

Domain	Context	Task	Lesson activities	Texts
Personal Public	<u>Places</u> : stations, shops, bus stops; public transport. <u>People</u> : station staff, other travellers	<ul style="list-style-type: none"> • Getting information, buying tickets • Travelling • Finding your way • Socializing with other passengers 	<ul style="list-style-type: none"> • Listening to announcements & instructions • Reading instructions/for information & orientation • Spoken production • Spoken interaction 	<ul style="list-style-type: none"> • Sustained monologue and dialogue: • Description • Transactions • Notices, instructions

Level	A1
Can-Dos	<ul style="list-style-type: none"> • Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions. • Can understand numbers, prices and times. • Can ask for and give personal information (address, telephone number, nationality, age, family, etc.). • Can handle numbers, quantities, cost and time. • Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
Criteria	
Interaction	Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like "and" or "then".
Range	Can use a very basic repertoire of words and simple phrases related to travel, personal details and particular concrete situations

Competences		
Strategic	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	
Pragmatic	Functional	Greetings Understanding and using numbers Understanding and using prices Giving personal information Understanding simple directions and instructions
	Discourse	Connecting words (and, but, because)
Linguistic	Grammatical	Simple verb forms Questions: where, how, how much I'd like, I want Prepositions and prepositional phrases
	Lexical	Personal information Things in the town, places, modes of transport Nationalities and countries

SAMPLE EXPONENTS	COMPETENCE	LEARNING ACTIVITIES	ASSESSMENT
Hello, I'm Iqbal. I'm from Iraq. Good morning. My name is Hanan. I'm Syrian. Hi. I'm Ester. I'm Kurdish but I live in....	greetings, introductions etc.	<ul style="list-style-type: none"> Revision practice in rotating pairs - teacher monitors Pronunciation support and practice 	Sequence of short role plays
The hospital is about 20 minutes from here by bus A ticket costs 2 euros 50	Understanding & using numbers Understanding & using prices	<ul style="list-style-type: none"> Teacher presentation and controlled practice using appropriate available materials. Longer stay students can aid the presentation and practice. 	Monitoring of individual utterances
Excuse me, where is the...? Sorry, is this the bus for....? How far is it to ...? How long does it take to get there? How much does it cost?	Polite request for help Questions relating to location, distance, price	<ul style="list-style-type: none"> Listening activity – recorded dialogue (video if available) Vocabulary and question practice led by the teacher: repetition practice as needed Demonstration dialogues based on prompt cards: teacher and two or three students 	Responses to comprehension tasks Monitoring of individual production Students' ability to read and understand prompt cards, or/and ask for help.
Hi. Could you tell me where ...is? Do you know how much it costs? Cross over the street – the tram stop is on that side Get off at... and ask someone where the housing office is.	Additional expressions suggested by students, and vocabulary for places and landmarks needed by them	<ul style="list-style-type: none"> Pair or group dialogue practice based on student actual experience/needs, monitored by the teacher. Teacher monitors and helps and notes down errors and pronunciation problems that might cause problems in real life. Teacher mentions 5 or 6 salient errors that might hamper communication and seeks correction from students; further practice if needed. 	Pairs'/groups' ability to engage in role play successfully – interaction & coherence Students' ability to identify errors and adjust performance
		<ul style="list-style-type: none"> Sample dialogues by pairs of students 	Success in interaction, coherence
I need/want to go to Is it near hear? Which bus/tram/train line is it on? Etc., etc.	Real world interaction, especially listening comprehension	<ul style="list-style-type: none"> Autonomous work: students choose a local trip to somewhere they don't know (preferably useful) and agree to try to get there (or plan the trip) and report back on what happens 	

with acknowledgements to the *Core Inventory for General English*

Linguistic Integration of Adult Migrants (LIAM): www.coe.int/lang-migrants

Language Policy Unit's main website: www.coe.int/lang