LITERACY COMPETENCE SYLLABUS

CUHEKO: Through Culinary Heritage to Key Competences

Author: Renata Seredyńska. KIKO Educational Solutions

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Contents

List of Figures

Project "Through culinary heritage to key competences" (CUHEKO) co-financed from the European Union ERASMUS + Programme

1. Introduction

This document presents a syllabus for a professional development course in literacy for Adult Educators. The syllabus has been developed within **the Project *Through Culinary Heritage to Key Competences* (*CUHEKO*) co-financed by the European Union ERASMUS+ Programme**. Its purpose is to provide a framework for the preparation of online teaching materials that develop the literacy as one of key competences through a range of topics and activities related to culinary heritage. The objectives of this syllabus derive from a literature review and a needs analysis conducted at the initial stages of the project and published in the CUHEKO (in press) report.

2. Literacy

Literacy is one of nine key competences identified by the European Commission as essential for individuals' everyday life. In the Council Recommendation (CEU 2018, p. 8), literacy is defined as

> the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

This competence is indispensable for individuals' effective and active participation in all forms of social life as well for everyday functioning in all aspects of life. It involves essential knowledge of reading and writing as well as comprehension of written information. Therefore, it requires functional language knowledge, including lexis, structures, style and register. Literacy also involves skills to communicate orally and in writing, to select and adapt one's style according to a situation and abilities to search for and use a variety of sources in a critical manner as well as formulate and process information in an effective way. A positive attitude towards literacy is exhibited in individuals' willingness to converse in a critical and constructive manner, which includes an awareness of the social impact of the use of language (CEU 2018).

The following grid provides a summary of elements enumerated by the Commission as necessary for literacy:

Literacy	the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts	ability to communicate and connect effectively with others, in an appropriate and creative way ● **knowledge** of reading and writing ● sound understanding of written information ● thus knowledge of vocabulary, functional grammar and the functions of language ● an **awareness** of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language ● an awareness of the impact of language on others ● a need to understand and use language in a positive and socially responsible manner **attitude:** positive towards literacy, a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interaction with others

Figure 1: Elements of Literacy as provided in Commission Recommendations (2018)
Source: CEU 2018, p. 8

3. Needs of Adult Educators: CUHEKO Analysis

In order to prepare a syllabus for a course for literacy Adult Educators, the CUHEKO team conducted a needs analysis in each of the participating countries. As found and presented in the CUHEKO (in press) report, the levels of literacy vary among the four participating countries, as does the level of available literacy training. This was in line with the findings of the PIAAC study (OECD 2016), the results of which clearly indicated that literacy proportionally related to the level of education and across the studied countries the levels of literacy were higher among women than men and among younger individuals. Out of the project participating countries, Finland scored highest in literacy in the OECD study.

The CUHEKO diagnosis of the needs of Adult Educators indicated that there are differences in the levels of the provision of literacy training among the participating countries. While in Finland no such training was available, as reported in this study, which also corroborates the OECD findings related to high literacy levels in that country, the other countries participating in the project reported varying rates: Cyprus -37%, Poland - 20% and Slovenia – 12%.

The respondents of the CUHEKO study also pointed at problematic elements within literacy training. Among such issues (see Fig. 1), an observable lack of toolkits and examples was mentioned as causing severe problems in the literacy training in Poland and Slovenia, but less so in Cyprus or Finland. The lack of group homogeneity, which can be understood as mixed-level groups, was also reported as an obstacle to effective literacy training. Other problematic elements included the lack of sufficient preparation time on the part of educators, lack of learners' interest resulting in an ineffective use of time and some discipline issues.
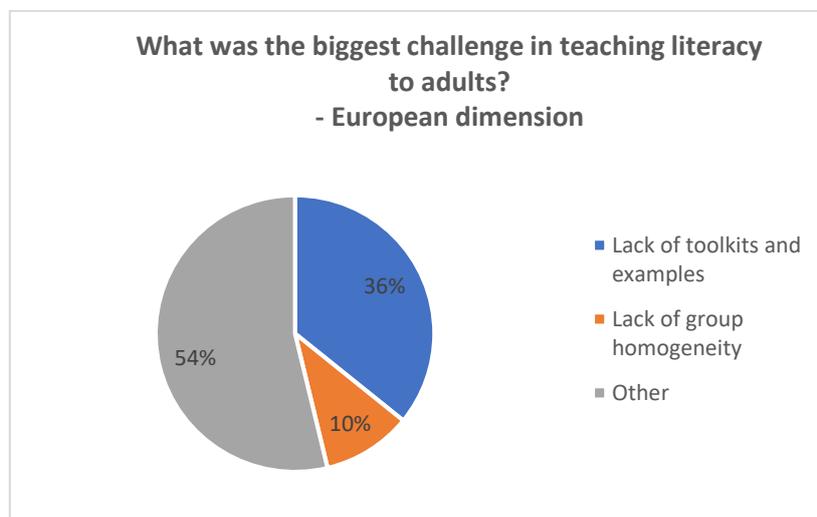

What was the biggest challenge in teaching literacy to adults?
- European dimension

- Lack of toolkits and examples
- Lack of group homogeneity
- Other

36%
10%
54%

Figure 2: Greatest challenges in teaching literacy in four participating countries
Source: CUHEKO Report (in press)

It is noteworthy, however, that learners' literacy was found to be a factor affecting the effectiveness of teaching across competences. Hence, it can be assumed that literacy is a significant element of competency training for adults. Therefore, this syllabus aims at proposing a course that will fill the gap in the provision of literacy training and professional development of literacy Adult Educators.

4. Course Aims and Learning Outcomes

Aim(s) and Objectives:

The main aim of the Literacy Competence Course is to provide professional development for Adult Educators in the area of literacy. The course covers three main aspects:

1. literacy competence as a subject

2. methodology of teaching literacy

3. lessons/materials to practise, with a possibility of future adaptation by users

The course is designed to facilitate Adult Educators in providing training in literacy as one of key competences. This includes planning and creating teaching materials based on the needs analysis and learners' background and context. The course is designed to increase Adult Educators' awareness of their learners' skills to encourage continuous reflection on their teaching practice as well as to offer examples of effective lessons and activities that can be adapted for future use.

Learning Outcomes

Having successfully completed the course, the participants (AEs)

1. will have the knowledge of

- elements of literacy
- literacy pedagogy
- main types of verbal interaction
- functional language
- text types
- main features of language styles and registers
- culinary and cultural heritage lexis

2. will be able to

- apply pedagogical assumptions to their own teaching of literacy
- communicate more effectively, both orally and in writing, in a variety of situations
- monitor and adapt their own communication styles to the requirements of the situation
- distinguish and use different types of sources more effectively
- search for, collect and process information
- use educational aids
- formulate and express their oral and written arguments in a more convincing way that is appropriate to the context

3. will have enhanced their

- understanding of the literacy competence
- willingness to hold a dialogue in a more critical and constructive manner
- awareness of the impact of language use on others
- understanding of the use of language in a positive and socially responsible manner
- their ability to apply the above to their own teaching of literacy

| 6 modules = 9 hrs (12 x 45 mins)

Required setting:
  o virtual shop
  o virtual kitchen

Required formats:
  o check lists
  o cue cards
  o writing/typing tools (interactive)
  o drop-down lists | **Knowledge**
• culinary and cultural heritage lexis
• functional language
• main types of verbal interaction
• text types
• main features of language styles and registers | **Skills**
• communicate both orally and in writing in a variety of situations
• monitor and adapt their own communication to the requirements of the situation
• distinguish and use different types of sources
• search for, collect and process information
• use educational aids
• formulate and express one's oral and written arguments in a convincing way appropriate to the context
W = writing
R = reading
L = listening
S = speaking
CT = critical thinking | **Attitudes**
• willingness to hold dialogue in a more critical and constructive manner
• awareness of the impact of language use on others
• understanding the use of language in a positive and socially responsible manner |

Module 1: Introduction – The Literacy Recipe (90 mins)

Focus:
Activating prior knowledge of literacy
Aims:
- to increase awareness of literacy and its use in everyday life of the participants and their learners
- to consolidate participants' prior knowledge of literacy and its elements

Pedagogy / Methodological Commentary (internal):
A short introductory video / presentation (1-2 mins) to provide some statistics and basic information on current literacy levels in Europe.

Lessons	Knowledge	Skills	Attitudes

Lesson 1: Brainstorming to consolidate prior knowledge (15 mins) Task 1: Intro video (1 min) In preparation for the brainstorming task (Task 2), the participants watch short (1 min) introductory video that explains the significance of literacy skills as a key competence and its components. Task 2: Brainstorming In a virtual shop/supermarket, the participants will shop for the elements of literacy they need for their 'literacy recipe'. First, they establish/brainstorm what they think they would need for the recipe (make a list of ingredients = literacy elements). An answer key in the form of highlights or ticks to participants' responses needs to be provided for the learners to note whether they are on track with the competence.	• prior knowledge of the main elements of the literacy competence	• collating information to formulate one's argumentation • distinguishing between and critically evaluating elements of the competence **R**	• competence awareness
Lesson 2: The Literacy Recipe (45 mins) Task 1: An intro video (1-2 mins) The learners watch a short intro video, in which the metaphor of The Literacy Recipe is clarified and tasks 2 and 3 are explained. Task 2: Shopping for the ingredients (13-14 mins) The participants visit a virtual shop / an online shop (if gamification is not an option) and pick from the shelves / the list of products /ingredients they need for Literacy. If a particular ingredient is needed in a greater volume, the participants can pick more than one unit (or perhaps can put on virtual scales – possibly at the till). This will show the weighting and/or the proportion of the ingredient in the whole recipe. Task 3: Verifying and improving the recipe (30 mins) The participants visit a 'professional literacy kitchen' and watch/listen (5-6 mins) to the literacy cooking show presented by a 'professional literacy chef'. The task is to verify their own recipe and review their shopping bag from Task 2 (the list needs be available here), i.e. to add missing ingredients and reduce or delete the unnecessary ones.	• prior knowledge of the main elements of the literacy competence • verifying and enhancing (or organising) knowledge of the elements of literacy • metalanguage of literacy	• critically evaluating the choice of elements/ arguments • making an informed choice/selection **R** • active listening for information • verifying prior information against acquired knowledge **L + R**	a critical perspective on the elements of the competence • willingness to interactive participation • comprehension of metalanguage to enhance professional basis

Lesson 3: Consolidating knowledge and reflecting on pedagogical applications (20 mins) Task 1: Checklist (15 mins) The participants create a checklist of the literacy elements that must be practised to effectively increase the level of their learners' literacy. The suggested answer key should have different colours for core/essential and desired elements to aid knowledge consolidation. Task 2: Concluding video (5 mins) The participants watch a video/presentation that summarises the core elements of literacy and pedagogical implications for teaching/developing this competence.	• elements of literacy, including verbal interaction	• consolidating information **W + L**	• awareness of impact of literacy elements
Test 1 (10 mins)	• elements of literacy • significance and impact of verbal interaction • literacy pedagogy	• consolidating information	• eagerness and openness to test one's knowledge
Reflection: Methodological application/implications (link it to Lesson 3) Reflect upon basic needs analysis at the beginning of a literacy course that would explore the literacy level of participants, their objectives, needs and interests in order to design and/or adapt suitable and effective activities.	• literacy pedagogy	• critical thinking	• critical evaluation

Module 2: Gathering Ingredients for a Culinary Recipe (90 mins)

Focus:
Reading, note-taking, listening – lower level competence
Aims:
- to enhance writing skills
- to develop a note taking habit
- to improve listening and reading for the gist of information

Pedagogy / Methodological Commentary:
An explanation of the significance of understanding the gist of a text, the ability to distinguish main points from details, recognising and utilising language features to communicate effectively and the importance of promoting informed choices, e.g. using information from reading material in a critical manner to make a choice/decision.
A short video/presentation **(4-5 mins)**

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Comparing information (30 mins) Task 1: Trying a new recipe for your guests – e.g. Pizza or Paella (10 mins) Step 1: The participants watch a short video (4-5 mins) about a dish and its variations. The main task is to listen and take notes regarding the main preparation principles and possible ingredients as this is the dish they would like to prepare for their weekend guests. Step 2: Participants read an excerpt from the video script in order to analyse highlighted language features (e.g. type of content/info presented, style/register and linking). The features are highlighted and explanations appear in comment bubbles. Task 2: Searching for and comparing recipes (20 mins) Step 1: Since the video mentioned possible variations to the dish, the participants are provided with a selection of recipes which they need to compare in order to make their own choice of ingredients. The recipes should contain some spelling errors. As well as information on the replaceability of some ingredients, e.g. *use spring onion if you don't have chives* or *use dried dill if fresh is not available*.	• culinary and cultural heritage lexis • functional language • text types distinguishing main point from details • culinary and cultural heritage lexis • functional language • text types • main features of words, language styles and registers	• searching for, collecting and processing information • using educational aids • distinguishing and using different types of sources • searching for, collecting and processing information • using educational aids **L + W + R**	• awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner • awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner

Step 2: The participants make their own list of ingredients (or choose from a list if writing online is not possible). Spelling mistakes need to be automatically highlighted to enable the participants to review and correct them.			
Lesson 2: Searching for and replacing information for own use (45 mins) Task 1: Shopping for and replacing ingredients (15 mins) The participants take their list of ingredients to an online shop (page imitating a commercial web page). Not all listed ingredients are available, so they need to make decisions about purchasing alternatives. The expectation is that they make reading-informed choices. If possible, each product should have information in a pop-up window/card re available alternatives. Task 2: Composing your own pizza or paella (30 mins) The participants explain the procedure for their own pizza or paella, explaining their choice of ingredients. First, they take notes or write the script, then say/record their explanation. Finally they check their message against the provided tick list of necessary and desirable elements of such a type of explanation (type of info/content + style/register + linking).	• culinary and cultural heritage lexis • functional language main features of language styles and registers • culinary and cultural heritage lexis • functional language • main types of verbal interaction • main features of language styles and registers	• distinguish and using different types of sources • searching for, collecting and processing information • using educational aids • communicating both orally and in writing in a variety of situations • monitoring and adapting their own communication to the requirements of the situation • using educational aids • formulating and expressing one's oral and written arguments in a convincing way	• awareness of the impact of knowledge on making informed choices • understanding the use of language in a positive and socially responsible manner • awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner

		appropriate to the context **W + R + S + CT**	
Test 2 (10 mins)	• elements of literacy • using language features to communicate effectively	• consolidating information	• eagerness and openness to test one's knowledge
Reflection: Methodological application/implications	• literacy pedagogy	• critical thinking	• critical evaluation • creativity

Module 3: Rewriting a Recipe (90 mins)

Focus:
Speaking, writing, style – intermediate competency level
Aim(s):
- to enhance awareness of style and register
- to increase effective meaningful oral and written communication

Pedagogy / Methodological Commentary:
A short video (**4-5 mins**) with a commentary on the impact of style and register on the quality and effectiveness of communication and to raise awareness of varying styles within the same field.

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Expert style (40 mins) Task 1: Expert video (4-5 mins)/ text The participants listen to/read the chosen recipe explanation by a celebrity/blogger chef (e.g. Jamie Oliver or Nigel Slater) and take a note of used action verbs and linking expressions. Then while listening to/reading for the second time, the participants take note of the additional comments the chef has made, e.g. choice of adjectives, justification of choice, sequencing and linking. Task 2: Analysing style On the basis of highlighted features, the learners make a list of stylistic items / language features that impact on communication. A comparative checklist is provided. Task 3: Comparing own style The participants compare their notes with the set of answers with features highlighted in the transcript/text Task 4: Adapting expert style	• culinary and cultural heritage lexis • functional language • main types of verbal interaction • text types • main features of language styles and registers	• monitoring and adapting their own communication to the requirements of the situation • distinguishing and using different types of sources • searching for, collecting and processing information • using educational aids **L + W + R**	• awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner

The participants compare their own recording (from Module 3) with an example from a celebrity chef to identify what they need to improve to make their explanation more communicative. A comparative checklist of DOs and DON'Ts is provided.			
Lesson 2: Improve your recipe: style, logic/organisation, cohesion (35 mins) Task 1: Improving message cohesion The participants enter the details of their recipe (explanation) into a schemata text. At each stage, a commentary is provided to explain organisation and the use of sequencing and linking for the purpose of cohesion and coherence. Task 2: Improving style The participants adapt their improved recipe to reflect the chosen celebrity style, e.g. Jamie Oliver's casual style with anecdotes or Nigel Slater's emotive descriptions of flavour and texture.	• culinary and cultural heritage lexis • functional language • text types • main features of language styles and registers	• monitoring and adapting their own communication to the requirements of the situation • processing and clarifying information • using educational aids • formulating and expressing one' written arguments in a convincing way appropriate to the context • communicating both orally and in writing in a variety of situations • distinguishing and using different types of sources • searching for, collecting and processing information • using educational aids **W + R + CT**	• willingness to communicate in a more critical and constructive manner • awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner
Test 3 (10 mins)	• elements of literacy • impact of style/register and language features on communication	• consolidating information	• eagerness and openness to test one's knowledge
Reflection: Methodological application/implications	• literacy pedagogy	• critical thinking	• critical evaluation • creativity

Module 4: A Mixed-Up Recipe (90 mins)

Focus:

Reading, writing, processing information – intermediate competence level

Aim(s):

- to enhance a critical approach to reading and processing written information
- to develop the habit of writing and/or storing information in the written form (also electronically)

Pedagogy / Methodological Commentary:
A short video (**3-4 mins**)/presentation commentary on other elements of literacy, such as different systems of measure.

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Revising measures in culinary recipes (15 mins) Task 1: The participants do a short quiz to check if they can switch easily between different types of culinary measures, i.e. metric (e.g. grams), imperial (e.g. ounces) or traditional (e.g. spoons). Task 2: The participants revise the measures using a virtual jug (for liquids and solids). A list of additional resources for future use is also provided.	• prior knowledge of different measures • knowledge of measure systems in the culinary world	• monitoring the knowledge of different measure systems **R + CT**	• awareness of the impact of measure systems
Lesson 2: One recipe, many measures (25 mins) Task 1: The participants are presented with a virtual jug with the above types of measures (for liquids and solids) to consolidate their knowledge. When they pour some liquid into the jug, they will clearly see the volume expressed in three different ways. Task 2: The participants see a recipe for a dish that exists in many cuisines and cultures, though in various forms (e.g. pancakes), written with the use of different measures (three versions). The task is to check whether the three versions offer the same recipe or not. To do that the participants are able to use the virtual jug to test the volume of the ingredients. Task 3: A combined version is displayed as a key to the exercise. The participants tick/highlight their incorrect answers to notice the areas for further improvement.	• enhancing knowledge of world measure systems • culinary and cultural heritage lexis • functional language	• distinguishing among and adapting different measure systems • communicate both orally and in writing in a variety of situations • monitor and adapt their own communication to the requirements of the situation • use educational aids • formulate and express one's oral and written ideas in a way	• willingness to interact in a critical manner • awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner

		appropriate to the context **R + W + CT**	
Lesson 3: Recipe writing (35 mins) – perhaps the dish needs to be defined The participants go to a virtual kitchen and write a recipe for a savoury or sweet dish. The range of ingredients is defined so that the participants know their options. They select their ingredients from the list. For each ingredient they need to adjust the volume; however, this can be given in any of the measures – mixed measure recipe, but the virtual jug is not available for testing. After the participants have composed their recipe, they click on the icon of their preferred measure style. The recipe is converted into a single measure and the participants check whether all the instances of volume are correct for the intended recipe.	• practical application of the knowledge of measure systems • culinary and cultural heritage lexis • functional language • text types • main features of language styles and registers	• processing and applying information on different measure systems **W**	• critical evaluation of presented information
Test 4 (10 mins)	• elements of literacy	• consolidating information	• eagerness and openness to test one's knowledge
Reflection: Methodological application/implications	• literacy pedagogy	• critical thinking	• critical evaluation • creativity

Module 5: Adjusting a Recipe to Dietary Requirements (90 mins)

Focus:

Reading, writing, critical evaluation and processing of information – intermediate to more advanced competence level

Aim(s):

- to enhance awareness of dietary requirements and food intolerance/allergies
- to increase the awareness of different culinary traditions
- to improve effective communication

Pedagogy / Methodological Commentary:
A short video (**4-5 mins**) / presentation on the significance of distinguishing between main points and detail in information processing.

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Reading (25 mins) Task 1 (Reading for Gist): The participants skim a short text about food intolerance and food allergies in order to realise the extent and complexities of the issues. Task 2 (Reading Comprehension): The participants read a text about food alternatives and answer a set of questions. The answers not only provide the correct response, but also explain why the other answers are not correct (pop-up balloons)	• culinary and cultural heritage lexis • functional language • text types • main features of language styles and registers	• distinguishing between gist and detail • processing information • using educational aids **R + CT**	• critical evaluation of presented information
Lesson 2: Critical Evaluation of Information (10 mins) The participants are presented with a set of food labels and need to state whether the information provided is consistent, e.g. *GF sourdough rye bread* or *no added sugar – contains fructose*. **Comments on the usefulness of the ability to distinguish and discriminate information.**	• culinary and cultural heritage lexis • functional language • main features of language styles and registers	• distinguishing and evaluating information • using educational aids **R + CT**	• critical evaluation of presented information

Lesson 3: Adjusting the recipe (40 mins) Task 1: The participants are provided with a list of dietary requirements of their guests and choose one recipe from the party menu to adjust it so that it is safe for all their guests. In an interactive version of the recipe, the participants click on each ingredient and choose an option from the drop-down menu: either *OK, replace* or *warning*. *Replace* opens a write-in window into which the participants enter their suggestion(s) while *warning* highlights the ingredient and requires a note. Answers are provided. Task 2: Explaining the adjustment (20 mins) The participants are presented with features of text cohesion (e.g. linking, avoiding repetition, etc.). They record their explanation to the changes introduced and then listen to their own recording and evaluate their performance against a check list. The participants identify areas for improvement (a list with links to examples and explanations).	• culinary and cultural heritage lexis • functional language • coherent and cohesive information • main features of language styles and registers	• critically applying information and knowledge • using educational aids • communicating both orally and in writing in a variety of situations • monitoring and adapting their own communication to the requirements of the situation • using educational aids **R + W + S + CT**	• critical evaluation of presented information • awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner
Test 5 (10 mins)	• elements of literacy	• consolidating information	• eagerness and openness to test one's knowledge
Reflection: Methodological application/implications	• literacy pedagogy	• critical thinking	• critical evaluation • creativity

Module 6: Food Compass (90 mins)

Focus:

Reading, writing, critical thinking, reasoning – intermediate level of competence

Aim(s):

- to enhance the awareness of attitudes to food
- to enhance criticality by the means of exploration of information

Pedagogy / Methodological Commentary:
A short video (**4-5 mins**) / presentation on scaffolding and grading lessons and tasks to suit different level learners.

Lessons	Knowledge	Skills	Attitudes
Lesson 1: Own country profile (15 mins) The participants complete a table with information about their own country/region re the significance of food, meal times, meal traditions, etc. **Comment on the possibility of graded difficulty, i.e. for more advanced learners this can be adapted into writing a short text or recording a video.**	• culinary and cultural heritage lexis • functional language • text types • main features of language styles and registers • prior cultural knowledge of own region	• monitoring and adapting their own communication to the requirements of the situation • searching for, collecting and processing information • using educational aids • formulating and expressing one's oral and written arguments in a convincing way appropriate to the context **R + W + CT**	• awareness of the impact of language use on others
Lesson 2: Countryfile (30 mins) Task 1: The participants choose a country or a region and search for information about the significance of food in that area, meal times, meal traditions, etc. Task 2: the participants compare/contrast the information with their overview of their own region and highlight one difference and one similarity that they found interesting or	• culinary and cultural heritage lexis • functional language • text types • main features of language styles and registers	• communicating both orally and in writing in a variety of situations • monitoring and adapting their own communication to the requirements of the situation	• willingness to communicate effectively • awareness of the impact of language use on others • understanding the use of language in a

strange. A more advanced development can include a written reflection on the spotted difference or similarity.		• distinguishing and using different types of sources • searching for, collecting and processing information • using educational aids • formulating and expressing one's arguments **R + CT**	positive and socially responsible manner
Lesson 3: Meal times (15 mins) Task 1: Reading for information The participants read brief general descriptions of food attitudes in five regions of the world. Task 2: The participants are presented with a set of three cards, each with a description of a country or a subregion and need to indicate the one that does not fit with the others (odd one out) and indicate reasons for their choice. This can be played several times, with multiple random combinations of cards.	• culinary and cultural heritage lexis • functional language • text types • main features of language styles and registers	• distinguishing and using different types of sources • searching for, collecting and processing information • using educational aids **R + CT**	• awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner • critical evaluation
Lesson 4: Sequencing (15 mins) The participants are presented with a short description of a culinary tradition divided into parts. Linking is removed. The participants are asked to order the information and add linking so that the text is coherent, cohesive and meaningful. The answers to the exercise provide explanation re the details of cohesion.	• culinary and cultural heritage lexis • functional language • text cohesion • text types • main features of language styles and registers	• communicating effectively in a variety of situations • processing information • using educational aids **R + W + CT**	• willingness to communicate effectively • awareness of the impact of language use on others • understanding the use of language in a positive and socially responsible manner
Test 6 (10 mins)	• elements of literacy	• consolidating information	• eagerness and openness to test one's knowledge
Reflection: Methodological application/implications	• literacy pedagogy	• critical thinking	• critical evaluation • creativity

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