

MINGLE:

Generating social and human capital for Third-Country Nationals

Deliverable Number: 3.3. Curriculum Level 1 (A1)

Deliverable Title: 3 Training Curricula for the 3 CEFR levels

Workpackage No and Title: 3.Human Capital Accumulation Activities



This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

Project Title/Acronym	MINGLE: Generating Social and Human Capital for Third-Country Nationals
Grant Agreement Number:	776200 — MINGLE — AMIF-2016- AG-INTE
Deliverable Number:	3.3
Workpackage Number:	3
Deliverable Title:	3 training Curricula for the 3 CEFR levels

Coordinator:



Πολυδύναμο Δημοτικό Κέντρο Λευκωσίας
Nicosia Municipality Multifunctional Foundation

Partners:

MMC Mediterranean Management Centre



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▪ **Contents**

CHAPTER 1: Let’s get to know each other!! 4

CHAPTER 2: How are you?..... 6

CHAPTER 3: Where are you from; Where do you live; 8

CHAPTER 4: Speaking on the phone..... 10

CHAPTER 5: Do you speak (language of host country)?..... 12

CHAPTER 6: Revision of sessions 1-5..... 14

CHAPTER 7: How much does it cost? 16

CHAPTER 8: Who is that? 18

CHAPTER 9: That’s life!..... 20

CHAPTER 10: What is the time? 22

CHAPTER 11: Is there any pharmacy around here? 24

CHAPTER 12: Revision 26

EXAM 27

FEEDBACK SESSION 27

Level 1 (A1)

CHAPTER 1: Let's get to know each other!!

1.1) Introduction to Chapter 1

In the first session, participants will get to know the trainer and each other through an innovative way. In parallel, they will learn basic salutations in Greek, depending on the time of the day and will get to know the Greek alphabet.

1.2) Learning outcomes

The mainly expected learning outcome of the first session is for participants to gain positive impressions of the teaching method so that they find it interesting. Also, the communication framework of the sessions is to be established so that participants feel that they play an active role. The chapter aims to teach the alphabet to participants so that they start writing and learn simple words. Finally, the chapter's aim is to familiarize participants with basic salutations which will be used in their everyday life.

1.3) Chapter's Structure

Phrases of salutation

- Formulating a name
- Presentation of the alphabet
- Formulating syllables
- Intonation (if applicable)
- Reading words
- Writing words

1.4) Methodologies and teaching techniques

- Interactive Lecture
- Brainstorming
- Role play
- Demonstration

1.5) Learning tools

- Video



- Radio
- Labels
- Ball
- Magnetic letters
- Hangman

Duration: 7,5 h



CHAPTER 2: How are you?

2.1) Introduction to Chapter 2

After this session, participants will be in the position to express their mood at a given moment using stereotyped phrases of the domestic language. In parallel, they will practice introducing a 3rd person to someone. In the 2nd part of the session they will learn to count from 0 to 20 and they will use the numbers in mathematical operations and addition/subtraction activities.

2.2) Learning outcomes

The chapter's aim is to teach participants to use correctly phrases expressing mood and the correct use of the verb "to be". Also, participants will learn the numbers up to 20 so that they are able to understand telephone numbers, addresses and facilitate their visits to different shops and services. Furthermore, the chapter aims to teach participants how to introduce a 3rd person.

2.3) Chapter's structure

- Acquisition of new vocabulary and reading practice (expressing mood)
- Dialogues with mood expressions (I am fine/Not bad/ Very well etc.)
- Ways of addressing someone (Mr, Ms, Miss etc.)
- Introducing a 3rd person
- Using the verb "to be"
- Numbers

2.4) Methodologies and learning techniques

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

2.5) Learning tools

- Video
- Radio
- Magnetic numbers
- Different objects



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- Pictures/labels of face expressions

Duration: 5 h



CHAPTER 3: Where are you from? Where do you live?

3.1) Introduction to Chapter 3

In this session, participants will learn to make questions and answer questions relevant to where they come from. They will learn the names of different countries. In the 2nd part of the session they will get familiar with the XX category of verbs.

3.2) Learning outcomes

The chapter's aim is to teach participants how to give information about the place they come from but also their place of residence, to actively participate in simple dialogues making basic personal questions about jobs, residence and family status.

3.3) Chapter's structure

- Reading practice relevant to the origin and residence
- Syntax practice (ex. I live in London, I come from Kenya)
- Countries
- Places of the host country
- XX category of verbs
- Forming phrases with not (ex. I am not from here)

3.4) Methodologies and learning techniques

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

3.5) Learning tools

- Video
- Radio
- Labels with monuments of the host country



- Pictures of famous people
- Pictures of places of the host country

Duration: 7,5 h



CHAPTER 4: Speaking on the phone

4.1) Introduction to the chapter

In this session, participants will expand their numbering knowledge being able to count to 100 in parallel with addition and subtraction operations. Also they will get to use possessive pronouns (my, your etc.) and will form sentences with them. In the 2nd part of the session they will get familiar with different professions and discuss about their job too.

4.2) Learning outcomes

The main goal of this chapter is to make participants being able to respond to a simple phone call or a face to face discussion and provide their personal information and contact details (phone numbers, address and profession). Another aim of the chapter is to teach participants how to ask information or discuss about a 3rd person. Also, participants are expected to learn different professions

4.3) Chapter's structure

- Reading practice (addresses and numbers)
- Numbers up to 100
- Possessive pronouns
- Use of numbers in phone numbers
- Use of numbers in addresses
- Vocabulary (professions)

4.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role play
- Demonstration
- Pantomime

4.5) Learning tools

- Video
- Radio
- Phone numbers
- Objects representing professions



- Pictures of professions

Duration: 5 h



CHAPTER 5: Do you speak (language of host country)?

5.1) Introduction to Chapter 5

Throughout this session, participants will learn to ask and answer , affirmatively or negatively, if they speak a foreign language. They will also practice the use of verbs (XXX category of verbs). In the 2nd part of the session they will learn various phrases describing family status and they will have some dialogue practice.

5.2) Learning outcomes

By the end of the session, participants are expected to be able to express their level of response in relation with the use of a foreign language. By giving this kind of information, participants will make easy for their interlocutor to understand the level he has to adapt his use of language to. Participants are also expected to be able to share information regarding their family and, in this way, to feel that they actively participate in the session. Additionally, the chapter's aim is to teach the XX category of nouns and the XXXX category of verbs. Finally, participants will learn to use "how" but also the basic family tree

5.3) Chapter structure

- Reading practice and vocabulary relevant to languages
- National adjectives and languages (Greek, English etc.)
- Grades of language skills (fluent, basic etc.)
- Reading practice and vocabulary relevant to family (father, mother etc.) family status (married, single etc.) and family tree
- XX category of nouns
- XXXX category of verbs
- Using "how"

5.4) Methodologies and learning techniques

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

5.5) Learning tools



- Video
- Radio
- Labels with monuments of the host country
- Pictionary
- Different objects

Duration: 7 h and 30 min



CHAPTER 6: Revision of sessions 1-5

6.1) Introduction to Chapter 1-5

This chapter is a joined revision covering all language functions, grammatical phenomena but also vocabulary that has been taught in the previous chapters. Through the revision, participants are expected to use all the phenomena in a combined way.

6.2) Learning outcomes

The main objective of the revision is to help participants better assimilate the material which was taught in the previous chapters but also the use of the acquired language knowledge in their everyday life. Another objective is for participants to have intensive practice in order to be able to use what they learned in their everyday life.

6.3) Chapter's structure

- Understanding of vocabulary
- Repetition of salutations
- Revision of introducing a person
- Revision of XX syntax phenomenons
- Revision of verbs
- Revision pf countries and languages
- Revision of professions
- Revision of vocabulary relevant to family
- Nouns in plural
- Use of "where" and "how"
- Numbers
- Nationalities
- Understanding a text
- Written production (presenting myself)

6.4) Methodologies and learning techniques

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



- Written production

6.5) Learning tools

- Video
- Radio

Duration: 5h



CHAPTER 7: How much does it cost?

7.1) Introduction to Chapter 7

In this chapter, participants will learn how to ask for information regarding the price of a product and to understand the possible answers. Also, they will get familiar with how to ask the name of an object and what a word means. Additionally, they will be able to express what they like or dislike and use number up to 9990000000. Furthermore, their vocabulary is expected to be enriched.

7.2) Learning outcomes

The main objective of this chapter is to facilitate participants' communication in their everyday life. Primary aim of the chapter is to teach participants how to give and receive information regarding the price of a product and how to ask the name of an object and what a word means, how to express what they like or dislike and use number up to 9990000000

7.3) Chapter's structure

- Acquisition of new vocabulary relevant to market
- Reading practice (dialogues relevant to information about product prices)
- Dialogues (asking and receiving information about a product's price)
- XX category of nouns
- XX category of pronouns
- Numbers up to 1 000 000 000
- Dialogues (like and dislike)
- Vocabulary (objects)
- Nouns
- Making questions
- Forming simple sentences with adjectives
- Opposites

7.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role play

7.5) Εκπαιδευτικά εργαλεία



- Video
- Radio
- Price labels
- Pictures of objects
- Fake money
- Little notes
- Objects
- Cartons
- Paints

Duration: 7,5 h



CHAPTER 8: Who is that?

8.1) Introduction to Chapter 8

In this session, participants will learn to ask and receive information about different persons using details like profession, nationality, age etc. Also, they will get familiar with characterizing persons and objects using adjectives.

8.2) Learning outcomes

This chapter aims to facilitate participants' everyday life. Until the end of this chapter, participants are expected to give and receive descriptive information about a person or object while using adjectives. They are also expected to get to know different professions, to be able to ask and inform about (their) age, to get to use "who" and "with" in different ways, to learn words related to nationalities and , finally, to expand their vocabulary.

8.3) Chapter's structure

- Reading practice (information about different persons' identity, nationality)
- Vocabulary (adjectives)
- Describing persons
- Dialogues (asking and getting informed about someone's identity)
- Using "who"
- What job do you do? (professions)
- Where do you come from? Where do you live?
- Dialogues (describing third persons)
- Words related to nationality
- Countries
- Languages
- Enrichment of vocabulary to be used in an informal letter

8.4) Methodologies and learning techniques

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



8.5) Learning tools

- Video
- Radio
- Cards
- “Guess who” game
- Photos of celebrities

Duration: 7 h and 30 min



CHAPTER 9: That's life!

9.1) Introduction to Chapter 9

In this chapter, participants will learn to ask and receive information about different persons who are not present using details like profession, nationality and age. In this way, they will get familiar with using nouns in different **forms (πτώσεις)** (if applicable in the host country's language). Additionally they will get to know verbs of XX category. Finally, they will learn useful words and phrases related to socializing.

9.2) Learning outcomes

This chapter aims to facilitate the participants in their everyday life. By the end of the session, they are expected to be able to give and receive information about a person who is not present. Participants will get familiar with professions, age and nationality. They will learn to use nouns and adjectives in different **forms (πτώσεις)**. Additionally, participants will learn to use verbs like (depending on the language of the host country) to go, to say, to eat, to listen, to come, to become, to think. Finally, participants will learn phrases and words which are useful in their everyday life.

9.3) Chapter's structure

- Reading practice (information about persons who are not present)
- Phrases and words used to express views and opinions
- Learning the way of asking and giving information about the age.
- Nouns in different **forms** (πτώσεις) (if applicable)
- Forming simple sentences
- Enrichment of vocabulary related to socializing
- Adjectives in different forms (πτώσεις) (if applicable)
- Written production (describing myself)
- Everyday life dialogues
- XX category of verbs
- XXX category of verbs
- XXXX category of 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: What is the time?

10.1) Introduction to Chapter 10

In this chapter, participants will learn to ask and give information about the time and the days of the week. Additionally, they will learn to ask and give information about everyday life activities and their frequency. Additionally they will learn the XXXXX verbs in present (depending on the language of the host country) and XXXXXX verbs. They will also learn prepositions and vocabulary related to information acquired from advertising flyers.

10.2) Main expected learning results

This chapter aims to facilitate participants in their everyday life. By the end of the session, they are expected to use adverbs which express frequency. They will also learn to use "what...?". Participants will become familiar with presenting the days of the week and the subdivisions of day and time. Additionally (depending on the language of the host country), they will learn to use verbs like can, to drive, to be late, to live, to phone, to be sorry, to sleep and to remember. Finally, the chapter aims to teach participants vocabulary relevant to cinema, plays and restaurants.

10.3) Chapter's structure

- Reading practice (time)
- Phrases and words describing frequency
- Learning the way to ask and receive information about time
- Dialogue (how to ask and receive information about time)
- Different ways of presenting time
- Subdivisions of the day
- Forming simple sentences explaining the time something happened
- XXXXVVV category of verbs
- What's the day? (game)
- Days of the week
- Advertising flyers
- Vocabulary (useful phrases and words when being in a restaurant)
- Prepositions (until, before etc.)
- Understanding a text
- Adverbs expressing frequency
- XVVVVV category of verbs
- XVVVVBBB category of verbs



- Describing everyday life

10.4) Methodologies and learning techniques

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

10.5) Learning tools

- Video
- Radio
- Songs
- Advertising flyers
- Clock

Duration: 5 h



CHAPTER 11: Is there any pharmacy around here?

11.1) Introduction to Chapter 11

In this chapter, participants will learn how to ask and give information about the existence or not of a certain store or person in the area. Additionally, they will learn to ask and give directions. Furthermore, they will get familiar with ordering coffee. Finally, they will learn vocabulary relevant to names of stores and adverbs relevant to space and places.

11.2) Learning outcomes

The objective of this chapter is to facilitate participants in their everyday life. By the end of this session, they are expected to use adverbs relevant to space and the “any” pronoun (any store, any doctor etc.). Additionally, they will learn to use the counting adjectives (if applicable in the language of the host country). Also, participants will learn the verb to be and to exist (“is there any...?”). Finally, participants will learn useful vocabulary relevant to names of stores but also drinks and food served in cafes.

11.3) Chapter’s structure

- Dialogues (how to ask and receive information about a place)
- XXXX type of pronouns
- Verbs (to be, to exist)
- Adverbs relevant to space and places
- Dialogues (how to ask and give directions)
- Vocabulary (giving directions)
- Dialogues (how to ask and receive information about products available in a café)
- Vocabulary (ordering at a café or restaurant)

11.4) Methodologies and learning techniques

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

11.5) Learning tools

- Video



- Radio
- Café menu
- Ball
- Box
- Scheme
- Pictures of stores

Duration: 5 h



CHAPTER 12: Revision

12.1) Introduction to Chapter 12

In this last chapter, participants will have the opportunity to benefit from an extensive revision in order to better assimilate the material of the previous chapters.

12.2) Learning outcomes

The objective of the chapter is to locate deficiencies and gaps so as offer participants some targeted feedback. The chapter aims to facilitate participants' everyday life. By the end of this chapter, participants are expected to have filled possible gaps, to make questions and to assimilate 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



EXAM

Duration: 2,5 h

FEEDBACK SESSION

In this final session, the trainer presents and analyses to the class the correct answers of the exam. He/she also presents the gaps and deficiencies of the class and participants evaluate the programme.

Duration: 1,5 h

