

## Level Three - Upper Intermediate

***The learner will attain competence in dealing with key work tasks***

### Objectives

- ❑ To enable the learner to interact with individuals and groups, to sustain and foster relationships and exchange oral and written information and advice on a broad range of routine and non-routine matters related to the learner's trade union and occupational role.
- ❑ The learner will therefore be equipped to deal with the linguistic requirements of a wide range of formal and informal situations, dealing with familiar and unfamiliar matters. Competence in strategies for coping with the linguistically unpredictable will be acquired.

### Autonomy in using the target language

#### ***Structure (degree of flexibility)***

The learner will combine, recombine and extend their linguistic repertoire to deal with the full range of familiar, and a limited range of unfamiliar, communication tasks. The linguistic repertoire at this level includes some complex sentences, including relative and causal/explanatory clauses, as well as the full reporting function and the ability to describe conditional states.

#### ***Vocabulary (appropriateness of language)***

The learner is familiar with the lexis of trade unionism, especially that relating to his or her occupational sphere. At this level, the learner's knowledge of vocabulary is sufficient to achieve a broad range of factual and expressive tasks. This includes alternative expressions for use in speaking or writing mode, and is sufficient to cope with changes from familiar to some unfamiliar topics.

#### ***Register (cultural adaptation)***

The learner is able to use appropriate language to interact at work, within the trade union movement, and socially with a range of people in different types of formal and informal roles and relationships.



***Contexts (recipients and environments)***

At this level, the learner will acquire the linguistic competence to interact with those who are familiar and unfamiliar with the content of the communication, and with those who are in frequent as well as infrequent contact with the learner. Interactions include multiple interactions within small groups of European trade union representatives communicating in the target language.



## **Level Three - Suggested themes**

### **A. Organising in the workplace**

- ☐ Workplace focus
- ☐ The workplace representative's role
- ☐ A day in the life of a workplace representative
- ☐ Recruitment of new members.
- ☐ Newsletters
- ☐ Union services
- ☐ Handling grievances

### **B. Working women**

- ☐ Maternity leave and pay
- ☐ Atypical employment
- ☐ Changing employment patterns
- ☐ Family life
- ☐ Low pay
- ☐ Home working
- ☐ Childcare/crèches
- ☐ Other services
- ☐ State pensions

### **C. Trade unions & the European Union**

- ☐ European institutions
- ☐ European Trade Union Confederation / European Industry Federations
- ☐ EU Social Dimension
- ☐ Social Dialogue
- ☐ EU work- and trade union-related directives
- ☐ Regulatory framework for pay and conditions
- ☐ European Works Councils

### **D. Trade Unions and globalisation**

- ☐ International trading arrangements/GATT
- ☐ Fortress Europe
- ☐ World debt



- ❑ Trans-national corporations
- ❑ International trade union links
- ❑ Trade unions in the developing world
- ❑ Home working
- ❑ Human rights
- ❑ Shared experience

## **E. Health and Safety**

- ❑ Legislation: national and EU
- ❑ Implementation
- ❑ Employers' responsibility
- ❑ Trade unions' responsibility
- ❑ Noise
- ❑ Protective clothing
- ❑ The environment



## Level Three Competences

*Competence in dealing with key work tasks*

*Competence in a broad range of factual, persuasive and expressive language tasks performed in a variety of contexts. Most language tasks require decision-making to select appropriate language; and the individual is expected to be able to combine and recombine language elements to accomplish key work tasks.*

### Listening

- ❑ Obtain information about key work tasks by listening e.g. from speech of others present, from broadcasts and on the telephone
- ❑ Obtain information, ideas and opinions from a variety of sources e.g. factual information about everyday topics of conversation, news, weather, events, political, social, economic issues; increasingly complex work and trade union related information such as instructions, explanations and requests.
- ❑ Obtain specific details from a variety of sources e.g. detailed factual information on relevant social topics of interest to the trade unionist; detailed technical information such as union procedures and bargaining arrangements.

### Speaking

- ❑ Deal orally with key work tasks face to face and on the telephone
- ❑ Give and seek instructions and guidance to achieve key work tasks e.g. factual and work or trade union related, such as requests for advice and assistance from members, explanations of simple trade union documentation.
- ❑ Contribute to routine business discussions e.g. in planning and participating in meetings, drawing up agendas and programmes of activities; participating in interviews.
- ❑ Seek and respond to opinion on a variety of matters e.g. in discussions on matters of current political and social interest, and matters of shared work interest, including operational trade union matters.
- ❑ Deliver prepared presentations e.g. verbal report of trade union visit or meeting, using notes, script, visual aids; training demonstrations within a trade union context, such as health and safety in the Workplace, introduction to trade union organisation and structure for new recruits.



## **Reading**

- ❑ Obtain information about key work tasks by reading wide range of materials, with texts of varied lengths.
- ❑ Obtain information, ideas and opinions from a variety of texts, e.g. manuals, reports, journals, proceedings, news items; graphs, diagrams, and reference books; business correspondence, including e-mails, forms, messages and requests.
- ❑ Obtain specific details from written sources, e.g. compressed language texts such as advertisements, posters and instructions, legislation relating to working conditions and trade unions; detailed reports; dictionaries

## **Writing**

- ❑ Produce written materials to deal with a variety of work tasks
- ❑ Produce written texts to fulfil routine work requirements, e.g. agendas, short reports, short newsletter items for union journal on familiar topics, invitations, notes from meetings or visits, travel arrangements including itineraries, simple instructions; formal and informal correspondence, captions for illustrations, graphs, diagrams and photographs; orders and invoices.



## Level Three Text types

*As for Level Two, with the addition of:*

### Reading

- ❑ Most work-related material on matters of direct interest to the trade unionist, with the help of a dictionary
- ❑ Manuals for working practices and procedures
- ❑ Agreements and contracts in the learner's occupational sphere
- ❑ Motions and resolutions for meetings and conferences
- ❑ Minutes and reports of meetings and negotiations of direct relevance to the learner
- ❑ Graphs, diagrams and charts
- ❑ Trade union legislation

### Listening

- ❑ Speeches by politicians or trade unionists at local, regional or national meetings, including conferences
- ❑ Discussions and debates in informal and formal settings on matters relevant to active trade unionists
- ❑ Presentations and demonstrations at trade union or company seminars or training sessions
- ❑ Most materials broadcast for general purposes
- ❑ More complex broadcast material on trade union- or relevant work-related issues

### Writing

- ❑ CV and letter or form for job application
- ❑ Election address, including personal information
- ❑ Meeting arrangements, agendas and itineraries
- ❑ Seminar or meeting briefing documents on familiar trade union or work-related topics
- ❑ Reports of meetings and other activities, such as attendance at training sessions, courses, seminars, conferences or visits
- ❑ More complex informal and formal correspondence
- ❑ Captions for photographs, charts, diagrams and other illustrative material

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