

Level Two - Lower Intermediate

The learner will attain competence in dealing with varied daily activities

Objectives

- ❑ To enable the learner to interact with people in familiar roles, to maintain relationships and exchange routine oral and written information on a wider range of familiar routine and non-routine matters within the learner's trade union and occupational role.
- ❑ The learner will be equipped to deal with the linguistic requirements of those situations, in which, as trade unionists, he or she is most likely to find themselves, for example as visitors to the target language country, or in welcoming visitors from the target language country to the learner's country, or in encounters with native and non-native speakers of the target language elsewhere.

Autonomy in using the target language

Structure (degree of flexibility)

The learner will be able to perform in the target language where this performance is largely based on the use of prepared materials and rehearsed information. The learner will be able to combine structures in order to vary the communication according to subject matter and content.

Vocabulary (appropriateness of language)

Vocabulary includes everyday alternative words and expressions for familiar objects and events, and for people in familiar roles. Vocabulary is sufficient to cope with changes from one familiar topic to another. There is an increasing emphasis on vocabulary which is appropriate to the learner's trade union activities, according to the proportional model adopted for the development of these curricula.



On completing this level, the learner will be able to cope:

- ❑ when visiting the target language country, either in a trade union capacity
- ❑ as a tourist;
- ❑ when welcoming visiting trade unionist(s) or other visitors to the learner's own country;
- ❑ in communicating with native or non-native speakers of the target language in encounters (meetings, seminars, conferences, Works Councils) in a third foreign country;
- ❑ when encountering written or spoken texts in the target language.

Register (cultural adaptation)

The learner will be able to use a variety of everyday polite forms of address and linguistic and non-linguistic social conventions and associated rituals. S/he will have the ability to exchange information, to express and understand opinions, views, attitudes, emotions, wishes and use simple expressions of gratitude, regret and apology as well as carry out cooperative actions in the target language.

Context (recipients and environment)

At this level, the learner will be able to interact with people familiar with the content of the communication. Interactions are simple one-to-one and one to a group member. Environments are familiar, routine, and relatively stable. S/he will be equipped to deal with the 'transactional situations of everyday life', which include the following:

- Contacts with officials
- Arrangements for accommodation
- Arrangements for meals
- Shopping: buying consumer goods
- Using public transport
- Using private transport
- Using information services
- Visiting public places (museums, theatres, stadia etc)
- Using public services (Post Office, telephone, medical)
- Educational services
- Finding the way
- Communicating at work
- Private hospitality



Level Two - suggested themes

A. Occupational activities and interests

- ☐ Joining the union
- ☐ Functions of the union at the workplace
- ☐ Union services
- ☐ Business travel
- ☐ Trade union/workplace exchange
- ☐ Health and Safety
 - accidents at work
 - monitoring procedures
- ☐ Trade unionists' specific language needs

Suggested scenarios

- new colleague enquires about the union and is recruited
- initiative to arrange exchange visit to target language country
- preparatory arrangements, telephone, e-mail, provisional programme
- travel arrangements and accommodation
- accident at workplace; discrepancy between procedures and practice

B. Living conditions and environment: leisure activities and social life

- ☐ Comparison between two European regions
- ☐ Types of housing
- ☐ Cost of living
- ☐ Facilities for the young and the elderly
- ☐ Infrastructure/communications
- ☐ The arts
- ☐ Sport and recreation



Suggested scenarios

- visit by group of trade unionists to target language country
- exchange of information on region visited and own region, (trade unions, roles and levels of membership, leisure facilities and favourite pursuits; facilities offered by trade union and/or employer)
- official reception to welcome group, exchange of gifts, speeches of thanks etc.
- social evening at theatre, cinema, football match etc.
- invitations to members' homes, typical regional dishes, exchange recipes

C. Education and training

- ☐ Job applications: CV and letter; filling in a form
- ☐ Previous educational experience
 - Schooling
 - College/ university
- ☐ Apprenticeships
- ☐ Vocational training/work experience
- ☐ Trade union courses/training
- ☐ Adult/continuing education
- ☐ Qualifications
- ☐ Assessment and evaluation
- ☐ Paid educational leave
- ☐ Retraining

Suggested scenarios

- New recruit (see A above); job application procedure: advert, telephones for forms, completes and submits
- interview; asks about training opportunities offered by company or trade union organisation
- meets new colleagues, explains background
- discuss foreign language needs of trade unionists, in context of occupational and trade union activity, and forthcoming trip to target language country



D. Current affairs

- ❑ Forms of government and politics
- ❑ Crime and justice
- ❑ War and peace
- ❑ Social affairs
- ❑ The press: national and local newspapers; journals (including trade union publications)
- ❑ Radio and TV coverage
- ❑ The European Union

Suggested scenarios

- informal exchange of views on regional/national/European/international issues which arise from news broadcasts or newspaper articles
- short formal presentations during visit on e.g. trade unions in target language country; regional disputes, etc.
- listen to similar, illustrated presentations by native speakers on issues of current interest in target language country
- prepare group report on visit



Level Two Competences

Competence in a range of language tasks, performed in familiar work and social contexts. Some of these tasks are non-routine, and the individual is expected to use a limited range of language to meet the needs of differing but familiar situations and topics.

Listening

- ❑ Obtain information about non-routine and daily activities
- ❑ Obtain general information from varied everyday sources e.g. oral presentations given by trade unionist, guided tour of workplace, accommodation, union facilities, other workplace information such as instructions and requests
- ❑ Obtain specific details from varied everyday sources e.g. news broadcasts, telephone messages, operating instructions for everyday equipment, travel arrangements

Speaking

- ❑ Deal orally with varied daily activities face-to-face and using the telephone
- ❑ Establish and maintain social contact e.g. exchange factual information, likes and preferences, ask for and give advice, clarifications and explanations
- ❑ Give and seek information to fulfil routine work requirements e.g. make and respond to requests using appropriate forms of address, deal with familiar as well as some non-routine work/union related problems
- ❑ Seek and respond to opinion on everyday matters e.g. exchange opinions, make simple evaluations of quality, hypotheses and predictions on matters of current public interest, of shared work or trade union-related interest, and social interests.
- ❑ Deliver simple semi-structured presentations e.g. on trade union organisation and one's role within this; describe one's function within the workplace



Reading

- ❑ Obtain information about non-routine and daily activities by reading e.g. articles and reports dealing with trade union and work-related matters as well as those containing general information
- ❑ Obtain information from simple texts e.g. compressed language texts such as job adverts, union procedures, publicity; e-mails, formal and informal correspondence
- ❑ Obtain specific details from familiar written sources e.g. signs, health and safety instructions, rules and regulations; simple reports of events and meetings; effective use of dictionaries and manuals.

Writing

- ❑ Produce written information to deal with routine and daily activities
- ❑ Construct everyday texts using set phrases and structures e.g. convey simple factual information, ideas, arrangements and instructions
- ❑ Produce notes and short messages to fulfil everyday requirements e.g. reports on meetings, visits; agendas; memos, simple correspondence, including invitations and acceptances



Level Two Text types

As for level One, with the addition of for example:

Reading

- ❑ Union membership forms
- ❑ Union newsletter items
- ❑ Short articles in union journal or for website on familiar topics
- ❑ Simple briefing documents for meetings and training days
- ❑ Agendas and meeting reports
- ❑ Messages
- ❑ More complex personal and business correspondence on familiar topics, including letters, e-mails and faxes
- ❑ Informative and straightforward articles and features on current affairs from newspapers, magazines and trade union publications
- ❑ Training documents

Listening

- ❑ Broadcasts on familiar topics
- ❑ Guided tour of workplace and trade union facilities
- ❑ Guided tour of temporary accommodation
- ❑ News broadcasts
- ❑ Operating instructions for everyday equipment
- ❑ Short structured oral presentations given by trade unionists on familiar topics (current affairs, union organisation)
- ❑ Emergency instructions and requests issued at the workplace, hotel, training centre

Writing

- ❑ Standard letter enquiring about price of accommodation and facilities available, stating wishes, including type of room, length of stay, amenities etc.
- ❑ Enquiries about tourist attractions, opening times for shops, restaurants
- ❑ Programme of activities for visit to target language country
- ❑ Letters confirming time and place of visits, appointments
- ❑ Agendas for meetings
- ❑ Simple reports
- ❑ Personal correspondence, including greetings, congratulations and thanks; comments on matters of common trade union interest

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