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Level 3 (B1)

Introduction Chapter: Let's get to know each other!

Introduction

The first chapter aims to break the ice and for the trainer and participants to get to know each other while revising the A2 material mainly in a playful way.

Learning outcomes

The Introduction Chapter's objective is make the group members come closer to each other so that a suitable atmosphere is created in the class and , consequently, the function of the lesson is smooth. The main goal of this first lesson is for participants to gain positive impressions of the learning method so that they show an interest in that. Also, the communication frame of the lesson will be set so that, by the end of this lesson, all participants feel that they play an active role in that. Additionally, in this lesson the trainer evaluates the class' level through various games.

Chapter's structure

- Activation, breaking the ice
- Personal question
- Games to know each other
- Evaluation games
- Putting down the objectives and the goals of the lessons

Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Evaluation games

Learning tools

- Video
- Radio
- Ball



- Labels
- Pictures of celebrities
- Pictures of expressing feelings

Duration: 2 h & 30 min



CHAPTER 1: My family

1.1) Introduction to Chapter 1

In this chapter, participants will learn the family tree so that they reach the position to be able to ask and give information about their siblings. Also, by the end of the lesson, participants will be able to ask and give information about owners. Furthermore, in this chapter will learn the genitive of nouns (if applicable), interrogative and possessive pronouns (depending on the local language local context).

1.2) Learning outcomes

The objective of this chapter is to enrich participants' vocabulary regarding siblings of 1st degree and the way to ask or give relevant information. Additionally, this chapter focuses on the way to ask information about owner. Furthermore, the aim of this chapter is for participants to learn the genitive of nouns in singular but also the genitive of surnames (if applicable). Finally, the chapter's objective is to teach the use of interrogative and possessive pronouns (depending on the local language local context).

1.3) Chapter's structure

Reading practice (siblings)
Basic vocabulary (siblings of 1st degree)
Asking and answering questions about an owner
Nouns (genitive- if applicable)
Genitive of Surnames (if applicable)
Interrogative pronouns
Possessive pronouns
Written production (family)
Creation of family tree

1.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Role Play
- Demonstration
- Case study

1.5) Learning tools



- Video
- Radio
- Small labels
- Doll family
- Family tree
- Everyday life objects

Duration: 5 h



CHAPTER 2: What did you do yesterday?

2.1) Introduction to Chapter

By the end of this chapter, participants will be in the position to ask and give information about past actions but also complete a form/application. In parallel, they will practice Future Simple for instructions and the correct use of Past Simple.

2.2) Learning outcomes

The chapter's objective is to teach participants the correct use of Past Simple (XXX, XXXX, XXXXX categories of verbs depending on the local language context). Also, this chapter aims to teach Future Simple so that participants are facilitated with giving instructions (if applicable). Furthermore, participants are expected to learn to use correctly the Past Simple and vocabulary relevant to telephony.

2.3) Chapter's structure

- Vocabulary and reading practice (past actions)
- Dialogues using Past Simple
- Completion of a form/application
- Past simple of XXX category of verbs
- Revision of Future Simple
- Using Future Simple for giving instructions (if applicable)

2.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Game for assimilation

2.5) Learning tools

- Video
- Radio

Duration: 5 h



CHAPTER 3: Come here now!

3.1) Introduction to Chapter

In this lesson, participants will learn how to give instructions, orders and advice. They will also get familiar with the way to forbid something. Also, the chapter attempts to make participants understand adverbs relevant to space through images. Finally, they learn pronouns and adjectives relevant to quantity (depending on the local language context).

3.2) Learning outcomes

This chapter's main objective is to teach participants how to give orders, advice, instructions or ask something using the imperative of XXXX category of verbs. In parallel, they will become familiar with negative orders. Additionally, participants are expected to learn pronouns and adjectives relevant to quantity but also adverbs relevant to space. By the end of the lesson, participants must have learned to name the furniture and objects which can be found in different rooms of a house.

3.3) Chapter's structure

- Reading practice (imperative)
- Reading practice (house furniture)
- Learn how to give advice.
- Giving and receiving information about the position or place.
- Imperative of XXXX category of verbs
- Using "not"
- Negative orders
- Pronouns (quantity)
- Adverbs relevant to space
- House furniture
- Objects that can be found in a house

3.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Game for assimilation



3.5) Learning tools

- Video
- Radio
- Labels
- Pictures of different rooms of a house
- Dollhouse
- Ball
- Box
- Everyday life objects

Duration: 7,5 h



CHAPTER 4: Do you want to have dinner with me?

4.1) Introduction to Chapter

In this chapter, participants will expand their knowledge on how to suggest someone to do something together, how to accept or reject a suggestion, how to ask for instructions to go somewhere or how to give information on how to come or go somewhere. Given that participants have learned the genitive of nouns in plural in the previous chapter, now they will learn the genitive of nouns in plural (if applicable). Additionally, participants will learn the interrogative pronouns in plural (if applicable) and the XXX type of pronouns.

4.2) Learning outcomes

Ακόμη, να είναι σε θέση να ζητούν ή να δίνουν πληροφορίες για κατεύθυνση. Επιπρόσθετα, το κεφάλαιο στοχεύει στην εκμάθηση τρόπων έκφρασης συγχαρητηρίων. Main objective of the chapter is for participants to be able to suggest someone to do something together and also be able to accept or reject an invitation. Additionally, participants will understand different expressions to be able to use them in their everyday life. They will also the genitive of nouns in plural (if applicable), interrogative pronouns and personal pronouns. Furthermore, they will be able to ask for directions. Finally, participants will learn to congratulate.

4.3) Chapter's structure

- Reading practice (address, place etc.)
- Reading practice (an invitation to go somewhere)
- Genitive of nouns (if applicable)
- Personal pronouns (depending on the local language context)
- Interrogative pronouns (plural- if applicable)
- Congratulating
- Vocabulary (road traffic)

4.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Case study



4.5) Learning tools

- Video
- Radio
- Map
- Road scheme
- Labels (achievements, success etc.)

Duration: 5 h



CHAPTER 5: He sent me a message

5.1) Introduction to Chapter

In this chapter, participants will learn to ask, give and exchange information about the year. They also learn the XXX type of personal pronouns. Through exercises, they will learn the XXXX category of adjectives too. They will also get to know the informal name of different banknotes.

5.2) Learning outcomes

By the end of this lesson, participants will be able to form questions and answers regarding the year. In this way, they will make it easy for their interlocutor to understand which eve or celebration they may refer to. Also, they will be able to exchange information regarding the business situation and, thus, play an active role within the lesson. Finally, participants will learn the XXXVV type of adjectives.

5.3) Chapter's structure

- Reading practice and vocabulary (year)
- Personal pronouns
- Exchanging information about the day of the year etc.
- Reading practice and vocabulary (business situation).
- XXXVV type of adjectives

5.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Game of understanding

5.5) Learning tools

- Video
- Radio

Duration: 7 h and 30 min



CHAPTER 6: Revision of Chapters 1-5

6.1) Introduction to Chapter

This chapter is an extended revision of all the taught language functions, grammatical phenomena and vocabulary of previous chapters

6.2) Learning outcomes

Main objective of the revision is the deeper assimilation of the taught material and its use in everyday life. Consequently, this chapter targets the deficiencies and gaps so that they are fully addressed.

6.3) Chapter's structure

- Assimilation of vocabulary
- Revision of Past Simple
- Revision of Imperative
- Revision of genitive of nouns (if applicable)
- Revision of personal nouns
- Revision of interrogative pronouns
- Revision of possessive pronouns
- Revision of Future Simple
- Revision of adverbs relevant to space
- Revision of vocabulary (house furniture)
- Revision of vocabulary (siblings)
- Revision of vocabulary (directions)
- Understanding a text
- Written Production

6.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Written production



6.5) Learning tools

- Video
- Radio

Duration: 5 h



CHAPTER 7: At what time do you wake up in the morning?

7.1) Introduction to Chapter

In this chapter, participants learn how they can give and receive information about daily activities. Also, they will learn how to give information about the year, the weather and time. Their vocabulary is expected to be enriched with information regarding sports. They get familiar with XXVVVV category of verbs (present) and the XVVBBB type of adjectives. They also learn the genitive of adjectives for counting (if applicable)

7.2) Learning outcomes

The main objective of this chapter is to facilitate participants in their everyday life. Primarily, the goal is for participants to learn how to give and receive information about their daily activities, to express what they like and dislike and be in the position to ask and give information about the year and duration. Additionally, participants are expected to learn the XXVVVV category of verbs (present) and the XVVBBB type of adjectives. They also learn the genitive of adjectives for counting (if applicable)

7.3) Chapter's structure

- Vocabulary (housekeeping tasks)
- Reading practice (dialogues with information about different sports)
- Dialogues (ways to ask and receive information about free time)
- XXVVVV category of verbs (present)
- XHBBB t types of pronouns
- Genitive of nouns, singular and plural (if applicable)
- Dialogues (like and dislike)
- Vocabulary (sports)
- Genitive of adjectives for counting (if applicable)
- Forming questions
- Forming sentences with adjectives
- Duration/year

7.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play



7.5) Learning tools

- Video
- Radio
- Labels (duration/year)
- Pictures of everyday life activities

Duration: 7,5 h



CHAPTER 8: Are they going to wake up early?

8.1) Introduction to Chapter

Throughout this chapter, participants will learn the future tense, the subjunctive (if applicable) and XXX type of adverbs. Participants already know the present tense, so, based on that they will learn how to change different verbs from present to future. They will also understand how to use subjunctive (if applicable). They will learn how to use adverbs correctly plus their orthography, too. Finally, they will get familiar with vocabulary relevant to Carnival (eves and celebrations depending on the local context).

8.2) Learning outcomes

This chapter aims to facilitate participants in their everyday life. By the end of the lesson, they are expected to learn and understand the future tense, simple subjunctive (if applicable) and XXX type of adverbs. The chapter also aims to enrich the vocabulary of participants with words relevant to Carnival (and other eves and celebrations depending on the local context)

8.3) Chapter's structure

- Reading practice (information about the year)
- Reading practice (information about the result)
- Vocabulary (Carnival etc.)
- Dialogues (ways to ask and receive information about future actions)
- Simple Future of XXXXX type of verbs
- Simple subjunctive of XXXXX type of verbs (if applicable)
- Where are you from? Where do you live?
- XXXX type of adverbs

8.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Case study

8.5) Learning tools



- Video
- Radio
- Labels

Duration: 7 h και 30 min



CHAPTER 9: He woke up and ran out!

9.1) Introduction to Chapter

Throughout this chapter, participants will learn to ask and give information about past actions using Past Simple. Additionally, they will become familiar with XXXX category of verbs in Past Simple. Finally, they will learn useful words and expressions while asking or receiving information about the route and stops of means of public transport.

9.2) Learning outcomes

This chapter aims to facilitate participants in their everyday life. By the end of the chapter, they are expected to learn how to give and receive information regarding the route and stops of different means of public transport. Additionally, the chapter's objective is for participants to get familiar with Past Simple and XXX types of verbs. Finally, this chapter aims to teach participants expressions and words which are useful in their everyday life.

9.3) Chapter's structure

- Reading practice (past actions)
- Expressions and words relevant to means of public transport
- Learn the way to ask and receive information about the routes and stops of means of public transport.
- Past Simple of XXXX verbs

9.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration
- Written production

9.5) Learning tools

- Video
- Radio

Duration: 5 h



CHAPTER 10: How much sugar do we need?

10.1) Introduction to Chapter

In this chapter, participants will learn how to give instructions, orders, advice but also the way to ask for something. They will learn the imperative combined with personal pronouns (depending on the local language context). Finally, through questions and answers but also filling gaps exercises, they will learn pronouns and adjectives relevant to quantity.

10.2) Learning outcomes

This chapter aims to facilitate participants in their everyday life. By the end of this chapter, they are expected to give instructions, orders, advice and the way to ask for something. Another main objective of this chapter is to teach the use of the imperative combined with personal pronouns (depending on the local language context). Participants are also to practice exchanging information about quantity using relevant pronouns and adjectives

10.3) Chapter's structure

- Reading practice (orders while referring to a third person)
- Expressions and words used to define presence and position
- Learn the way we ask and receive information about quantity
- Dialogues (asking and receiving information about quantity)
- Imperative with personal pronouns (depending on the local language context)
- Direct and indirect object (if applicable)
- Pronouns relevant to quantity
- Vocabulary (aliments)
- Vocabulary (ancient monuments)
- Vocabulary (cooking recipes)
- Understanding a text
- Adverbs relevant to frequency

10.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration



- Exercise

10.5) Learning tools

- Video
- Radio
- Songs
- Ancient monument leaflets
- Aliment packings
- Cooking recipes

Duration: 7,5 h



CHAPTER 11: He was playing drums

11.1) Introduction to Chapter

In this chapter, participants will learn to ask and give information about past actions focusing on Past Continuous. Additionally, they will learn to ask and give information using conditionals. Furthermore, they will get familiar with expressing general statements. By the end of the lesson, participants will get more familiar with expressions combined with Past Continuous. Also, they will learn female nouns (depending on the local language context). Finally, they will learn vocabulary relevant to different grades of the host country's education system.

11.2) Learning outcomes

This chapter aims to facilitate participants in their everyday life. By the end of it, participants are expected to use Present Simple in order to describe past actions, combined with expressions used with this tense. The chapter's objective is also to teach participants the plural of female nouns (depending on the local language context) and the correct use of conditionals. Furthermore, participants will learn vocabulary relevant to different grades of the host country's education system which will facilitate them with making general statements.

11.3) Chapter's structure

- Dialogues (asking and giving information about past actions and the past in general)
- Past Continuous of XXXX type of verbs
- General statements
- Female nouns in plural (depending on the local language context)
- Use of "despite that" etc.
- Conditionals

11.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play
- Demonstration

11.5) Learning tools



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- Video
- Radio

Duration: 5 h



CHAPTER 12: Revision

12.1) Introduction to Chapter

In the last chapter, participants will have the opportunity to extensively revise in order to better assimilate the material of previous chapters.

12.2) Learning outcomes

The chapter's objective is to locate possible deficiencies and gaps and in order for targeted feedback to be provided. This chapter aims to facilitate participants in their everyday life. By the end of the chapter, participants are expected to cover possible gaps and make questions so as to better assimilate the material from previous chapters.

12.3) Chapter's structure

- Revision of all grammatical phenomena
- Revision of vocabulary
- Written production

12.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role Play

12.5) Learning tools

- Video
- Radio

Duration: 3,5 h



EXAMS

Duration: 2,5 h

FEEDBACK LESSON

In this last lesson, the trainer presents the correct answers of the exam in the class, answering possible questions. He/she explains the fields where he/she locates deficiencies and gaps and participants evaluate the programme.

Duration: 1,5 h

