

MINGLE:

Generating social and human capital for Third-Country Nationals

Deliverable Number: 3.3. Curriculum Level 2 (A2)

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.

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

**Coordinator:**



Πολυδύναμο Δημοτικό Κέντρο Λευκωσίας  
Nicosia Municipality Multifunctional Foundation

**Partners:**

**MMC** Mediterranean Management Centre



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.

▪ **Contents**

Introduction Lesson: Let’s get to know each other! ..... 4

CHAPTER 13: How much do they cost? ..... 5

CHAPTER 14: They are expensive because they are Italian. .... 6

CHAPTER 15: I am going to travel..... 8

CHAPTER 16: What are we going to eat? ..... 9

CHAPTER 17: Where are you going to stay? ..... 10

CHAPTER 18: Revision of lessons 13-17 ..... 12

CHAPTER 19: This weekend I would like to eat kebab ..... 14

CHAPTER 20: Last Wednesday we went to Knossos ..... 16

CHAPTER 21: Attica has a nice climate..... 18

CHAPTER 22: George is taller than Giannis ..... 20

CHAPTER 23: If you leave before 11pm, you will find him there. .... 22

CHAPTER 24: Revision ..... 23

EXAMS ..... 24

FEEDBACK LESSON..... 24

## Level 2 (A2)

### Introduction Lesson: Let's get to know each other!

#### Introduction

The aim of the first lesson is to break the ice and for the trainer and the participants to get to know each other. Another objective is an extensive revision of A1 module in a playful way.

#### Learning outcomes

The introduction lesson's objective is get the group members to know each other so as to create a positive atmosphere in the classroom, something which will smoothen the function of the lesson. Additionally, in this first lesson, the trainer, through different games, evaluates the level of the class.

#### Chapter's Structure

- Activation, "breaking the ice"
- Personal questions
- Games to get to know each other
- Evaluation games
- Putting down aims and objectives of the lesson

#### Methodologies and learning techniques

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

#### Learning tools

- Video
- Radio
- Ball

**Duration:** 2 h & 30 min



## CHAPTER 13: How much do they cost?

### 13.1) Introduction to Chapter 13

This chapter is an extensive revision so that participants recall their pre-acquired knowledge. The chapter focuses on how we ask and give information regarding prices, quantity and who's next. Also, there is a focus on XXXX type of pronouns and nouns in plural. In parallel, participants get familiar with vocabulary relevant to aliments and subdivisions of kilo.

### 13.2) Learning outcomes

The objective is for participants to exchange information about the price of products and quantity during shopping but also to be give or receive information about who's next in a queue. The chapter also aims to enrich participants' vocabulary regarding aliments and subdivisions of kilo.

### 13.3) Chapter's structure

- New vocabulary and reading practice (shopping)
- Nouns in plural
- Impersonal verbs (if applicable)
- Using "how many"
- XXXVVV type of pronouns
- Subdivisions of kilo
- Vocabulary (aliments)

### 13.4) Methodologies and learning techniques

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

### 13.5) Learning tools

- Video
- Radio
- Fake aliments

**Duration:** 2 h & 30 min



## CHAPTER 14: They are expensive because they are Italian.

### 14.1) Introduction to Chapter 14

This chapter requires pre-existing knowledge regarding countries (Chapter 1,3 & 8), expressing like and dislike (Chapter 7) and shopping (Chapter 13). Additionally, it contains information relevant to types of clothes and shoes and adjectives defining nationality and colours

### 14.2) Learning outcomes

The objective of this chapter is for the participants to exchange information about the duration of their shopping, expressing, in parallel, what they like or dislike but also to use “where”. The chapter also aims to enrich participants’ vocabulary regarding different types of clothes, shoes, colours and adjectives defining nationality.

### 14.3) Chapter’s structure

- New vocabulary, reading practice (shopping)
- Expressing like and dislike
- Familiarization with colours
- Adjectives defining nationality
- Types of clothes and shoes
- Using ‘Where’

### 14.4) Methodologies and learning techniques

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

### 14.5) Learning tools

- Video
- Radio
- Clothes and shoes
- Paints



MINGLE:

## Generating social and human capital for Third-Country Nationals

- Cartons
- Map

**Duration:** 5 h



## CHAPTER 15: I am going to travel

### 15.1) Introduction to Chapter 15

The chapter introduces participants to Future Simple tense. Additionally, participants will learn how to give information to a travel agency and they will get to know the means of transport.

### 15.2) Learning outcomes

The chapter's main objective is the use of sentences and phrases to describe future actions in everyday life. Consequently, it aims to teach Future Simple, focusing on XXXXX category of verbs. In parallel, participants are expected to learn vocabulary relevant to means of transport and vocabulary used at a travel agency.

### 15.3) Chapter's Structure

- Reading practice (future actions and trips)
- Phrases and words used with Future Simple
- Familiarization with means of transport
- Future Simple, XXXX category of verbs
- Enriching vocabulary used at a travel agency

### 15.4) Methodologies and learning techniques

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

### 15.5) Learning tools

- Video
- Radio
- Fake means of transport
- Diary

**Duration:** 5 h





## CHAPTER 16: What are we going to eat?

### 16.1) Introduction to Chapter 16

The chapter expands participants' knowledge regarding Future Simple, using the XXXXVVV category of verbs but irregular verbs. Additionally, participants will learn how to ask and give information at a tavern in order to be able, by the end of the lesson, to easily order at a tavern or restaurant. In parallel, they learn how they express agreement.

### 16.2) Learning outcomes

The main objective of the chapter is the extensive use of sentences and phrases describing future action in everyday life. Consequently, the chapter aims to teach Future Simple in combination with XXX categories of verbs and irregular verbs. In parallel, the aim is for participants to learn new vocabulary relevant to dishes which are available at a tavern and how to order.

### 16.3) Chapter's structure

- Reading practice (future actions)
- Phrases and sentences used with Future Simple
- Future Simple with XXXXX category of verbs and irregular verbs
- Familiarization with dishes available at a tavern
- Vocabulary (ordering at a tavern)

### 16.4) Methodologies and learning techniques

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

### 16.5) Learning tools

- Video
- Radio
- Tavern Menu
- Diary

**Duration:** 5 h



## CHAPTER 17: Where are you going to stay?

### 17.1) Introduction to Chapter 17

This chapter constitutes an extensive revision of numbers combining pre-existing knowledge with new (adjectives for counting- if applicable) Additionally, participants, by the end of this lesson, will be able to describe places of accommodation and, in parallel, learn abbreviations appearing in accommodation renting ads.

### 17.2) Learning outcomes

The objective of this chapter is for participants to learn vocabulary relevant to places of accommodation, focusing on the naming the levels of a building. Another aim of the chapter is for participants to be able to recognize abbreviations of ads. By the end of this lesson, participants must be able to book a room in a hotel. Finally, the chapter aims to teach participants adjectives for counting (if applicable) and XXX type of pronouns.

### 17.3) Chapter's structure

- Reading practice (accommodation)
- Expressions and words used to book a room in a hotel
- Extensive revision of numbers
- Adjectives for counting (if applicable)
- Abbreviations appearing in ads
- XXX type of pronouns

### 17.4) Methodologies and learning techniques

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

### 17.5) Learning tools

- Video
- Radio



- Ads
- Dollhouse

**Duration:** 7 h & 30 min



## CHAPTER 18: Revision of lessons 13-17

### 18.1) Introduction to Chapter 18

This chapter is an extensive revision of all language functions, grammatical phenomena but also vocabulary which participants learned throughout the previous chapters. Through the revision, participants are expected to be able to use them in a combined way.

### 18.2) Learning outcomes

Main objective of the revision is to help participants better assimilate the material they have learned and above all its use in their everyday life. Consequently, the chapter targets possible deficiencies and gaps so that they are fully addressed.

### 18.3) Chapter's structure

- Assimilation of vocabulary
- Nouns in plural
- Adjectives in plural (if applicable)
- Future Simple
- Abbreviations in ads.
- Forming questions
- XXX type of pronouns (how many etc.-if applicable)
- Adjectives for counting (if applicable)
- Nationalities and adjectives relevant to nationalities
- Understanding a text
- Written production

### 18.4) Methodologies and learning techniques

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



### **18.5) Learning tools**

- Video
- Radio
- Ads
- Dollhouse
- Map
- Fake aliments
- Clothes and shoes
- Paints- cartons

**Duration:** 5 h



## CHAPTER 19: This weekend I would like to eat kebab

### 19.1) Introduction to Chapter 19

This chapter includes information about the way participants can express desire, need, request, possibility and speak about a future plan they have in their mind. Also, they will learn the way they can write a notice to someone but also how to make or answer a phone call. Additionally, in this chapter, participants will learn to use verbs combined with "to" (if applicable). They will also learn the XXVVV category of pronouns. Finally, participants will learn vocabulary relevant to Easter (or Christmas etc.)

### 19.2) Learning outcomes

The objective of this chapter is to facilitate participants in their everyday life. Primary goal of the chapter is for participants to learn how to express a certain need, possibility, desire or future plan. In parallel, participants must be able to write a short notice to someone and must also learn useful vocabulary to successfully conduct a phone call. Additionally, participants will learn the XXXVVV category of verbs combined with "to" (if applicable) and the XXXVV type of pronouns. Finally, participants will learn vocabulary relevant to Easter (or Christmas etc.)

### 19.3) Chapter's Structure

- Reading practice and new vocabulary (Easter, Christmas etc.)
- Understand and practice the XXXVVV category of verbs combined with "to" (if applicable)
- Understand and practice expressions and words used throughout a phone conversation
- Practice of XXXVV type of pronouns
- Understand and use of would, could ( ex. I would like to go swimming this weekend) –if applicable
- Forming questions

### 19.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Team work
- Role play

### 19.5) Learning tools



- Video
- Radio
- Short notices
- Objects related to Easter, Christmas etc.
- Cartons
- Paints

**Duration:** 5 h



## CHAPTER 20: Last Wednesday we went to Knossos

### 20.1) Introduction to Chapter 20

This chapter introduces participants to Past Simple and the way they can refer to past actions. Also, participants will learn the XXBBB type of pronouns. Additionally, they will practice writing cards to people their beloved and friends.

### 20.2) Learning outcomes

This chapter covers the use of Past Simple focusing on XXVV category of verbs but also irregular verbs (if applicable). In this way, it familiarizes participants with the way they can refer to past actions. Also, participants will learn the XXBBB type of pronouns in different **πτώσεις**. Additionally, they will practice writing cards to people their beloved and friends.

### 20.3) Chapter's structure

- Reading practice (past actions)
- Expressions and words used with Past Simple
- Past Simple and XXVVV categories of verbs
- Past Simple and irregular verbs (if applicable)
- XXBBB type of pronouns
- Vocabulary to be used in an informal letter

### 20.4) Methodologies and learning techniques

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

### 20.5) Learning tools

- Video





- Radio
- Cards
- Informal letters samples

**Duration:** 7 h & 30 min



## CHAPTER 21: Attica has a nice climate.

### 21.1) Introduction to Chapter 21

In this chapter, participants will learn the months, the seasons and the weather but also diminutives (if applicable). Participants will also learn the way they can order at a restaurant (pub, ouzo tavern etc. depending on the local context) and ask information about rooms to rent and summer sport activities.

### 21.2) Learning outcomes

Throughout this chapter, participants will learn to describe different weather conditions and climate changes in relation to months and seasons, in the host country but also in the country of origin. Additionally, they will learn the meaning and the use of all these words in oral and written. Furthermore, the chapter aims to enrich vocabulary so that participants are able to express themselves correctly regarding any of their desire, needs but also when they want to order at a restaurant (any type of typical local restaurant). Also, throughout the chapter, participants must be in the position to ask and give information regarding duration, rooms to rent and summer sport activities. Finally, participants will learn to use diminutives (if applicable).

### 21.3) Chapter's structure

- Reading practice (weather)
- Expressions and words describing the weather
- Learn the way we ask and give information about duration.
- Ordering at a restaurant (any type of typical local restaurant)
- Information about rooms to rent
- Vocabulary (typical dishes accompanying a typical drink, ex. Ouzo and meze)
- Four seasons of the year
- 12 months of the year
- Diminutives

### 21.4) Methodologies and learning techniques



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

### **21.5) Learning tools**

- Video
- Radio
- Weather wheel
- Rooms to rent printed ads

**Duration:** 10 h



## CHAPTER 22: George is taller than Giannis

### 22.1) Introduction to Chapter 22

In this chapter, participants will learn the Comparative and Superlative and characteristics describing the face and the human body. Throughout the chapter, participants will be able to compare people and objects but also to describe individuals and objects, too. Also, participants will learn vocabulary used in a post office but also quantitative adverbs.

### 22.2) Learning outcomes

The chapter aims to teach participants to describe people and objects. Also, it aims to teach them to compare people and objects using the Comparative and Superlative adjectives. Additionally, they will learn their meaning but also use in the oral and written. Furthermore, it focuses on enriching participants' vocabulary to help them ask and give information in a post office. Finally, participants will learn to use quantitative adverbs like "more", "as much as", "so much" etc. (depending on the host country's language context)

### 22.3) Chapter's structure

- Reading practice (describing a person)
- Expressions and words used to describe a face
- Expressions and words used to describe an object
- Comparative and Superlative adjectives
- Understand and practice of quantitative adverbs
- Learn how to ask and give information in a post office

### 22.4) Methodologies and learning techniques

- Interactive Lecture



- Brainstorming
- Team work
- Role play
- Demonstration

### **22.5) Learning tools**

- Video
- Radio
- Letters
- Photos of celebrities

**Duration:** 7 h & 30 min



## CHAPTER 23: If you leave before 11pm, you will find him there.

### 23.1) Introduction to Chapter 23

In this chapter, participants will learn the 1<sup>st</sup> conditional (depending on host country's language context) [special analysis of the phenomenon for every country]

### 23.2) Learning outcomes

[special analysis of the phenomenon for every country]. In parallel, they will learn to use expressions and words used in a bank

### 23.3) Chapter's Structure

- [special structure of the phenomenon for every country].
- Expressions and words used in a bank

### 23.4) Methodologies and learning tools

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

### 23.5) Learning tools

- Video
- Radio
- Bankbook, visa etc.



**Duration:** 5 h

## CHAPTER 24: Revision

### 24.1) Introduction to Chapter 24

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

### 24.2) Learning outcomes

The chapter's objective is to locate possible deficiencies and gaps and in order for targeted feedback to be provided.

### 24.3) Chapter's structure

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

### 24.4) Methodologies and learning techniques

- Interactive Lecture
- Brainstorming
- Teamwork
- Role play



- Demonstration
- Case study

#### **24.5) 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

