently to expert and non-expert audiences in a range of situations. I can interact spontaneously with a high degree of fluency to collaborate. I can enhance dialogue and resolve problems.

- Collaborate on a group project. (E.g. *Activity description 22 - Making recommendations for safe e-communication, 23 - Evaluating e-communication environments*, and *29 - Extended role play.*)

- Participate in an interview role play between a job applicant and an employer. (See also *C1 Listening* and *C1 Writing.*)

- Participate in a dictogloss exercise. (See also *C1 Listening*, *C1 Writing*, and *Activity description 26 – Co-writing coherent texts*.)

- As a class, brainstorm the qualities of effective oral presentations. Use the results to compose an agreed list of strategies and structures for oral presentations (see also *Activity description 28 - Oral presentation lotto* and *C1 Spoken production*).

I can give/receive feedback.

- Participate in a peer review. Evaluate a partner's work using grading criteria provided by the teacher. Record the peer review. Watch the recording and produce a (written or spoken) bullet-point summary of the best aspects of communication during the peer review and areas for improvement for future peer reviews.

GELS C1 Spoken Production

I can apply the structures used in prepared presentations in more spontaneous speech to convince both expert and non-expert audiences. I can ensure that audiences pay attention and feel convinced and well-informed.

I can apply the structures used in prepared presentations in more spontaneous speech to convince both expert and non-expert audiences.

- Participate in a debate on a familiar topic with only a short time to prepare.

  This task works well if students understand how speeches in formal debates are conventionally structured (see also *B2 Spoken production*) and how specific strategies can enhance spoken communication (see also *C1 Spoken interaction*).

I can ensure that audiences pay attention and feel convinced and well-informed.

- Create and deliver an oral presentation that demonstrates your understanding of the strategies and structures agreed on for oral presentations (see *C1 Spoken interaction* and *Activity description 29 - Oral presentation lotto*). Your partner(s) will use the list to evaluate your performance.

GELS C1 Writing

I can (co-)write coherent texts. I can apply the conventions of academic/technical writing to produce effective and informative text with supporting evidence and an appropriate combination of media. I can collaborate and give/receive feedback.

I can (co-)write coherent texts. I can apply the conventions of academic/technical writing to produce effective and informative text. I can produce effective and informative text with supporting evidence and/or with an appropriate combination of media.

- Participate in a dictogloss exercise and use an OpenDocument format to produce the text. (See also *C1 Listening*, *C1 Spoken interaction,* and *Activity description 26 - Co-writing coherent texts*.)

- Produce a written application for a job (see also *C1 Reading* and *C1 Spoken interaction*). Make clear your purpose, arouse the attention of your readers, and make your writing reader-friendly.

I can collaborate and give/receive feedback.

- Participate in a peer review. Evaluate a partner's work using grading criteria provided by the teacher. Record the peer review. Watch the recording and produce a (written or spoken) bullet-point summary of the best aspects of communication during the peer review and areas for improvement for future peer reviews.

Ideas for C2 communication activities

Ideas	Skills					
Participate in a formal debate on a general engineering topic.	e-	L	R	I	S	W
Participate in mini conference.	e-	L	R	I	S	W
Participate in an extended role play.	e-	L	R	I	S	W
Adapt an academic text using a form of e-communication.	e-		R			W
Promote your adaptation using social media.	e-				S	W
Create a Wikipedia page or update an existing page.	e-		R			W

e-	e-communication	R	Reading
I	Spoken interaction	S	Spoken production
L	Listening	W	Writing

GELS C2 Listening

I can understand extended speech on any topic, even beyond my engineering field. I can simultaneously analyse and evaluate the information provided.

Formal debate

- Watch a recording of a formal debate. Analyse its structure and make a note of its specific elements of style.
- Participate in a formal debate. Listen to the opening speeches and make notes to support your participation in an inter-panel discussion and your closing speech.

Mini conference

- Listen to a partner's conference presentation and make notes on aspects of the presentation that you would like them to expand on/clarify.

Other activities

- Find a recorded presentation (e.g. a lecture, a debate, a conference presentation). Be sure to know the topic/scope of the presentation. Before listening to the presentation, read about the topic and prepare some questions that you would like answers to from the presentation. Listen to the presentation and make notes based on your questions.
- See *Activity description 29 - Extended role play* for another activity.

GELS C2 Reading

I can understand texts, even beyond my engineering field. I can simultaneously analyse and evaluate the information provided.

Formal debate

- Find and read texts in preparation for a formal debate.
- Scan texts for arguments and evidence that you can use in your opening speech and the inter-panel discussion.

Mini conference

- Read a draft version of a partner's conference paper and be prepared to provide constructive criticism.
- Read a partner's conference paper and make notes on aspects of the work that you would like them to expand on/clarify. (See other *C2* skills.)

Other activities

- Read a published text written in an academic style (either your own work or somebody else's). Consider ways of communicating much of the same information for a more general audience. (See other *C2* skills.)
- See *29 Extended role play* for another activity.
- Find either a Wikipedia entry that you can update or an opportunity to create a new Wikipedia entry. (See also *C2 Writing*.)

GELS C2 Spoken Interaction

I can participate constructively in discussions on any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my speech to the situation and the audience.

Formal debate

- Participate in a formal debate on a topic of general engineering interest (e.g. ethics of scientific research). Contribute to the inter-panel discussion.

Mini conference

This activity could also take the form of a roundtable discussion.

- Participate in a Question-and-Answer session based on a partner's conference paper and ask questions to develop a constructive discussion about their work.

- Participate in a Question-and-Answer session based on your conference paper and be prepared to answer questions from/for expert and non-expert audience members.

Other activities

- See *Activity description 29 - Extended role play* for another activity.

GELS C2 Spoken Production

I can speak fluently about any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my speech to the situation and the audience.

Formal debate

- Deliver an opening speech and a closing speech in a formal debate.

Mini conference

- Deliver an oral presentation based on a conference paper you have (co-)written. Be prepared for a mixed audience of experts and non-experts.

Other activities

- See *Activity description 29 - Extended role play* for another activity.

GELS C2 Writing

I can compose fluent, coherent, reader-friendly text on any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my writing to the situation and the audience. I can use social media to disseminate my work

Formal debate

- Compose an opening speech for the formal debate.
- (Co-)write an argumentative or expository essay based on a debate you have watched.

Mini conference

- (Co-)write a mini-conference paper on an engineering-related topic.

Other activities

- (Co-)adapt either the conference paper or another academic text (see also *C2 Reading*) for a more general audience using a form of e-communication, e.g. a webpage, and promote it using social media.
- See *Activity description 29 - Extended role play* for another activity.
- Update a Wikipedia entry – or create a new Wikipedia entry. (See also *C2 Reading*.)

Activity plans

1 *Online chatting*	
1. Aim of the activity	To chat about myself and my studies/work and to ask basic, corresponding questions.
2. Pre-learning	- personal details - studies - work - routine - opinion - emotions (matched to emojis)
3. Material	- Descriptions of scenarios related to the topics above created by the students or the teacher. For example, *asking a colleague for help.* - A chat/discussion forum. - Access to a range of emojis.
4. Activity description	Students write informal messages and use emojis. 1) The teacher shares a scenario and a choice of three emojis. For example: *Your colleague: We have an important visitor tomorrow and our laboratory equipment is dirty. Can you stay late tonight and help me clean it? We can get take-away pizza.* ☺ ☹ 😐 2) The students type in the chat room their proposed answer including a suitable emoji. 3) The teacher adds a new challenge for the students' next replies, such as a requirement to use certain vocabulary. 4) The teacher can add time constraints (e.g. 1 minute).
5. Plenary	The teacher and students make comments on proposed answers. Are the answers logical and grammatically correct? Other suggestions?
6. Variation	Students carry out a similar activity in pairs. The students receive a message that serves as a starting point: it is the first text message from one of the two students. The other student then replies, and they take turns writing to each other until they have a total of 10 messages.

2 *Request, permit, and forbid*	
1. Aim of the activity	To be able to cope in routine situations on campus.
2. Pre-learning	Vocabulary, verb forms, and politeness strategies for making requests and asking permission.
3. Set-up	Native-speaker helpers are needed for this activity. The teacher makes stations in the classroom, e.g. library, reception, laboratory, and dormitory. Each station is "resided" by one native-speaker helper. The teacher creates scenarios for each station. For example: *You want to borrow a book, but you don't know how the lending system works.* Or *You want to order take-away food instead of cooking with your roommates.* This activity works well online with breakout rooms. This is also a good opportunity for an e-tandem activity (i.e. with students from another university).
4. Activity description	1) The students visit the stations. 2) At each station, the students choose a scenario card and begin the role play.
5. Plenary	The native-speaker helper at each station gives feedback.

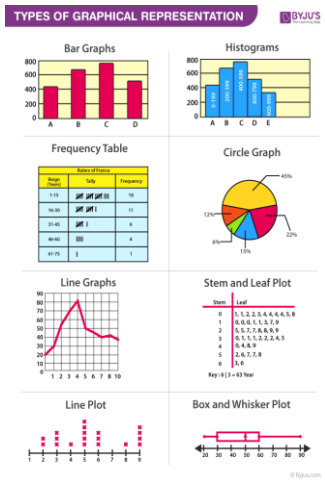
3 *Writing about my studies*	
1. Aim of the activity	To compose texts with basic sentences about myself, my background, and my engineering field.
2. Preparation	- Think about the content and vocabulary that should be included in the students' texts. - If necessary, have to hand a list of university programmes, courses, and names of units/departments in the target language.
3. Set-up	- The teacher sets the scene: each student needs to create a brief introduction text for their university/work profile.
4. Activity description	1) The teacher makes clear what content the profile text needs. 2) If necessary, the students revise the necessary vocabulary. 3) The teacher supplies a template or an example text. For example: *My name is _____ and I am a _____-year student on the _____ programme. This year, I have enjoyed studying _____. Next year, I look forward to _____. In the future, I hope to _____.* *My name is Josep Casells and I am a third-year student on the Robotics programme. This year, I have enjoyed studying human-drone interaction. Next year, I look forward to writing my thesis on the subject of drones in hospitals. In the future, I hope to work abroad.* 4) The students participate in a peer review.
5. Plenary	Students produce an audio or video recording.

4 *Do the maths!*	
1. Aim of the activity	To read out numbers, calculations, and equations.
2. Preparation	Activity 1: This activity is taken from the "numbers round" of a well-known television programme (known in France as *Des chiffres et des lettres*, in the UK as *Countdown*, in Spain as *Cifras y Letras*). In preparation for the activity, the teacher creates basic visuals (e.g. slides) with six of the following numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, 50, 75,100) followed by a three-digit result to obtain. For example: *2 5 9 10 25 75 ...* ***603***. See these websites for help with the maths: http://happysoft.org.uk/countdown/numgame.php and https://incoherency.co.uk/countdown/practice/ Activity 2: Ask students to prepare simple algebraic equations using letters, numbers, ***plus, minus, divide, multiply,*** and ***equals*** that 1) they can read aloud and 2) their partner is likely to understand.
3. Set-up	Activity 1: The teacher arranges the students in teams and introduces a points system if desired. The students are instructed to use the six numbers and only ***plus, minus, divide,*** and ***multiply*** to find the three-digit result. It might be fun to watch an excerpt from the television programme beforehand. Activity 2: The teacher arranges the students in small groups.
4. Activity 1 description	1) The teacher presents the 6 numbers and the three-digit result. 2) The students have a limited time (e.g. 1 minute) to write down their answer and prepare to read aloud their working out. 3) A student volunteers their complete and correct answer. For example: *Seventy-five minus ten equals sixty-five. Sixty-five plus two is sixty-seven. Sixty-seven multiplied by nine is six hundred and three.* OR a student with the closest result to 603 reads their answer.
5. Activity 2 description	Activity 2: 1) One student reads aloud an algebraic equation. 2) The partner writes down the equation, solves it, and reads out their work.
6. Plenary	Students can discuss different ways of achieving the same results.

5 *Draw a robot*	
1. Aim of the activity	To describe objects.
2. Pre-learning	- shapes - modifiers for size, colour, and shape - verbs for describing appearance (e.g. *resemble, looks like*) - comparison - present tense - direction - prepositions of place - body parts
3. Set-up	- Before the activity, students should design a robot (see example) and prepare a written description. *Tip! Provide a handout with the requirements and a template or an example.* - Students need either drawing equipment or access to a computer with an illustration tool.
4. Activity description	1) The students work in pairs. 2) Student A describes their robot. 3) Student B draws according to student A's description. 4) In more advanced classes, student B should ask questions, e.g. *Are the eyes bigger than the ears?* 5) At the end of the activity, the students can compare drawings.
5. Plenary	The teacher writes down some problematic instructions/descriptions overheard during the activity and encourages the class to correct them.
6. Follow-up	Students write a paragraph to describe their partner's robot.
7. Variation	Describe a monument or a building.

6 *Workplace messaging*	
1. Aims of the activity	To follow instructions, make requests and respond appropriately using the conventions of instant messaging.
2. Preparation	This is a reading and writing task on instant messaging with colleagues. The teacher must first introduce the conventions of this text type. The teacher needs to prepare the learning activity by creating messages that the students can respond to.
3. Set-up	The students should imagine that they work at a company with an internal instant-messaging system. They have been contacted via this system and asked a question concerning a work-related activity. The students must write a response to the question. It is important that they respond using the same register.
4. Activity description	1) The students read the message they receive. 2) They identify the register. 3) They respond to the message appropriately. 4) The students compare and discuss their answers in groups with others who have responded to the same message.
5. Plenary	Together with the teacher, the students discuss different answers and questions that have emerged during the activity.
6. Variation	Students can create the initial messages beforehand.

Erasmus+
BY NC SA
BADGE

7 Communicating graphical data	
1. Aim of the activity	To communicate data in an audience-friendly manner.
2. Pre-learning	- numbers - vocabulary for describing percentage, fractions, and proportion - comparatives and superlatives - verbs for describing trends (e.g. *increases*, *decreases*) - language for interaction (e.g. *As you can see; any questions?*) - tips for delivering an oral presentation with visuals.
3. Set-up	- The teacher collects examples of graphical data. A Google search for *data visualisation*, *graphical data*, or *quantitative data* brings up good examples, many of which can be altered (see example). Alternatively, the students can create/copy examples of graphical data and submit them beforehand. - The class discuses data and its visual representation. - The class brainstorms tips for delivering an oral presentation with visuals. - The class listens to a pre-recorded model presentation. 
4. Activity description	1) The students learn the necessary vocabulary. 2) The teacher distributes examples of graphical data. 3) In class: the students work in pairs describing their data. 4) At home: the students record presentations and share them with the teacher/class. See also ***9*** *Powerpoint with a voice.*
5. Plenary	Discussion: What went right/wrong? What was easy/difficult? Other vocabulary/structures needed?
6. Variation	The amount of the vocabulary/structures, data to talk about, and the length of the presentation can be adjusted to the proficiency level of the students.

8 *Guidelines for online professional meetings*	
1. Aim of the activity	To participate in online meetings. Depending on the design, this activity can also be training in writing, both formal (e.g. guidelines, email) and neutral (e.g. a discussion forum).
2. Set-up	This activity takes place online. Students must agree on a list of guidelines for effective professional online meetings.
3. Activity 1 description	1) The students work in small groups. 2) One student from each group records the meeting. 3) The students discuss their ideas. 4) The students draw up a draft version of the list. 5) The small groups contribute their ideas to a shared document.
4. Plenary 1	The groups share their ideas and discuss the pros and cons of the suggestions made with the aim of creating a new list. The teacher should add guidelines if necessary (on e.g. issues of inclusiveness, or the need for a clear agenda).
5. Activity 2 description	Each group watches the recording of their meeting and evaluates it in light of the definitive list of guidelines.
6. Plenary 2	The class re-convenes, students share their observations and discuss the implications these may have. A final draft of the list of guidelines is agreed on.
7. Variation	- The students use the guidelines for an assignment: Show the guidelines to a company or an organisation, asking if the guidelines would be useful for them. If not, why not? Do they already have internal guidelines? - The students evaluate a pre-recorded meeting using the guidelines. - This task works well as an e-tandem activity with students from another institution.

9 *Powerpoint with a voice*	
1. Aim of the activity	To create a Powerpoint presentation with voice recording about a technical topic.
2. Preparation	Prepare instructions for a voice-commented Powerpoint. Consider requirements such as time, number and duration of comments, number of slides. In future years, share with the class examples from previous students.
3. Set-up	Decide on the assignment. For example, *A description of a gadget*. Other assignment ideas include *a data commentary, an oral annotation of a pie chart, instructions for building a Lego structure, instructions for origami* (See *18 Origami*). Discuss with the students e.g. the importance of being able to communicate one's knowledge and interest. Discuss also the benefits of multimodal presentations.
4. Activity description	1) The students create a slide/some slides that they can comment on. 2) The students plan their comments. They can include an introduction, specific descriptions or annotations, remarks for highlighting points of interest, and/or a conclusion. (Opportunity for input from the teacher here.) 3) The students plan the locations of their comments on the slide. 4) The students record and add their voice comments.
5. Plenary	• Share the voice-commented PowerPoint on a discussion forum. • Peer review (with a focus on e.g audience engagement).
6. Variation	Students can add written notes to the Powerpoint (in Notes).

10 *Presenting my academic self*	
1. Aims of the activity	To write a presentation about my studies/work and a theory/process/concept/tool that I am currently working with. To create a presentation based on this text.
2. Preparation	Produce a template or share an example of the text and presentation. In the first instance, the teacher can perhaps produce their own example to share. In future years, the teacher can use examples from former students.
3. Activity description (for the students)	1) The students write a short text to introduce themselves and their academic/professional work. 2) They share this text in class. 3) Following a template or an example, the students write a short presentation about a theory/process/concept/tool that they are currently working with. 4) They share and review this text in class. 5) The students create a video presentation based on the texts. (See ***9*** *Powerpoint with a voice* for a possible extension to this task.) 6) They share the presentation with a partner or on a discussion forum.
4. Plenary	1) The students review at least one other student's presentation. 2) They create a list of engineering-related vocabulary from the presentations.

11 *Pros and cons of online translating tools*	
1. Aim of the activity	To understand the benefits and limitations of online translating tools.
2. Preparation	These activities allow students to explore the use of online translating tools. The activities require a good knowledge of two languages (e.g. the home language and the target language). The teacher finds a text in the home language and uses translation software to translate it into the target language (or vice versa). The teacher should manipulate the translation to suit their purpose and the proficiency level of the students. Suggestions for activities are listed below.
3. Different ideas for activities	• The teacher perfects the translation. The task for the students is to find the original text online and to compare and contrast the original with the translation. • The teacher uses two different tools to translate the text (e.g. Google Translate and Deep L). The task is to compare the translations. • The teacher does not perfect the translation, and the activity is simply to compare the two versions of the text and to discuss the pros and cons of online translating tools. • The teacher perfects the translation and has the students compare three versions of the text: the original, the translation, and the translation perfected by the teacher. The comparison should lead to a discussion of the benefits and limitations of the translation tool. • The teacher perfects most of the translation but leaves/includes 10 errors for the students to find and correct. • The teacher perfects the translation and creates language manipulation exercises, e.g. replaces conjugated verbs with infinitives *The water* [FLOW] *through the channel.* The students have to conjugate all the verbs. • The teacher perfects the translation but includes multiple-choice answers for the engineering-related vocabulary. E.g. *The water flows/flaws through the channel.*

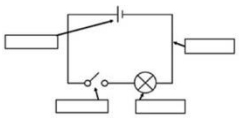
12 *Providing and following instructions in a digital scenario*	
1. Aim of the activity	To provide and follow instructions in digital scenarios. This activity works well with everyday tasks (e.g. tie a tie), e-communication tasks (e.g. create a survey on Zoom), and engineering-related tasks (e.g. draw a robot).
2. Preparation	*Pre-learning:* Giving clear instructions (e.g. verb forms, short sentences, numbered points with one instruction per point, appropriate detail and register, language for warnings and tips). *Equipment:* Students need access to video-conference software with a recording function.
3. Set-up	This activity helps the students to consolidate their understanding of providing instructions. (The writing and speaking/listening tasks are homework.)
4. Activity description	1) Students understand the language, structures, and communication needed for providing clear instructions. 2) Students choose a task and write out instructions. This is an opportunity for feedback from the teacher. 3) The teacher arranges the students in pairs (Student A & Student B) and sets the speaking/listening task: *After class, meet your partner online. Using video-conference software, Student A instructs Student B. Then swap roles. The activity should be recorded.* Tip! The students should not divulge the aim of the instructions beforehand, but they should of course agree beforehand on e.g. a time for the exercise and the equipment needed. 4) At the agreed time, the students meet online. Before the recording starts, they should ensure that they have the correct equipment and that they can do the exercise safely. 5) The students start the recording. One student gives instructions and the other follows. The recording must show both students. 6) The students swap roles.
5. Plenary	The students can then evaluate the quality of each other's instructions. They can also write up the tasks like a process description, typical of a METHOD section in a technical report or degree project.

13 *Register and e-mail correspondence*	
1. Aim of the activity	To recognise and use different registers for writing e-mails.
2. Pre-learning	Features of effective e-mail composition for academic/professional settings (e.g. Subject line, greeting, clear purpose, paragraphs, appropriate sign-off, contact details). Register (e.g. formal, informal, neutral, engineering-specific, academic, professional) in texts.
3. Set-up	This activity encourages students to focus on specific features of register in e-mail writing. It serves well as a consolidation/ assessment task.
4. Activity description	1) The teacher ensures that the students understand register and effective e-mail composition. 2) The teacher sets a writing task of composing e.g. 3 e-mails that communicate the same information for different readers/contexts. E.g. *Communicate a table of information to 1) a friend you work with, 2) all staff in your department, 3) the management board. Use an informal, neutral, and formal register in your respective e-mails.* 3) Once the e-mails are written, the students participate in a peer review. *Which e-mail presents which level of formality? What features of informal/ neutral/ register can be found?*
5. Plenary	The students improve their e-mails.
6. Follow-up	The students create some guidelines for writing work-related e-mails.
7. Variation	Students can work with different aspects of register, e.g. writing for expert and non-expert colleagues, writing for clients and colleagues.

14 *Active participation in work-related meetings*	
1. Aim of the activity	To interact in a mock professional meeting.
2. Preparation	*Pre-learning*: Expressions to e.g. indicate agreement/disagreement, ask for clarification and examples, invite comments. *Equipment:* Video conferencing/recording equipment.
3. Set-up	This activity provides two opportunities for students to participate in meetings, use pre-learnt language, and evaluate their performance. Suggestions for the meetings: Meeting 1 (at the beginning of the course): • Establish a code of conduct for the course. Agree on 5 rules for the students to follow. • OR choose a topic for a project. Meeting 2 (at the end of the course): • Evaluate the course. Agree on the two best aspects of the course and two suggestions for improvement. • Evaluate a project (or another group's project). Agree on the three best aspects of the work and make two suggestions for improvement.
4. Activity description	1) The students brainstorm useful expressions for meetings (for e.g. agreeing/disagreeing). 2) The teacher adds some expressions if necessary. 3) The teacher clarifies the context for the first meeting. 4) The students meet online outside class and record their meeting. 5) The students write a short evaluation about their participation. 6) Some time later, the students have a second meeting. The students should aim to improve their performance.
5. Plenary	• The students write a short evaluation of their performance over the two meetings. • The students compare their own performance/development with another student.
6. Variation	Create roles for the students, representing opposing parties.

15 ***Asking questions to develop the topic of conversation***	
1. Aim of the activity	To ask open, relevant, straightforward questions.
2. Pre-learning	Question forms (appropriate structures, register), effective questioning (e.g. statement + short, direct question; repetition of key vocabulary).
3. Set-up	This is an activity to prepare students for Question-and-Answer (Q&A) sessions after e.g. seminar/conference presentations. The aim of the task is for students to learn how to ask questions that develop the conversation; this implies open, relevant, straightforward questions. If this is a graded exercise, it is a good idea to include grading criteria for the Q&A session.
4. Activity description	1) The teacher arranges an oral presentation exercise. 2) The teacher explains that audience members will be required to ask questions after the presentations. These questions must develop the topic. 3) The students brainstorm techniques that make for effective interaction in a Q&A session. 4) The teacher monitors this activity and concludes with clear guidance about best practice. A good discussion can perhaps be had about the appropriate level of detail in a Q&A session. 5) The students deliver their individual oral presentations. 6) After each presentation, the students ask questions. 7) The teacher gives feedback not only on the oral presentation, but also on the Q&A.
5. Plenary	The students create a list of DOs and DON'Ts for Q&A sessions.

16 *Summarising work experience*	
1. Aim of the activity	To present information in connected spoken phrases.
2. Pre-learning	Linking words and phrases for speech* (for addition, generalisations, examples, emphasis, restatement, enumeration, comparisons, and contrasts). * It is important to highlight that many useful linking phrases used in formal writing are less suitable in regular speech.
3. Set-up	The students should already have a written record of their academic and professional experience, e.g. a CV. The aim of this activity is for the students to recount current and previous experiences of study/work in a logically developed manner. This activity can also serve as a listening exercise. Students can listen to each other's oral presentations and make summaries. This activity can also serve as a spoken interaction exercise. Students can listen to the oral presentation and ask questions to develop the topic of conversation (See 15 *Asking questions to develop the topic of conversation*).
4. Activity description	1) The students should have a written record of their academic/ professional experience and a list of linking phrases for speech. 2) The teacher highlights the benefits of using linking words and phrases to structure speech and emphasise important points. 3) The students practise recounting their experiences using the linking words and phrases. 4) The teacher sets the task of recounting some experience within a defined time limit. E.g. *Recount your academic experience at master level in one minute.* 5) The students present their experience.
5. Follow-up	Other students can listen to the oral presentations and do one of the following tasks: • List the linking words and phrases used in other students' presentations. • Make note of the facts and figures given in the presentations.

17 *Wired up and ready!*	
1. Aim of the activity	To describe an electric circuit.
2. Preparation	This activity works well as a consolidation exercise after students have learnt about the following: - shapes - direction - prepositions of place and movement - task-specific words e.g. *wire, lamp, battery, travel from/to, flow from/to, be provided by* 
3. Set-up	The teacher finds drawings of electric circuits to label (see example) and describe.
4. Activity description	1) The students label drawings of electric circuits. 2) The students describe the circuits in speech. 3) The students write up their descriptions.
5. Follow-up	The students draw electric circuits after listening to/reading other students' descriptions.

18 *Origami*	
1. Aim of the activity	To provide and follow instructions about specific processes.
2. Preparation	This activity works well as a consolidation exercise after students have learnt about shapes and verb forms for instructions. Origami obviously requires some specific vocabulary (e.g. *fold, unfold, flatten, diagonal, corner*) ***Materials*** Square paper (e.g. 7.5cm x 7.5cm) ***Pre-teaching*** The teacher pre-teaches the necessary vocabulary and expressions. Perhaps do some origami together?
3. Activity description	1) As a homework activity, the students should learn how to create an origami of their choice (see e.g. https://origami.me/diagrams/), and they should be prepared to describe the origami process in the next class to a partner. 2) In the next class, the students should give instructions to a partner to create their chosen origami. 3) Together, the students evaluate the process. *Which instructions were effective/ineffective and why? What specific language do we need to improve the process?* 4) At home, the students then prepare written instructions for their origami. 5) The students prepare a video presentation with spoken instructions for their origami. See *9 Powerpoint with a voice* for a possible extension to this exercise. 6) The students share their videos with another partner or on a discussion forum.
4. Variation	Instead of a video, the students create a document with photos and written instructions.

19 ***Students' rules for professional cross-cultural e-communication***	
1. Aim of the activity	To deal with formal and informal situations and suggest solutions.
2. Preparation	Students find factual information on cross-cultural e-communication and prepare a list of suggested rules for in-class e-communication.
3. Activity description	1) The students share their knowledge and lists in small groups and reach a consensus on a limited number of rules. 2) ("Snowballing"). Larger groups of students compare their lists and reach a consensus.
4. Plenary	The teacher creates a Google document and asks students to add their rules, e.g. - respect the right of other people to have different opinions - do not interrupt when others are speaking - allow everybody to speak honestly and sincerely - do not allow mockery or sarcastic comments
5. Follow-up	e-tandem. The students can also compare their rules for effective cross-cultural e-communication with students from other universities.

20 *Formality and e-comms*	
1. Aim of the activity	To identify the differences of formal and informal e-communication.
2. Preparation	The students are provided with types of formal and informal e-communication (e.g. blogs, online conversations, websites) on separate pages.
3. Set-up	Ask the students to remember the last time they were communicating online. *Was it formal or informal e-communication? How do they know that? Which specific aspects of the communication reveal the formal or informal register?*
4. Activity description	1) The students read definitions of formal and informal e-communication. 2) The students form groups. 3) Each group receives a few extracts of e-communication. 4) The students mark the aspects that identify the register of e-communication in the given extracts.
5. Plenary	The students summarise the main differences of formal and informal e-communication.
6. Follow-up	The students can create a poster or Padlet, summarising what they have learnt about register in e-communication.
7. Variation	The task can be simplified to the analysis of two documents.

21 *Professional ethical dilemmas*	
1. Aim of the activity	To share my understanding precisely.
2. Preparation	The teacher prepares dilemmas for the students to start working on. In future years, examples written by previous students can be used.
3. Set-up	Define the concept of a dilemma.
4a. Example of a dilemma	*You were invited to carry out a small test for a larger research project. Later, it transpires that the results of your test were an important contribution of the project. However, you have not been included on the list of authors for this project. What will you do?* 1) You insist on being among the authors of the project 2) You leave it as it is. The main thing is your involvement in the project.
4b. Example of a dilemma.	*Two programmers are developing an application and its release date is approaching. Programmer A is having personal difficulties and cannot devote the time required for the app's development. What should programmer B do?* 1) Tell the authorities about this situation and have Programmer A replaced. 2) Do the work for Programmer A.
5. Plenary	The students suggest an alternative solution. The students create new dilemmas for future students to discuss.

22 *Making recommendations for safe e-communication*	
1. Aim of the activity	To understand the rules for safe e-communication and make recommendations for others.
2. Preparation	Teachers can learn about safe e-communication and find examples for this activity in the following resource: http://addysg.cerenet.org.uk/wp-content/uploads/2016/04/Using-E-coms-En.pdf
3. Set-up	Provide students with details of potentially risky situations regarding e-communication.
4. Activity description	1) Students form small groups and discuss their potentially risky e-communication situation. 2) They agree on how to deal with the situation and recommend a solution in writing. 3) "Snowballing". The groups mix. The students describe to new partners their situation and proposed solution. 4) As a class, using e.g. a Google doc, the students produce a list of recommendations for ensuring safe e-communication.

23 *Evaluating e-communication environments*	
1. Aim of the activity	To analyse and evaluate different e-learning environments.
2. Preparation	Teachers can take inspiration from https://servicedesignblog.com/udemy-and-service-design/a-glimpse-into-e-learning/ and Khalil and Ebner (2017) https://files.eric.ed.gov/fulltext/EJ1137681.pdf
3. Set-up	The class is divided into small groups. Each group is assigned an e-learning environment (e.g. Whatsapp, Zoom, Skype).
4. Activity description	Task 1: to analyse the advantages and disadvantages of the e-learning environment. Task 2: to suggest possible improvements to the e-learning environment. Task 3: to suggest ways in which a language and communication course could make use of this e-learning environment.
5. Plenary	- Students present their findings and recommendations. - Perhaps organise a voting system for students to vote for their preferred e-learning environment? Pre- and post-presentation voting makes for an interesting activity.

24 *An effective online meeting*	
1. Aim of the activity	To negotiate effectively and reach a consensus.
2. Preparation	Students should already be familiar with the phrases used to discuss, negotiate, and take turns. As further preparation, students could evaluate the effectiveness of a recorded meeting.
3. Set-up	The students imagine that they work at a company and that they need to have a quick online meeting to make an important decision. Everyone has to express an opinion.
4. Activity description	1) Students form small groups. One student in each group leads the meeting. 2) The leader receives a problem/question from the teacher to share with the group. 3) The group has to solve the problem/make a decision in a limited time. 4) Each leader presents their group's solution to the rest of the class. If the group did not find a solution, discuss why. 5) Leaders and participants share their views on the meeting. *Did everyone get to speak? Did everyone feel comfortable? How was a consensus reached?*
5. Variation	- The students receive the question/problem in advance and prepare their points. - The students are assigned a role. - Longer/shorter meetings

25 *A virtual job application*	
1. Aim of the activity	To video record an application for a real job.
2. Preparation	Teachers can take inspiration from this source: *https://www.themuse.com/advice/7-steps-to-a-killer-video-application* This is a homework assignment that is best used in connection with other exercises related to job applications.
3. Set-up	Introduce the students to virtual job applications and be sure to highlight the potential communicative differences between these and written applications. Ask students to find a job advertisement they are interested in and make a 3-minute video application for the position at home.
4. Activity description	1) Students receive an introduction to video job applications. 2) Students find a job advertisement. 3) Students make a video application for the advertisement.
5. Plenary	The videos can be uploaded to a discussion forum to provide an opportunity for peer review. Students can watch the videos in small groups and provide feedback.

26 *Co-writing coherent texts*	
1. Aim of the activity	Co-write coherent texts efficiently.
2. Preparation	This is a dictogloss. This is similar to a dictation, except the original text is read at a normal pace (twice) and the students make notes. Afterwards the students produce a text that replicates the original. The teacher should find/adapt a suitable text to read from – or perhaps an audio/video recording. The text should take between one and three minutes to read aloud and it should not have too many names; however, technical terms, facts, and figures are welcome. This activity is suitable for distance teaching/learning. The students need access to video conferencing software and an application for creating and sharing documents. The fact that this is a co-writing exercise encourages the students to share their understanding and reach compromises.
3. Set-up	The teacher introduces the theme of the text and perhaps encourages some warm-up discussion among the students. The teacher shares the aim of a dictogloss: to reproduce a text to the best of our ability.
4. Activity description	1) The teacher explains that the students will hear the text twice and then be expected to reproduce the text to the best of their ability. 2) The teacher shares the spelling of any difficult words, e.g. names. 3) The teacher reads out the text again. The students make notes. 4) The teacher reads out the text. The students add to their notes. 5) The teacher divides the students into pairs/small groups. 6) The students are given a specified time in which to replicate the text to the best of their ability. They can work with e.g. Google docs.
5. Plenary	When the groups have submitted their text, they can read the original text. Students can discuss their experience of co-writing under pressure.
6. Variation	Instead of trying to replicate the text, students can produce a different text type. For example, the teacher reads a press release, and the students co-write a timeline.

27 *Writing a video script*	
1. Aim of the activity	To create a script for a product demonstration video.
2. Preparation	The script should be written to advertise a product on a company's LinkedIn page. Students must be familiar with the product description genre and LinkedIn before the writing task. The teacher chooses a company catalogue from which the students choose a product to write about.
3. Set-up	Imagine the chosen company has recently opened a LinkedIn profile and it needs to upload relevant content that in turn will generate traffic on the profile. Explain that the company has thought to launch a new series of product demonstration videos. Such videos generally show off products and describe their main features. The videos are are designed to arouse interest and earn viewers' trust by providing them with real information. The videos must attract both new and returning customers.
4. Activity description	1) The teacher elicits answers about the typical features of a product demonstration video. 2) The teacher divides the students into pairs. 3) Each pair chooses one of the products displayed in the catalogue and learns about its main components, features and functions. 4) The students produce a video script. 5) Peer review.
5. Follow-up	The students create the video.
6. Variation	- The students can choose products from different companies. - The teacher can limit the range of products the students can present. - All the students can work on the same product.

<table>
<tr><th colspan="2">28 Oral presentation lotto</th></tr>
<tr><td>1. Aim of the activity</td><td>To understand how to engage audiences.

This is an exercise in considering what makes an effective presentation. Analysing others' presentations increases the students' abilities to apply sound advice when they themselves are presenting.</td></tr>
<tr><td>2. Preparation</td><td>As preparation for this task, students should read or listen to instructional material on delivering an oral presentation.

The teacher prepares for the task by 1) finding some recorded presentations for the students to watch, and 2) producing a 'lotto' checklist of tips for engaging listening audiences, e.g.

<table>
<tr><td>Begin with a story</td><td>Use inclusive language e.g. let's</td><td>Smile</td></tr>
<tr><td>Show that you are similar to your audience</td><td>Ensure an interplay of speech and visuals.</td><td>Slow down and use different volumes for impact</td></tr>
<tr><td>Use hand gestures for emphasis</td><td>Use silence for impact</td><td>Make clear your expertise</td></tr>
</table>
</td></tr>
<tr><td>3. Activity description</td><td>1) The teacher distributes the lotto checklist.

2) The teacher projects a recorded presentation.

3) The students start the stopwatch function on their phones at the same time as the presentation starts.

4) As the speaker in the recording e.g. smiles and uses silence for impact, the students tick off these tips from the lotto checklist and note the time (min:sec).

5) Just like game of lotto, the first student to tick off all the tips cries 'lotto'. The activity stops and the student recounts their findings.</td></tr>
<tr><td>4. Follow-up</td><td>The students themselves deliver presentations. Partners tick off the same tips on the checklist.</td></tr>
</table>

29 *Extended role play*	
1. Aim of the activity	To simulate difficult working conditions that require a range of advanced communication skills.
2a. Idea for role play	*A controversial construction project.* Team A: the construction company Team B: the local council (including e.g. economists, local residents, environmental experts Task for Team A: to present a plan for a construction project. Task for Team B: to evaluate the plan. Task for both teams: to reach an agreement.
2b. Idea for a role play	*A humanitarian project.* Team A: A company with funds to finance one humanitarian project. Team B: Engineering students who want to build a school in a local deprived area. Team C: Engineering students who want to build a school in a deprived area abroad. Task: to organise a video conference for teams B and C to compete for Team A's funding.
2c. Idea for a role play	*A new power plant – but what kind of power?* There is funding for a new power plant in the local area. Students should hold a conference and play the roles of e.g. - Economists - Local residents - Ecologists - Representatives from various power companies representing e.g. solar, wind.
3. Ideas for communication tasks	- A live conference - Documents, e.g. brochures, executive summaries, proposals - Posters - Websites - Social media

<table>
<tr><th colspan="2">30 Minimal pairs</th></tr>
<tr><td>1. Aim of the activity</td><td>To distinguish difficult but important sounds.</td></tr>
<tr><td>2. Preparation</td><td>The teacher should decide which sounds to focus on and, if possible, choose technical words as examples.</td></tr>
<tr><td>3. Set up</td><td>The teacher arranges the students in pairs. If possible, students should be paired with someone with a different native language.

INSTRUCTIONS for the example below (based on voicing in English)

Student 1: Choose a row and say its number.

Student 2: Find the correct row and read the two words silently.

Student 1: Say ONE word from the row, either the word on the left or the word on the right.

Student 2: Listen to the word, and reply LEFT or RIGHT to show your understanding.

Student 1: If your partner is correct, say so. If not, try again and focus on the problematic sound.

Swap roles as often as possible.</td></tr>
<tr><td>4. Example</td><td>
<table>
<tr><th></th><th>LEFT</th><th></th><th>RIGHT</th></tr>
<tr><td>1</td><td>proof</td><td>1</td><td>prove</td></tr>
<tr><td>2</td><td>device</td><td>2</td><td>devise</td></tr>
<tr><td>3</td><td>lap</td><td>3</td><td>lab</td></tr>
</table>
</td></tr>
<tr><td>5. Plenary</td><td>- Highlight the difficult minimal pairs.
- Discuss typical difficulties for specific L1 groups.
- Create a “core” of sounds that are necessary and a “periphery” of sounds that are unnecessary but perhaps desirable.</td></tr>
</table>