

Level One - Basic survival

The learner will attain competence in a range of predictable simple language tasks

Objectives:

- ❑ To enable the learner to interact with people in familiar roles, to establish relationships and exchange limited routine oral and written information on familiar and routine operational matters within their occupational and trade union role.
- ❑ The learner will be equipped with a minimal coping ability in the target language, and with more than a minimal ability in certain areas, including the learner's trade union organisation and role, according to interests and motivation.

Autonomy in using the target language

Structure (degree of flexibility)

The learner will be able to understand and manipulate a range of structures of a fixed repertoire of prepared materials and rehearsed information. Language structures will be those appropriate for general use as well as those which are necessary for initial interactions between European trade unionists.

Vocabulary (appropriateness of language)

At this level, the learner will concentrate on vocabulary which is sufficient to express terms for everyday objects and events, and to conduct routine, everyday transactions with people in familiar roles. This will include an introduction to the lexis of trade unionism.

Register (cultural adaptation)

The learner will begin to develop language awareness and socio-cultural competence. At this level, s/he will learn to use everyday polite forms of address and be introduced to the relevant social conventions which will enable the learner to engage in successful encounters with speakers of the target language, including other trade unionists.



Contexts (recipients and environments)

The learner will be able to interact with people familiar with the content of what is written or said and in frequent contact with the learner. Interactions are highly predictable. Environments are familiar and relatively stable to begin with, and the learner will be gradually equipped to progress from encounters with native speakers of the target language in the home environment to encounters in the target language environment. The four main areas of human activity covered at this level are:

- ❑ Personal Life and Circumstances
- ❑ Living Conditions and Environment
- ❑ Occupational Activities and Interests
- ❑ Leisure Activities and Social Life



Level One - suggested themes

A. Personal life and circumstances

1. Personal identification

- ❑ name, origin, family, ages, union membership and role within union.

2. Daily life

- ❑ routine at home
- ❑ routine at work including union responsibility

3. Relations with other people

- ❑ extended family relations
- ❑ social relations: accepting and declining invitations
- ❑ work relations; simple correspondence

4. Health and body care

- ❑ personal comfort: heat, cold, hunger, thirst
- ❑ personal hygiene
- ❑ health and illness
- ❑ working conditions

Suggested scenarios

- Four trade unionists meet at a training weekend
- Introduce themselves to each other in formal and informal situations
- Talk about their role in union
- Talk about families, where they come from and where they live
- A day in the life of a trade unionist: daily routine at home and at work, including times (diary activity to check when are they free)
- Decide what to do on free evening; invite other delegates to join them by means of an e-mail message
- A invites B to Health and Safety event at his/her workplace, invites him/her to stay, will send e-mail with details of date, venue, telephone for confirmation



B. Living conditions and environment

1. House, home, environment

- ☐ city, town and country
- ☐ house, flat, rooms
- ☐ furniture, garden
- ☐ different regions in country / EU

2. Shopping facilities

- ☐ types of shops
- ☐ hours of business
- ☐ working conditions and part-time work
- ☐ clothes
- ☐ household items

3. Services

- ☐ amenities near home: post office, bank, police, doctor, garage, petrol station, parks, leisure facilities

4. Weather

- ☐ understand weather forecast on TV

5. Places

- ☐ asking and understanding directions to destination

Suggested scenarios

- The group of trade unionists get to know each other a little better
- They talk about where they live, compare two different regions
- One invites another to stay, to attend some locally organised union activity
- Visit takes place, telephone call with arrangements, sends map
- Visitor asks for more precise directions
- A shows B round house, sleeping arrangements, bedding, and meal times
- Explains arrangements for heating, bathroom, TV - weather forecast
- Buy food for meal, check likes, dislikes
- Comment on opening hours (from employee's point of view) of shops, pubs
- Visitor needs to send message back to office, writes e-mail



C. Occupational activities and interests

1. The workplace

- ☐ the union
- ☐ hours of work
- ☐ comparative working conditions
- ☐ writing and reading simple notices

2. Travel

- ☐ using public transport
- ☐ driving: reading road signs and buying petrol
- ☐ holidays: accommodation, luggage and documents

3. Language

- ☐ referring to ability in target language
- ☐ coping strategies

4. Food and drink

- ☐ eating and drinking out
- ☐ in the works canteen
- ☐ in the pub
- ☐ in the restaurant

Suggested scenarios

- B accompanies A to his/her workplace on bus/tram/metro
- Comment on places of interest passed on way
- Attend Health and Safety information session organised by union (example of good practice)
- B introduced to A's colleagues B talks about and answers questions on his/her union
- B invites delegation to visit his/her workplace
- Colleague is enthusiastic as has been there on holiday
- Begin to check out details for visit, ring travel agent etc, discuss different types of accommodation
- Group go out for drink/meal



D. Leisure activities and social life

1. Travel and holidays

- ☐ at the railway station/ airport
- ☐ making travel arrangements by phone, e-mail, letter
- ☐ comparing types of accommodation, prices and other amenities
- ☐ packing
- ☐ arrange insurance

2. Places

- ☐ web search for information on country to be visited
- ☐ obtain map of destination

3. Weather

- ☐ read and compare temperatures in holiday brochures
- ☐ discuss suitable clothes for trip

4. Language

- ☐ choose a suitable phrase book

5. Food and drink

- ☐ compare habits, prices, meal times in 2 European countries

6. Free time and entertainment

- ☐ hobbies and interests
- ☐ types of entertainment: radio, TV, news, film etc.
- ☐ reading, studying, adult education
- ☐ sports
- ☐ the press

7. Services

- ☐ at the petrol station/garage

Suggested scenarios

- Planning family holiday
- Planning visit of group of trade unionists to target language country
- Visit to plan the trip
- Socialising in target language country
- Visits to other trade union organisations



Level One Competences

Competence in a range of predictable simple language tasks

Listening

- ❑ Obtain information about predictable day-to-day activities by listening e.g. personal introductions, meeting arrangements, travel arrangements, mealtimes
- ❑ Obtain specific details from simple everyday sources e.g. weather forecasts, recorded messages, timetables

Speaking

- ❑ Deal orally with predictable day-to-day activities e.g. ask the way, the time, for precise instructions
- ❑ Ask for and provide personal information e.g. introduce yourself, your union role and occupation, and give details of family and home
- ❑ Ask for and provide information to meet day-to-day requirements e.g. location of telephone, bathroom, where and how to purchase basic items
- ❑ Ask for and provide everyday goods and services e.g. in a shop, bank, post office, garage

Reading

- ❑ Obtain information about predictable day-to-day activities by reading e.g. from brochures, newsletters, notices, newspapers
- ❑ Obtain specific details from simple everyday texts e.g. weather forecasts, timetables, instructions

Writing

- ❑ Produce written information to deal with predictable day-to-day activities e.g. simple instructions, e-mails with meetings details, agendas, invitations
- ❑ Produce familiar information on standard formats e.g. hotel registration forms, application forms



Level One Text types

Appropriate sources and text types at this level could include:

Reading

- ☐ Signs, notices, instructions
- ☐ Maps, diagrams, charts, posters
- ☐ Brochures, leaflets, newsletters
- ☐ Extracts from journals, newspapers
- ☐ Programme schedule for radio, TV
- ☐ Programmes for conferences, training days
- ☐ Bus, rail and air travel timetables
- ☐ Product packaging
- ☐ Application forms
- ☐ Job adverts
- ☐ Guidebooks
- ☐ Simple telephone and e-mail messages
- ☐ Personal and business correspondence, including invitations
- ☐ Menus and price lists

Listening

- ☐ Announcements at railway, bus stations and airports
- ☐ In-flight information
- ☐ Traffic information on the radio
- ☐ Formulaic recorded telephone messages, including weather, traffic and timetable information
- ☐ Radio or TV weather forecast
- ☐ Information from guided tours (as tourist or trade unionist)
- ☐ Routine commands given by police and other officials

Writing

- ☐ Hotel registration forms
- ☐ Disembarkation or immigration forms
- ☐ Standard letter or fax to book accommodation, arrange and confirm travel arrangements, etc.
- ☐ Simple social greetings, invitations
- ☐ Directions to visitors
- ☐ Notes and memos about meetings and other arrangements

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