



Erasmus + Programme Strategic partnership for Adult Education  
E-Entrepreneurship Module for Migrants and Refugees  
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## **Output no. 1**

# **"The Basic Language and Communication Skills Module for the Migrants and Refugees"**

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## FOREWORD

The “The Basic Language and Communication Skills Module for the Migrants and Refugees” was developed in the framework of the “E-Entrepreneurship Module for Migrants and Refugees” project co-founded by the Erasmus + Programme of the European Union, by the project partners.

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## 1. AIMS AND OBJECTIVES OF THE CURRICULUM

### AIM

**“The Basic Language and Communication Skills Module for the Migrants and Refugees”** aims to help internal migrants and refugees acquiring basic skills of communication in languages of host states that enable them to deal with situations they face in everyday life and adapt to the conditions of the society in the host country, prevent their social marginalization and empower them to become independent and to participate actively in economic, social and cultural life in the host country.

### OBJECTIVES:

1. To acquire basic knowledge of the language of the host country needed to face the real situations in the hosting countries, such as dealing with benefits, shopping, health, understanding currency, giving personal info and safety signs, job seeking;
2. To acquire basic skills to exchange information and communicate with people using the language of host country
3. To achieve an understanding of the way of life, cultural, religious, social and linguistic environments in the host country

## 2. PRINCIPLES OF THE CURRICULUM DESIGN

These principles provide a clear vision of curriculum development. At the same time, they have direct implications at the level of the curriculum structure as well as the teaching, learning and evaluation activities at national level. The curriculum development principles also address specific aspects of personalizing the educational offer for migrants and refugees.

Principles	Implications at Curriculum Design	Implications in Teaching - Learning - Assessment Processes
Compatibility with European standards in the field of language learning	<p>The curriculum is compatible with the European Common Framework of Reference.</p> <p>Curriculum "The Basic Language and Communication Skills Module for Migrants and Refugees" corresponds to level A1 = beginners.</p> <p>Starting from this level, the curriculum can be further developed for other levels (A2 = intermediate, B1 = advanced)</p> <p>In line with the European Qualification Framework (EQF), the curriculum is centered on learning outcomes: general competencies for the four areas (Listening, Reading, Writing and Speaking) and specific competencies for each field.</p>	<p>Teaching, learning and assessment activities must pursue specific competencies for each field:</p> <ul style="list-style-type: none"> <li>• Understanding (Listening / Reading)</li> <li>• Interaction (Spoken interaction / Spoken production)</li> <li>• Writing Communication</li> </ul>
Connection to everyday social life and relevance for social integration of migrants and refugees	<p>The curriculum emphasizes what migrants and refugees need to know and do when completing the language learning process, in order to facilitate their social and even professional insertion in the host country.</p>	<p>Teaching, learning and assessment should start from issues relevant to the integration of migrants and refugees into social life and capitalize on the contexts of their everyday life.</p>
Flexibility and individualization of the curriculum	<p>The curriculum "<i>The Basic Language and Communication Skills Module for Migrants and Refugees</i>" consists of elements developed at European level (at the level of the partnership) and elements developed at national</p>	<p>The training program, learning and evaluation activities and teaching time are established at national level.</p> <p>The vehicle language for teaching may be English, learners' mother tongue or</p>

	<p>level by each project partner.</p> <p>Elements developed at European level are purpose and objectives of the curriculum, general competences, specific competencies, curriculum structure and presentation form.</p> <p>At national level, Turkish, Romanian, Spanish, and Slovene languages learning is associated with the learning outcomes that are tailored to the specific language and with the specifics of the target group (language, training needs).</p>	<p>trained language.</p> <p>Learning activities are tailored to the cultural diversity of learners, providing an individualized learning pathway for each learner, according to its training needs.</p>
Correlation with learners 'age specifics	The content of learning is tailored to characteristics of learners' age correlated with adult learning principles	Learning activities and methods are designed and built in accordance with the biological, psychological and physical particularities of adults
Cultural relevance, promotion and valorization of cultural, ethnic, religious diversity	The curriculum aims at knowing the specific socio-cultural values of the host country, valorizing cultural, ethnic, religious diversity and promoting democratic values	Learning content and activities are oriented towards the development of relevant knowledge and understandings of the culture of the host country and the formation of positive attitudes towards democratic values
Ensuring the quality of training	<p>The curriculum is developed in accordance with European quality standards in language teaching</p> <p>It has been validated by a group of experts from all partner countries and piloted in each partner country.</p>	<p>The organization of teaching, learning is related to national best practices.</p> <p>The training programme in each partner country and learning outcomes have been assessed against student expectations</p>
Learner-centered learning	The curriculum supports active, contextual, social and responsible learning focused on the training needs of target groups	Learning process is based on co-learning, facilitating / building learner learning and peer learning, and on using actively and interactively strategy, learning by discovery, solving problems.

### 3. LEARNING OUTCOMES

#### 3.1. GENERAL COMPETENCES

At the end of the training, the learners will acquire the lowest level of the language use (*Level A1– according to the Common European Framework of Reference for Languages*) the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases.

The learners will have:

##### KNOWLEDGE

- Specific vocabulary related to real situation: benefits, shopping, health, understanding currency, giving personal info and safety signs, language for job seeking;
- Knowledge about the basic grammar rules
- Knowledge about cultural profile of the country: history, language environments, beliefs and customs

##### SKILLS

- Understand some familiar and daily expressions used in very recurring situations of communication as well as very simple statements aiming at satisfying certain concrete needs of the social life and can produce some.
- Identify himself and answer questions concerning, for example, his nationality, his age, his place of residence, his school and possibly, to ask himself questions of this type to somebody.
- Participate in an ordinary interaction, at least partially, by means of simple statements (centered on one or two words) also by using acquired language if the interlocutor speaks slowly and clearly.

##### UNDERSTANDINGS

- Understand and adapt to a people's mentality
- Understand the values, beliefs and key attitudes in the host country
- Understand the practices rules and customs in host country



## 3.2. AREAS' SPECIFIC SKILLS

### 3.2.1 THE SKILL IN ORAL RECEPTION: LISTENING

The learners are able to:

- understand public announcements (schedules, departure, arrival...), predictable instructions, standard recorded messages, repetitive information (educational instructions), in particular if the conditions of listening are good (either noise, or music...), if messages are pronounced slowly and / or clearly, are illustrated (plan, drawings...) or doubled by the paper and repeated.

### 3.2.2 THE SKILL IN WRITTEN RECEPTION: READING

The learners are able to:

- recognize names, the most common words or expressions in simple situations of the everyday life: signs, handwritten indications doubled by icons, prices, schedules;
- spot and understand quantified data, proper nouns and other very simple information in a short text;
- identify globally (in their aspect, their typography, their localization) the function of certain common texts of the daily environment or the school environment;
- understand texts constituted by one or two sentences, containing familiar words and expressions (postcard or instructions).

### 3.2.3 THE SKILL IN WRITTEN PRODUCTION: WRITING

The learners are able to:

- copy words or brief messages, write figures and dates;
- recognize various written forms: printed characters, scripts, capital letters and readable handwritten forms;
- give information about himself: his name, his nationality, his address, his age, his date of birth, in questionnaires or index cards of information;
- write a very simple message concerning the activities of the daily life containing some personal details.

### 3.2.4 THE SKILL IN ORAL PRODUCTION / INTERACTION: SPEAKING

The learners are able to:

- communicate, in a very simple way, provided that his interlocutor shows himself comprehensive, speaks very slowly and repeats if he did not understand; use elementary expressions of greeting and notice to leave;
- answer simple questions on information as the age, the origin, the language, the place of residence...
- understand, agree / refuse and execute very simple instructions;
- ask somebody of its news and react;
- ask objects, services to somebody, give or return objects, services to somebody, by managing, in particular, the numbers and the hour...

#### 4. MODULE: “BASICSKILLS OF COMMUNICATION IN ROMANIAN LANGUAGE “

##### 4.1. TRAINING CONTENT FOR COMMUNICATION IN ROMANIAN LANGUAGE MODULE

Unit No.	Learning Outcomes	Associated Training Content
Unit 1 COLLEAGUES AND FRIENDS	<p><b>ORAL RECEPTION SKILLS: LISTENING,</b> Identifies the essential information from short oral fragments in predictable situations, when delivery is clear and slowed; Identifies oral messages in real time, when the statements are clear and marked; Identifies the general meaning of illustrated paper duplicated and repeated</p> <p><b>WRITTEN RECEPTION SKILLS: READING</b> Recognizes various forms, printed characters, scripts, in capital letters and hand-written forms; Recognize the names, the most common words or phrases in simple situations from everyday life Identifies information panels and signs displayed in public spaces for the purposes of navigation Identifies information from different types of text about the daily life</p> <p><b>HANDWRITING PRODUCTION SKILLS: WRITING</b> Copy words or short messages, write numbers or data Write very simple messages relating to activities and situations of everyday communication. Write short simple messages in contexts for immediate communication Write short simple texts on familiar</p>	<p><b>LEARNING COTENT</b></p> <p><b>VOCABULARY</b> Words: name sex age; country of origin the greeting using the formulae of politeness; Phone numbers numeral email: School studies;</p> <p><b>KNOWLEDGE</b> Family holidays; friends of the country and in Romania Culture and civilization: name and surname of the various</p> <p><b>ELEMENTS OF COMUNICATION</b> - to give and request information of personnel data; - To give and request information about the environment.</p> <p><b>ELEMENTS OF GRAMMAR</b> noun-number-gen cardinal numeral; verb to be-at present-singular, plural; personal pronouns and interrogative</p>

	<p>topics Provides information in writing about himself: name, nationality, address, age, date of birth</p> <p>ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH Communicate in a very simple way, when his interlocutor speaks very slowly and repeat if you don't understand; Use basic greeting expressions; Answer simple questions for the information, such as age, origin, language, place of residence Understand, accept/refuses and execute very simple instructions;</p>	
Unit 2 HOME	<p>ORAL RECEPTION SKILLS: LISTENING Identifies the essential information from short oral fragments in daily situations, when delivery is clear and slowed Identifies the general meaning of the oral messages in real time, when the declarations short or repeated. Identifies the significance of oral exchanges when clearly articulated.</p> <p>WRITTEN RECEPTION SKILLS: READING Select information from a text structured clearly Identify detailed information from different types of text Displays curiosity for guided reading identify and understand data, quantified the proper nouns and other very simple information in short story;</p> <p>WRITTEN PRODUCTION SKILLS: WRITING Copy words or short messages, write numbers and dates; Recognizes the various forms by:</p>	<p>LEARNING CONTENT</p> <p>VOCABULARY Words: furniture, home interior decorating, home, money, national currency and the euro, weekdays;</p> <p>KNOWLWDGE Family: family members; current activities; Culture and civilization: first and last name.</p> <p>COMMUNICATIVE FUNCTIONS to give and require information of personnel; to give and require information about the environment; to tell about common activities; To express what he/she likes and what he/she doesn't like.</p> <p>ELEMENTS OF GRAMMAR verb to be : present simple (affirmative, negative, interrogative). pronoun/pronominal-adjective</p>

	<p>printed characters, scripts, in capital letters and hand-written forms; Provides information on personal dwelling Writes short simple messages in contexts for immediate presentation of a communication in written form, using connecting devices (and, but, for that)</p> <p><b>ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH</b> Gives a brief presentation based on images from ordinary contexts/familiar Recognizes and use the most common words or phrases in simple situations from everyday life: signs, indications handwritten duplicate icons, prices; Provides an example of presentation per person/character Gives reasonable answers to certain contexts using the simple formula conversational (greetings, introductions, instructions, thanks) Participates in oral interaction with other support brief speakers and understand texts represented by one or two sentences containing words and phrases familiar to Shows its willingness to participate in a dialogue</p>	<p>indefinite article cardinal numeral</p>
<p>Unit 3  TO THE LIBRARY</p>	<p><b>ORAL RECEIVING SKILLS: LISTENING</b> Understand the meaning of a clearly articulated message, delivered with a normal speed. Identifies specific information from a brief message heard, clearly articulated understanding of the most common words or phrases in simple situations from everyday life.</p> <p><b>WRITTEN RECEIVING SKILLS: READING</b> Read the names of the various objective indications handwritten</p>	<p><b>CONTENT VOCABULARY</b> Common words: name of people, supplies the city's goals, bookstore, cafeteria, school, means of transport; food, contact devices (very near, with, in, at right, from left)</p> <p><b>KNOWLEDGE</b> About carrying out some activities in the name of various locations in the city with friends</p>

	<p>duplicate icons, prices, timetables, signs and road signs; Identifies and understand data quantified very simple information in short texts in one or two sentences containing words and phrases familiar instructions. Recognizes the essential information of a text read in going</p> <p><b>WRITTEN PRODUCTION SKILLS: WRITING</b> Copies short simple posts in contexts for immediate communication Writes a very simple message regarding the activities of everyday life, short on familiar themes Present in written form, using connecting words (very near, with, in, at right, from left) Shows readiness to exchange written messages;</p> <p><b>ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH</b> Record, in short, an event and communicate fluently in a very simple way, when the interlocutor speak very slowly and repeat if doesn't understand; Answers simple questions about the information, place of residence, Executes the instructions very simple; Participates in oral interaction with other support speakers short Shows willingness to participate in a dialogue</p>	<p>Culture and civilization: cultural tourist attractions, schools, University,</p> <p><b>COMMUNICATIVE FUNCTIONS</b> - to give and require information of personnel; - to give and require information about the environment, necessary objects to conduct daily work in a bookstore; - to tell about the usual activities in a bookstore Café, school, University; - to express what he/she likes and what he/she doesn't like.</p> <p><b>ELEMENTS OF GRAMMAR</b> - noun-the plural; - verb- to need (present indicative) - negative pronouns</p>
Unit 4: IN THE MARKET	<p><b>ORAL RECEPTION SKILLS: LISTENING</b> Identifies essential information from short oral fragments in daily situations of oral exchanges, when delivery is clear and the meaning slowed</p>	<p><b>LEARNING CONTENT</b></p> <p><b>VOCABULARY</b> Common words about the market as location, seasons, the quality of</p>

	<p>Identifies simple and clear articulated public notices, standard instructions Understand repetitive information (educational instructions)</p> <p><b>WRITTEN RECEPTION SKILLS: READING</b> Read the names, the most common words or phrases in simple situations from everyday life Read handwritten indications coupled with icons, prices, timetables; Read short presentations based on images from ordinary contexts Identifies information in the familiar panels and signs displayed in public spaces Display curiosity for guided reading</p> <p><b>WRITTEN PRODUCTION SKILLS: WRITING</b> Write short simple messages in the immediate communication contexts Write, copy some simple, short texts on familiar topics. Write messages in social networking, sent to friends about the products, quality and cost. Select information from a text structured clearly Identifies detailed information from different types of text</p> <p><b>ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH</b> Respond to simple questions to provide information appropriate in certain contexts Understand and executes very simple instructions; Uses simple conversational formulae (greetings, introductions, instructions, thanks) Participates in short oral interaction with other support speakers Shows willingness to participate in a</p>	<p>products, vegetables, fruits, prices, use adverbs of time.</p> <p><b>KNOWLEDGE</b> Activities: planning establishment of shopping list, fruit and vegetables</p> <p>Culture and civilization: food area, season, diet</p> <p><b>COMMUNICATIVE FUNCTIONS</b> to give and to require information of personnel; to give and require information about the environment, conduct daily work required in the market, the store, about the usual activities in the establishment of daily list to express what she likes and what he/she doesn't like. to locate in time different activities and request the cost of goods;</p> <p>Writing: messages for friends about products, quality and cost</p> <p><b>ELEMENTS OF GRAMMMAR</b> Article-singular and plural Adjective-singular and plural forms (4)</p>
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	dialogue	
Unit 5 : GEOGRAPHY LESSON	<p><b>ORAL RECEPTION SKILLS: LISTENING</b> Identifies the essential information from oral description of the geographical situation, when the delivery is clear and slowed Identifies the general meaning of a oral messages in real time, when the statements are clear Identifies simple and clearly articulated means of standard messages, repetitive information (educational instruction), especially if the conditions of good listening</p> <p><b>WRITTEN RECEPTION SKILLS: READING</b> Identifies globally , in terms of layout, typography, location, the function of certain common texts about the environment Understand the meaning of the texts represented by one or two sentences that contain words and familiar phrases (postcards or instructions).</p> <p><b>HANDWRITING PRODUCTION SKILLS: WRITING</b> Copies words or short messages, write numbers and dates; Write texts about the country, Romania's neighbors, continents, capitals, geography, landforms (mountains, hills, plains, water), cities, neighborhoods, and control locomotion (plane, bus, subway)</p> <p><b>ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH</b> Gives a short presentation based on images from ordinary contexts/interrogation/familiar Offers an example of the presentation</p>	<p><b>LEARNING CONTENT</b></p> <p><b>VOCABULARY</b> Names: country, Romania's neighbors, continents, capitals, geography, landforms (mountains, hills, Plains, water), cities, neighborhoods, and control locomotion (plane, bus, subway)</p> <p><b>KNOWLEDGE</b> Activities: orientation using map, fixing neighbors, landform, major cities</p> <p>Culture and civilization: the flag, the anthem and national day.</p> <p><b>COMMUNICATIVE FUNCTIONS</b> to require information of personnel; to give and require information about the environment, describing the geographical position and the country's neighbors, major landforms, cities and towns. to tell about using on line maps to express what she likes and what she doesn't like Writing: messages to friends about the country, city and neighborhood where he resides;</p> <p><b>ELEMENTS OF GRAMMAR</b> Undecided Adjective</p>



	<p>on a geographical area Offers suitable answers in certain contexts by using simple formulas conversational (greetings, introductions, instructions, thanks) Participates in short oral interaction with other support speakers Shows willingness to participate in a dialogue</p>	
<p>Unit 6: TO THE BANK</p>	<p><b>ORAL RECEPTION SKILLS: LISTENING</b> Identifies essential information from short oral fragments in daily situations, predictable, when delivery is clear and slowed Identifies the general tenor of oral messages and the meaning of oral exchanges in real time, when statements are clear Identifies means of public notices and instructions, simple and clearly articulated Identifies the standard messages, repetitive information (educational instructions)</p> <p><b>WRITTEN RECEPTION SKILLS: READING</b> Recognizes the name of most common words or phrases in simple situations from everyday life from the bench, signs, handwritten duplicate icons, currency zones; Identify and understand quantified data, very simple information in short story; Understand the texts represented by one or two sentences that contain familiar words and phrases (postcards or instructions). Identifies of information panels and signs displayed in public spaces for navigation purposes to recognize the various forms by: printed characters, scripts, in capital letters and hand-</p>	<p><b>LEARNING CONTENTI</b></p> <p><b>VOCABULARY</b> Words about bank, account, cashier, information, application, bank account, passport</p> <p><b>KNOWLEDGE</b> Activities: a customer's current activity at the Bank.</p> <p>Culture and civilization: name and surname of typical</p> <p><b>COMMUNICATIVE FUNCTIONS</b> to give and request information of personnel; to give and request information about account, identity cards ,about the usual activities in a bank to express what he/she likes and what he/she doesn't like. To locate in different time and space activities of the communication</p> <p>Writing: information about him in forms: name, nationality, address, age, date of birth, for completing a bank form</p> <p><b>ELEMENTS OF GRAMMAR</b> Adjective with two forms: masculine and name, Verb, imperative in the affirmative</p>

	<p>written forms Select information from a text structured in way clearly Identify detailed information from different types of text</p> <p><b>WRITTEN PRODUCTION SKILLS: WRITING</b> Provides information in writing about himself: name, nationality, address, age, date of birth, questionnaires or information cards; Write a very simple message regarding the activities of everyday life, containing some personal details. Write short simple messages consist of figures and data in an immediate context for communication Write, copy the simple, short texts on the subject.</p> <p><b>ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH</b> Participates in oral interaction with other, support speakers with short answer simple questions about the information, such as age, origin, language, place of residence Show willingness to participate in a dialogue</p>	<p>and negative Romanian prepositions with the gerund (prior to, upon, against) ; Prepositional with the gerund phrases (in the middle, while, behind, in front, etc.)</p>
<p>Unit 7 : TO THE DOCTOR</p>	<p><b>ORAL RECEPTION SKILLS: LISTENING</b> Identifies essential information from short oral fragments in daily situations, predictable, when delivery is clear and slowed Identifies the general tenor of oral messages in real time, when the statements are clear and the meaning of oral exchanges Identifies simple and clearly articulated means of public notices and instructions in predictable, identifies and uses the</p>	<p><b>LEARNING CONTENT VOCABULARY</b> Using common words associated with different medical disorders, cold, cough that are specific to the medical cabinet</p> <p><b>KNOWLEDGE</b> Activities: current activity of a patient at the doctor's</p> <p>Culture and civilization: name and</p>

	<p>standard messages, repetitive information (instructions educational)</p> <p><b>WRITTEN RECEPTION SKILLS: READ</b>  Recognizes names, the most common words or phrases in simple situations from everyday life from medical office  Identified and understand data quantified other very simple information in short story;  Understand texts represented by one or two sentences containing words and phrases familiar  Identifies information on the panels and signs displayed in public spaces for purposes of navigation</p> <p><b>HANDWRITING PRODUCTION SKILLS : WRITING</b>  Uses various forms: printed characters, scripts, in capital letters and hand-written forms  Write information in a structured text clearly  Write information about themselves: name, nationality, address, age, date of birth, questionnaires or information cards;  Write a very simple message regarding the activities of everyday life, containing some personal details.  Write, copy the texts simple, and short on the subject date.</p> <p><b>PRODUCTION/INTERACTION SKILLS: ORAL SPEECH</b>  Communicating in a very simple way when speak very slowly  Answers simple questions about the information, such as age, origin, language, place of residence  Participates in short oral interactions</p>	<p>surname of typical</p> <p><b>COMMUNICATIVE FUNCTIONS</b>  to ask for and give information of personnel;  to give and request information about the condition of suffering  to report about common activities in the medical cabinet  to express what he/she likes and what he/she doesn't like.</p> <p>Writing: text with a very simple message regarding aid granted by a friend .</p> <p><b>ELEMENTS OF GRAMMAR</b>  Verb -the indicative, past tense  Noun in accusative  Pronoun- accented forms</p>
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	with other support speakers Shows willingness to participate in a dialogue	
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## 4.2 TRAINING METHODOLOGY

The training methodology must be in line with the established educational principles and list of competences adapted to the needs of migrants and refugees.

The starting points are the specific needs of the learners. The target is the learners make gradual progress in the five internationally recognized competences: understanding the spoken language, reading and understanding a written text, the ability to communicate orally (to participate in a conversation), the ability to speak orally (producing an autonomous speech), expressing in writing (writing a correct and coherent text).

The route is marked by an interactive teaching, where the rules of grammar naturally come out of the current communication and are interwoven with the enrichment of the vocabulary and with the dialogue and conversation.

Through the topics addressed, we aim that, with the acquisition of these competences, the learner will also enter into the mentality, traditions and social behavior that the respective language expresses, and thereby to penetrate the spirit of the language and to expand its own cultural horizon.

The learning methodology will be based on co-learning and co-creation and promotes innovative methods and pedagogies with focus on actively and interactively strategy, learning by discovery, solving problems and also developing effective open and innovative education through the use of ICT.

The learning activities will be primarily based on individual learning activities, but there will be group co-learning, co-creation activities or sharing information in the class such as personal reflections on discussions etc.

Each course module is designed to be completed at a certain time in which certain learning outcomes are acquired, which consistently follows all the five standard competencies (comprehension of an oral discourse, comprehension of a written text, communication in a conversation, production of an oral speech, written expression).

The teacher will be in effective contact with the students and with the group, taking into account the real possibilities and desires of accumulation of each one, will determine the pace

of teaching and the level that it can bring to the students and will follow their progress throughout the course.

### 4.3. TRAINING/LEARNING RESOURCES

#### 4.3.1 LIST OF TRAINING/LEARNING RESOURCES

For resources each unit , we mapped on Internet already existing training/learning materials like text, files, virtual books, glossaries, articles, worksheets, audios, videos, to be used for training/learning or like additional resources, websites, YouTube videos, podcasts, games, animations and quizzes, recommended links etc.

The teachers adapted course materials to the chosen method with learners and may build these materials - starting with a multitude of manuals, grammars and excerpts of existing exercises - according to the learners' needs and pace of progress.

#### List of Training/learning resources

No.	Title and description of the resource	Type	Language	Learning/training/evaluation activities suggested	Access URL / download

#### 4.3.2. REFERENCES

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#### 4.4. TRAINING PLAN FOR COMMUNICATION IN ROMANIAN LANGUAGE MODULE

##### **LENGTH OF THE COURSE**

30 hours are recommended to make good use of the language in current concrete situations.

##### **ORGANIZATION OF THE COURSE**

15 sessions: 2 hours x 2 hours / week.

## STUDY GROUPS

Individual , small group courses of 6-8-10 learners at the same level of knowledge of the language or big group up to 25 learners.

## TEACHING LANGUAGE

The language courses are taught using as vehicle English language.

### LESSON 1

#### TITLE: GETTING KNOW EACH OTHER

#### UNIT 1: Colleagues and friends

**Learning Outputs** : At the end of the class, participants will learn:

#### ORAL RECEPTION SKILLS: LISTENING

Identify the general tenor of oral messages in real time, when the statements are clear;

#### WRITTEN RECEPTION SKILLS: READING

Recognize printed scripts, characters, uppercase letters and hand-written forms (file);

Identify information from different types of text

Display curiosity for guided reading

#### HANDWRITTEN PRODUCTION SKILLS: WRITING

Identify the general tenor of illustrated paper or duplicated and repeated

Write short simple texts, themes taught

#### ORAL INTERACTION/PRODUCING SKILLS: SPEACHING

Use expressions for greeting;

Provide elementary information about him: name, nationality, address, age, date of birth

Respond to simple questions about information about the origin, language, place of residence, profession, occupation, etc.

Understand, accept/refuse and execute instructions

#### LEARNING ACTIVITIES

1.	LISTENING: Listening to and repeating after the teacher/audio recording some greetings and presentation statements	10 minutes
	SPEAKING:	8 minutes

	<p><b>Introduce myself!</b> - Group activity: each student presents using the verb ' to be ' and personal pronouns.</p> <p><i>Example:</i>  Hello/Good morning/afternoon/ evening!  I am..... (profession/ occupation/ethnic background/etc  I am from ... (country /town)</p>	
2.	<p>GRAMMAR:  Pronouns: I, you, he/she is new, you, her/them.  Verb "to be" in the present indicative, form of affirmative and negative</p> <p>Presentation of teacher using the <i>Diagram no 1.</i>  Video „Online Lessons”-lesson 2 (Resource 4  <a href="https://www.youtube.com/watch?v=7wiCXewVOZM">https://www.youtube.com/watch?v=7wiCXewVOZM</a>)</p>	7 minutes
	<p>WRITING  Fill in blanks the forms of the verb "to be", the shape and form of affirmative, negative, short forms, in the Work Sheet No. 1 (Resource 1, pag. 10, Exercise 2).  <i>Example: I ... .. student = I <b>am</b> student</i>  <i>I <b>am</b> teacher = I <b>am not</b> the teacher</i>  <i><b>He is</b> not here = <b>he's</b> not here</i></p>	15 minutes
3.	<p>GRAMMAR  Noun, masculine/feminine/neutral singular/plural forms  Presentation of teacher the noun's male/female singular/plural forms, using Diagram nr. 2  Video „Online Lessons –Lesson 2” (Resource 4-lesson 2,  <a href="https://www.youtube.com/watch?v=7wiCXewVOZM">https://www.youtube.com/watch?v=7wiCXewVOZM</a> )</p> <p>VOCABULARY:  Learning nouns that signify the origin of language, place of residence, occupation, occupation etc.</p>	10 minutes
4.	<p>READING:  Individual activity: learners read the text in Romanian and in English from the Work Sheet no. 2 (Resource no. 1, page 11), recognize the nouns and define their genre of and number.</p>	10 minutes
5.	<p>WRITING:  Individual task to change the genre and number of nouns, on the Work sheet no. 3 (Resource 1, page 12, exercise 5 and 6)  <i>Example:</i>  <i>I <b>am</b> the doctor (they) = <b>they are</b> doctors</i>  <i>I <b>am</b> professor (s) = <b>she is</b> teacher</i>  ... .. /colega = coleg/colega  Arab/ ... .. = Arab/Arabs</p>	10 minutes
6.	<p>SPEAKING:</p>	10



	<p>Group Activity: Playing game <b>Who are you?</b>  Placed in circle, students throw the ball to a colleague and addresses questions about the origin, language, place of residence, profession, etc., to which he/she answers affirmative or negative  <i>Example:</i>  <i>You are Romanian? - Yes, I am Romanian</i>  <i>You are English? – No, I am not English. I am from Romania</i></p>	minutes
7.	<p><b>ASSESSMENT</b>  Verification of the extent to which the learners learned the forms of verb "to be" and the genre and number of nouns.  Students fill the <b>Evaluation form no. 1</b> (Resource no 2, page 7-8-Test No. 1, exercise 1, 4 and 5) and then check the answers with the group.</p>	10 minutes

## LESSON 2

### TITLE: POLITENESS AND INTERROGATIVE PRONOUN, THE CARDINAL NUMERAL AND THE INTERROGATIVE PRONOUN/ADJECTIVE (HOW MANY).

#### UNIT 1: Colleagues and friends

**Learning Outputs:** At the end of the class, participants will learn:

#### ORAL RECEPTION SKILLS: LISTENING,

- Identifies the essential information from short oral fragments in predictable situations, when delivery is clear and slowed;
- Identifies oral messages in real time, when the statements are clear and marked;
- Identifies the general meaning of illustrated paper duplicated and repeated

#### WRITTEN RECEPTION SKILLS: READING

- Recognizes various forms, printed characters, scripts, in capital letters and hand-written forms;
- Recognize the names, the most common words or phrases in simple situations from everyday life
- Identifies information panels and signs displayed in public spaces for the purposes of navigation
- Identifies information from different types of text about the daily life

#### HANDWRITING PRODUCTION SKILLS: WRITING

- Copy words or short messages, write numbers or data

- Write very simple messages relating to activities and situations of everyday communication.
- Write short simple messages in contexts for immediate communication
- Write short simple texts on familiar topics
- Provides information in writing about himself: name, nationality, address, age, date of birth

#### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Communicate in a very simple way, when his interlocutor speaks very slowly and repeat if you don't understand;
- Use basic greeting expressions;
- Answer simple questions for the information, such as age, origin, language, place of residence
- Understand, accept/refuses and execute very simple instructions;

#### LEARNING ACTIVITIES

1.	LISTENING: Listening to and repeating after the teacher some pronouns, namely formulae of politeness and interrogative pronoun.	10 minutes
	READING: The students read on roles a text, a dialogue. They learned about prepositions (eg. from) and their use.	8 minutes
2.	WRITING: The students revised the verb to be, the pronouns and prepositions by solving the exercises 10, 11, 12 and 13. Fill in the gaps with the verb to be and the pronouns. Answering some questions. <i>For instance: You <b>are</b> a student at History. He <b>is</b> a doctor. Where are you from? – I am from Syria. What city are you from? – I am from Teheran.</i>	7 minutes
	GRAMMAR: The cardinal numeral, according to the gender of the nouns (masculine or feminin) They did some exercises in order to put the learned theory in practice, namely the exercises 14 and 15. <i>For instance: There are <b>three</b> books on the table. Since when have you been in Romania? - For two months.</i>	10 minutes
3.	GRAMMAR The interrogative pronoun/adjective (How many). The prepositions in and from.	10 minutes
4.	WRITING:	10 minutes

	<p>Exercises 16, 17 and 18.</p> <p>Answering some questions following the given model.</p> <p>Fill in the gaps with <i>how many, in, from</i>.</p> <p>The students solved the exercises individually on their sheets of paper and then they wrote them on the flipchart.</p> <p><i>For instance: How many students are in the classroom? – There are three students are in the classroom.</i></p> <p><b>How many</b> books are on the table?</p> <p><b>How many</b> colleagues are from Iran?</p> <p><i>They are from Syria.</i></p>	
5.	<p>READING:</p> <p>The students read on roles a text, a dialogue. They noted on their papers the translation of the unknown words.</p>	5 minutes
6.	<p>WRITING:</p> <p>The students solved the exercises 19, 20 and 21.</p> <p>Form sentences by arranging some words.</p> <p><i>For instance: She is Zeineb.</i></p> <p>Put some questions according to the given sentences.</p> <p><i>For instance: Mehran is in the city.</i></p> <p><i>Where is Mehran?</i></p> <p><i>Who is in the city?</i></p> <p>Answering some questions following the given model.</p> <p><i>For instance: Are you not a teacher? – Sure, I am a teacher. / Yes, I am.</i></p> <p>The students solved the exercises individually on their sheets of paper and then they wrote them on the flipchart.</p>	15 minutes
7.	<p>ASSESSMENT</p> <p>At the exercise 22, they had to write a text from dictation. Their writing mistakes were corrected.</p> <p>Students fill the <b>Evaluation form no. 2</b> (Resource no 2, page 9-10) and then check the answers with the group.</p>	15 minutes

### LESSON 3

**TITLE : THE VERB TO HAVE; INDEFINITE PRONOUN/PRONOMINAL-ADJECTIVE (MANY, FEW)**

UNIT 2: HOME

Learning Outputs: At the end of the class, participants will learn:

#### ORAL RECEPTION SKILLS: LISTENING

- Identifies the essential information from short oral fragments in daily situations, when delivery is clear and slowed
- Identifies the general meaning of the oral messages in real time, when the declarations short or repeated.
- Identifies the significance of oral exchanges when clearly articulated.

#### WRITTEN RECEPTION SKILLS: READING

- Select information from a text structured clearly Identify detailed information from different types of text
- Displays curiosity for guided reading identify and understand data, quantified the proper nouns and other very simple information in short story;

#### WRITTEN PRODUCTION SKILLS: WRITING

- Copy words or short messages, write numbers and dates;
- Recognizes the various forms by: printed characters, scripts, in capital letters and hand-written forms;
- Provides information on personal dwelling
- Writes short simple messages in contexts for immediate presentation of a communication in written form, using connecting devices (and, but, for that)

#### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Gives a brief presentation based on images from ordinary contexts/familiar
- Recognizes and use the most common words or phrases in simple situations from everyday life: signs, indications handwritten duplicate icons, prices;
- Provides an example of presentation per person/character
- Gives reasonable answers to certain contexts using the simple conversational formula (greetings, introductions, instructions, thanks)
- Participates in oral interaction with other support brief speakers and understand texts represented by one or two sentences containing words and phrases familiar to
- Shows its willingness to participate in a dialogue

#### LEARNING ACTIVITIES

1.	LISTENING AND GRAMMAR: Listening to and repeating after the teacher the verb to have, at the Affirmative and Negative form.	10 minutes
	READING: The student read a text on roles, namely a dialogue.	8 minutes

2.	<p>WRITING:</p> <p>They solve the exercises 1 and 2, filling the gaps with the appropriate form of the verb to have.</p> <p><i>For instance: I ..... books.</i></p> <p><i>They ..... classes in the morning.</i></p> <p><i>You have a car. – You do not/don't have a car.</i></p>	7 minutes
	<p>WRITING:</p> <p>Exercises with answering some questions (ex. 3), changing the person and the sentence (ex. 4) and filling in the gaps with the verbs to be or to have.</p> <p><i>For instance: How old are you?</i></p> <p><i>How many chairs do you have in your room, at home?</i></p>	10 minutes
3.	<p>GRAMMAR</p> <p>Indefinite pronoun/pronominal-adjective (many, few)</p>	10 minutes
4.	<p>WRITING:</p> <p>Individual task to solve the exercises 6, 7 and 8.</p> <p>Firstly, to transform following the model:</p> <p><i>There are few books in the library. – There are many books in the library.</i></p> <p>Secondly, to form a sentence with some words put randomly.</p> <p><i>Old, Maria, How, Is - How old is Maria?</i></p> <p>And the last, they had to choose the correct word that matches to the sentence.</p> <p><i>I have many ..... in the kitchen. (cars, dogs, chairs)</i></p>	10 minutes
5.	<p>READING:</p> <p>Individual activity: learners read the text in Romanian and in English.</p>	10 minutes
6.	<p>GRAMMAR</p> <p>The prepositions: at, in, on and of.</p> <p>They wrote the examples on the flipchart for a better understanding and asked for the unknown words.</p>	10 minutes
7.	<p>ASSESSMENT</p> <p>They solved individually the exercise 9 and then they wrote the answers on the flipchart. That was an answer – question exercise, about the text and about them.</p> <p>Students fill the Evaluation form no. 3 (Resource no 2, page 11-13) and then check the answers with the group.</p>	15 minutes

## LESSON 4

**TITLE: CARDINAL NUMERAL FROM 21 ... TO 20200 AND MORE.**

## UNIT 2: HOME

Learning Outputs: At the end of the class, participants will learn:

### ORAL RECEPTION SKILLS: LISTENING

- Identifies the essential information from short oral fragments in daily situations, when delivery is clear and slowed
- Identifies the general meaning of the oral messages in real time, when the declarations short or repeated.
- Identifies the significance of oral exchanges when clearly articulated.

### WRITTEN RECEPTION SKILLS: READING

- Select information from a text structured clearly Identify detailed information from different types of text
- Displays curiosity for guided reading identify and understand data, quantified the proper nouns and other very simple information in short story;

### WRITTEN PRODUCTION SKILLS: WRITING

- Copy words or short messages, write numbers and dates;
- Recognizes the various forms by: printed characters, scripts, in capital letters and hand-written forms;
- Provides information on personal dwelling
- Writes short simple messages in contexts for immediate presentation of a communication in written form, using connecting devices (and, but, for that)

### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Gives a brief presentation based on images from ordinary contexts/familiar
- Recognizes and use the most common words or phrases in simple situations from everyday life: signs, indications handwritten duplicate icons, prices;
- Provides an example of presentation per person/character
- Gives reasonable answers to certain contexts using the simple conversational formula (greetings, introductions, instructions, thanks)
- Participates in oral interaction with other support brief speakers and understand texts represented by one or two sentences containing words and phrases familiar to
- Shows its willingness to participate in a dialogue

### LEARNING ACTIVITIES

1.	READING: They read on roles a text, a dialogue, both in the Romanian and English language. They also read some antonyms and some examples such as: <i>inside – outside</i>	5 minutes
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	<p><i>How are you? I am fine, thank you!</i>  <i>Here is a house. – There are many houses.</i></p>	
	<p>READING:          Constructions such as: Let's! Come! Come on! Come along!          Examples: <i>Let's go outside! Let's go there!</i>          Constructions such as: Why ...? Because ... .  <i>Why are you at home? - Because it is Saturday! We are free!</i></p>	8 minutes
2.	<p>GRAMMAR:          Cardinal numeral from 21 .... to 20200 and more.          Their writing with digits and with letters.</p>	7 minutes
	<p>WRITING          Exercises 10, 11 and 12. Filling in the blanks with digits and with letters.  <i>Example: 28 – twenty-eight</i>          Question and answer such as:  <i>How much does a notebook cost? – A notebook costs 2500 lei.</i>          Sentences transformation such as:  <i>I have books. – I also have notebooks.</i></p>	15 minutes
3.	<p>WRITING          Exercises 13, 14 and 15. Changing the meaning of the sentence by replacing the word in bold with its antonym.          For instance: <i>It is hot in the room. – It is cold in the room.</i>          Writing the cardinal numerals from digits to letters such as:          For instance: <i>22 students – twenty-two students.</i>          Sentence composing such as:  <i>A notebook costs 1500 lei.</i></p>	10 minutes
4.	<p>WRITING:          Exercises 16, 17 and 18. Filling in the blanks.  <i>For instance: In the kitchen I have ..... and ..... .</i>  <i>In the kitchen I have a table and 4 chairs.</i>          Correcting the mistakes such as:  <i>They is students. – They are students.</i>          Complete the sentence with the words in brackets, such as:  <i>He (to have) 2 (book). – He has 2 books.</i></p>	10 minutes
5.	<p>WRITING:          Exercises 19, 20 and 21. Transforming the sentences after the model.  <i>There are 1000 books in the library. – There are many books/ There are many.</i>          Answer – Question exercise:  <i>I have three magazines. – How many magazines do you have?</i>          Writing the numbers with letters.  <i>38 – Thirty-eight.</i></p>	10 minutes

6.	<p>WRITING: Exercises 22 and 23. <i>For instance: 38 books - thirty-eight books. 1 PhD student – one PhD student.</i></p>	10 minutes
7.	<p>ASSESSMENT Exercises 24 and 25. <i>For instance: Who are you? – I am Ahmed.</i> Matching two columns, namely the questions with the appropriate answers.  Students fill the Evaluation form no. 4 (Resource no 2, page 14-16) and then check the answers with the group.</p>	15 minutes

## LESSON 5

### TITLE: THE NOUN – PLURAL

#### UNIT 3: TO THE BOOKSTORE

Learning Outputs: At the end of the class, participants will learn:

#### ORAL RECEIVING SKILLS: LISTENING

- Understand the meaning of a clearly articulated message, delivered with a normal speed.
- Identifies specific information from a brief message heard, clearly articulated understanding of the most common words or phrases in simple situations from everyday life.

#### WRITTEN RECEIVING SKILLS: READING

- Read the names of the various objective indications handwritten duplicate icons, prices, timetables, signs and road signs;
- Identifies and understand data quantified very simple information in short texts in one or two sentences containing words and phrases familiar instructions.
- Recognises the essential information of a text read in going

#### WRITTEN PRODUCTION SKILLS: WRITING

- Copies short simple posts in contexts for immediate communication
- Writes a very simple message regarding the activities of everyday life, short on familiar themes
- Present in written form, using connecting words (very near, with, in, at right, from left)
- Shows readiness to exchange written messages;

#### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH



- Record, in short, an event and communicate fluently in a very simple way, when the interlocutor speaks very slowly and repeat if doesn't understand;
- Answers simple questions about the information, place of residence,
- Executes the instructions very simple;
- Participates in oral interaction with other support speakers short
- Shows willingness to participate in a dialogue

## LEARNING ACTIVITIES

1.	<p><b>READING</b></p> <p>The students read a text in Romanian and in English language. They observe the preposition formed as: "in a", reading the examples for the masculine and feminine gender.</p>	5 minutes
2.	<p><b>GRAMMAR:</b></p> <p>The Noun – plural</p> <p>Forming the plural of nouns according to the gender (masculine, feminine and neutral).</p> <p>Reading and understanding the examples, and then writing them on the flipchart.</p>	10 minutes
	<p><b>READING</b></p> <p>The students read a text in Romanian and in English language. They observe the formation of the plural of nouns.</p>	5 minutes
	<p><b>WRITING</b></p> <p>Exercise no. 1. Following the given model, they had to transform the sentences, by changing the bold words from singular to plural.</p> <p><i>For instance: There is a pen on the desk. – There are two pens on the desk.</i></p> <p>Exercise no. 2. Following the given model, they had to transform the sentences, by changing the bold words from plural to singular.</p> <p><i>For instance: There are trams on the street. – There is a tram on the street.</i></p> <p>Exercise no. 3. Following the given model, they had to transform the sentences, by changing the bold words from singular to plural, by using "some, many and few".</p> <p><i>For instance: There is a pharmacy near the institute. – There are some (many, few) pharmacies near the institute.</i></p>	15 minutes
3.	<p><b>WRITING</b></p> <p>Exercise no. 4. Following the given model, they had to transform the sentences, by changing the bold words with the appropriate antonym.</p> <p><i>For instance: Leila is inside. – Leila is outside.</i></p> <p>Exercise no. 5. Fill in the gaps with the suitable preposition: in, on, at,</p>	10 minutes

	<p>some, of. <i>For instance: There are many people in the bookstore.</i></p>	
4.	<p>WRITING Exercise no. 6. Following the given model, they had to transform the sentences, by changing the words in brackets from singular to plural. <i>For instance: There are many (student) in the classroom. - There are many students in the classroom.</i> Exercise no. 7. Following the given model, they had to transform the sentences, by changing the bold words from plural to singular. <i>For instance: I have two brothers who are students. - I have a brother who is a student.</i></p>	10 minutes
5.	<p>WRITING Exercise no. 8. Fill in the gaps with the suitable preposition: in, in a. <i>For instance: There are many museums in Bucharest.</i></p>	10 minutes
6.	<p>READING The students read on roles a text in Romanian and in English language. They revise the verb to have both at affirmative and negative form, the prepositions and the vocabulary.</p>	10 minutes
7.	<p>ASSESSMENT Exercise no. 9. In groups of two, the students had to find the suitable correspondents from the column and the circle and then to form sentences. <i>For instance: There is a chicken in the fridge.</i></p> <p>Students fill the Evaluation form no. 5 (Resource no 2, page 17-18) and then check the answers with the group.</p>	15 minutes

## LESSON 6

### TITLE: THE VERB – TO NEED (PRESENT INDICATIVE) AND NEGATIVE PRONOUN

#### UNIT 3: TO THE BOOKSTORE

Learning Outputs : At the end of the class, participants will learn:

#### ORAL RECEIVING SKILLS: LISTENING

- Understand the meaning of a clearly articulated message, delivered with a normal speed.
- Identifies specific information from a brief message heard, clearly articulated understanding of the most common words or phrases in simple situations from everyday life.

#### WRITTEN RECEIVING SKILLS: READING

- Read the names of the various objective indications handwritten duplicate icons, prices, timetables, signs and road signs;
- Identifies and understand data quantified very simple information in short texts in one or two sentences containing words and phrases familiar instructions.
- Recognises the essential information of a text read in going

#### WRITTEN PRODUCTION SKILLS: WRITING

- Copies short simple posts in contexts for immediate communication
- Writes a very simple message regarding the activities of everyday life, short on familiar themes
- Present in written form, using connecting words (very near, with, in, at right, from left)
- Shows readiness to exchange written messages;

#### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Record, in short, an event and communicate fluently in a very simple way, when the interlocutor speaks very slowly and repeat if doesn't understand;
- Answers simple questions about the information, place of residence,
- Executes the instructions very simple;
- Participates in oral interaction with other support speakers short
- Shows willingness to participate in a dialogue

#### LEARNING ACTIVITIES

1.	GRAMMAR: The verb – to need – at Present Indicative The Affirmative and Negative forms, with examples.	5 minutes
2.	READING The students read the examples. At the negative form they observe the difference between the long and the short form: "have not – haven't".	5 minutes
	WRITING Exercise no. 10. Following the given model, they had to transform the sentences, by changing the verb from the affirmative to the negative short form. <i>For instance: I need a coffee. – I don't need a coffee.</i> Exercise no. 11. Fill in the gaps with the appropriate form of the verb to need. <i>For instance: I need 25.000 RON.</i> Exercise no. 12. Following the given model, they had to transform the sentences. <i>For instance: I need a coffee. – I also need a tea.</i>	15 minutes
	READING	10 minutes

	The students read on roles a text in Romanian and in English language. They revise the above notions learned, vocabulary and grammar.	
3.	GRAMMAR Prepositions + Left and Right <i>in (at) left – in (at) right</i> Very/So + adjective/adverb <i>so many books</i> <i>so hot</i> <i>so far</i>	5 minutes
4.	WRITING Exercise no. 13. Answering some usual questions. <i>For instance: What day is it today? – Today is Wednesday.</i> Exercise no. 14. True or false type exercise based on the text read before. Exercise no. 15. Transforming the nouns from singular to plural and vice versa. <i>For instance: lions – lion</i> Exercise no. 16. Following the given model, they had to choose the suitable word from the brackets in order to form sentences. <i>For instance: I need (notebook, street, member) – I need a notebook.</i>	15 minutes
5.	GRAMMAR + WRITING Negative pronoun – nobody (for people) and nothing (for things) Nobody and nothing + verb at the Negative form Exercise no. 17. Answering some questions by using the negative pronouns nobody and nothing. <i>For instance: Who is in the classroom? – There is nobody.</i>	10 minutes
6.	READING The students read on roles a text in Romanian and in English language. They revise the vocabulary and grammar.	5 minutes
7.	ASSESSMENT Exercise no. 18. Following the given model, they had to transform the sentences, such as: <i>It is hot in the room. – It is so hot in the room.</i> Exercise no. 19. Fill in the gaps with the suitable word. <i>For instance: Do you have Romanian language textbook?</i> Exercise no. 20. Answering some questions by using the negative pronouns nobody and nothing. <i>For instance: Who is at the hostel. – (There is) nobody.</i> Exercise no. 21. The plural of the nouns. <i>For instance: bus – buses.</i> Exercise no. 22. Dictation.  Students fill the Evaluation form no. 6 (Resource no 2, page 19-20) and	20 minutes

then check the answers with the group.

## **LESSON 7**

### **TITLE: THE DEFINITE ARTICLE (THE) AND –THE ADJECTIVE-SINGULAR AND PLURAL FORMS**

#### **UNIT 4: IN THE MARKET**

Learning Outputs: At the end of the class, participants will learn:

#### **ORAL RECEPTION SKILLS: LISTENING**

- Identifies essential information from short oral fragments in daily situations of oral exchanges, when delivery is clear and the meaning slowed
- Identifies simple and clear articulated public notices, standard instructions
- Understand repetitive information (educational instructions)

#### **WRITTEN RECEPTION SKILLS: READING**

- Read the names, the most common words or phrases in simple situations from everyday life
- Read handwritten indications coupled with icons, prices, timetables;
- Read short presentations based on images from ordinary contexts
- Identifies information in the familiar panels and signs displayed in public spaces
- Display curiosity for guided reading

#### **WRITTEN PRODUCTION SKILLS: WRITING**

- Write short simple messages in the immediate communication contexts
- Write, copy some simple, short texts on familiar topics. Write messages in social networking, sent to friends about the products, quality and cost.
- Select information from a text structured clearly
- Identifies detailed information from different types of text

#### **ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH**

- Respond to simple questions to provide information appropriate in certain contexts
- Understand and executes very simple instructions;
- Uses simple conversational formulae (greetings, introductions, instructions, thanks)
- Participates in short oral interaction with other support speakers
- Shows willingness to participate in a dialogue

#### **LEARNING ACTIVITIES**

1.	<p>READING</p> <p>The students read the text in Romanian and in English about the topic of the unit.</p>	5 minutes
	<p>GRAMMAR:</p> <p>The definite article (the)</p> <p>The forms for singular and plural, masculine, neutral and feminine.</p>	5 minutes
2.	<p>WRITING</p> <p>Exercise no. 1. The definite article – singular <i>For instance: classroom – the classroom</i></p> <p>Exercise no. 2. The definite article – plural <i>For instance: classrooms – the classrooms.</i></p>	10 minutes
	<p>WRITING</p> <p>Exercise no. 3. Following the given model, they had to transform the sentences, by using the definite article – singular. <i>For instance: There is a pencil on the table. – The pencil is cheap.</i></p> <p>Exercise no. 4. Following the given model, they had to transform the sentences, by using the definite article – plural. <i>For instance: There are three students. – The students are from Jordan.</i></p> <p>Exercise no. 5. Forming the sentences, following the given model. <i>For instance: Friday, today, is. – Today is Friday.</i></p>	15 minutes
3.	<p>WRITING</p> <p>Exercise no. 6. Following the given model, they had to transform the sentences. <i>For instance: The park is beautiful. There is a park near the store.</i></p> <p>Exercise no. 7. Fill in the gaps with the suitable words. <i>For instance: There are ..... and ..... on the table. – There are books and notebooks on the table.</i></p> <p>Exercise no. 8. The definite article – singular and plural. <i>For instance: student – the student women – the women</i></p>	10 minutes
4.	<p>READING:</p> <p>The students read the text in Romanian and in English and observe the use of the definite article – singular and plural. They also revise the vocabulary and grammar.</p>	10 minutes
5.	<p>GRAMMAR:</p> <p>The Adjective - singular and plural forms, for masculine and feminine.</p>	5 minutes
6.	<p>READING:</p> <p>The students read the text in Romanian and in English about the topic of the unit.</p>	5 minutes
7	<p>WRITING:</p> <p>Exercise no. 9. Following the given model, they had to transform the</p>	10 minutes

	<p>sentences, by using the suitable form of the adjective in brackets.  <i>For instance: We have a (bright) room. We have a bright room.</i></p> <p>Exercise no. 10. Answering some questions about the above read text.  <i>For instance: Who are you? – I am Carmen.</i></p>	
8.	<p><b>ASSESSMENT</b></p> <p>Exercise no. 11. Forming the sentences by using the adjectives in brackets.  <i>For instance: You have am (expensive) mirror.</i></p> <p>Exercise no. 12. Forming the sentences by matching two columns with nouns and adjectives.  <i>For instance: He has a clean pyjama. .</i></p> <p>Students fill the Evaluation form no. 7 (Resource no 2, page 21-24) and then check the answers with the group.</p>	15 minutes

## LESSON 8

### TITLE: THE PERSONAL PRONOUN

#### UNIT 4: IN THE MARKET

Learning Outputs : At the end of the class, participants will learn:

#### ORAL RECEPTION SKILLS: LISTENING

- Identifies essential information from short oral fragments in daily situations of oral exchanges, when delivery is clear and the meaning slowed
- Identifies simple and clear articulated public notices, standard instructions
- Understand repetitive information (educational instructions)

#### WRITTEN RECEPTION SKILLS: READING

- Read the names, the most common words or phrases in simple situations from everyday life
- Read handwritten indications coupled with icons, prices, timetables;
- Read short presentations based on images from ordinary contexts
- Identifies information in the familiar panels and signs displayed in public spaces
- Display curiosity for guided reading

#### WRITTEN PRODUCTION SKILLS: WRITING

- Write short simple messages in the immediate communication contexts
- Write, copy some simple, short texts on familiar topics. Write messages in social networking, sent to friends about the products, quality and cost.
- Select information from a text structured clearly

- Identifies detailed information from different types of text

#### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Respond to simple questions to provide information appropriate in certain contexts
- Understand and executes very simple instructions;
- Uses simple conversational formulae (greetings, introductions, instructions, thanks)
- Participates in short oral interaction with other support speakers
- Shows willingness to participate in a dialogue

#### LEARNING ACTIVITIES

1.	<p>WRITING:</p> <p>Exercise no. 13. Fill in the appropriate adjective in order to form sentences.</p> <p><i>For instance: There are <u>ripe</u> pears on the table.</i></p>	5 minutes
	<p>WRITING:</p> <p>Exercise no. 14. Forming the sentences, following the given model.</p> <p><i>For instance: have, apples, my, I, bag, in. - I have apples in my bag.</i></p> <p>Exercise no. 15. Sentence composing.</p> <p><i>For instance: There are some colleagues from Syria.</i></p>	10 minutes
2.	<p>WRITING</p> <p>Exercise no. 16. True and false exercise about the above read text.</p> <p>Exercise no. 17. Following the given model, they had to choose the suitable word from the brackets in order to form suitable sentences.</p> <p><i>For instance: The girls are in the (store, school, market). – The girls are in the market.</i></p>	15 minutes
	<p>SPEAKING</p> <p>Discussions about this topic.</p> <p><i>For instance: Do you have potatoes, please?</i></p>	5 minutes
3.	<p>WRITING</p> <p>Exercise no. 18. Objects in the rooms.</p> <p><i>For instance: Where are the objects/things?</i> <i>library – living room</i></p>	5 minutes
4.	<p>GRAMMAR:</p> <p>The personal pronoun – emphasized forms.</p> <p><i>Examples: I have a book. The book is at me.</i> <i>She has a cake. The cake is for her.</i></p>	10 minutes
5.	<p>SPEAKING:</p> <p><i>Examples: Ahmed is at the library.</i> <i>Who is with him at the library?</i> <i>Carmen is at the market.</i> <i>Who is with her.</i></p>	10 minutes



6	<p>WRITING:</p> <p>Exercise no. 19. Following the given model, they had to replace the form of the personal pronoun from the brackets.</p> <p style="padding-left: 40px;"><i>For instance: The colleagues are with (I). – The colleagues are with me.</i></p> <p>Exercise no. 20. Fill in the gaps with the suitable preposition.</p> <p style="padding-left: 40px;"><i>For instance: There are books on the table.</i></p>	<p><b>10</b> <b>minutes</b></p>
7.	<p>ASSESSMENT</p> <p>Exercise no. 21. Questions composing.</p> <p style="padding-left: 40px;"><i>For instance: The room is at the third floor.</i></p> <p style="padding-left: 80px;"><i>What is at the third floor?</i></p> <p style="padding-left: 80px;"><i>Where is the room?</i></p> <p style="padding-left: 80px;"><i>Which floor is the room on?</i></p> <p>Exercise no. 22.</p> <p>Exercise no. 23. Answering some questions using the personal pronoun.</p> <p style="padding-left: 40px;"><i>For instance: Who is Ioana with? - With me.</i></p> <p>Students fill the Evaluation form no. 8 (Resource no 2, page 25-26) and then check the answers with the group.</p>	<p><b>20 minutes</b></p>

## LESSON 9

### TITLE: THE INDEFINITE ARTICLE (A)

#### UNIT 5: GEOGRAPHY LESSON

**Learning Outputs:** At the end of the class, participants will learn:

#### ORAL RECEPTION SKILLS: LISTENING

- Identifies the essential information from oral description of the geographical situation, when the delivery is clear and slowed
- Identifies the general meaning of a oral messages in real time, when the statements are clear
- Identifies simple and clearly articulated means of standard messages, repetitive information (educational instruction), especially if the conditions of good listening

#### WRITTEN RECEPTION SKILLS: READING

- Identifies globally, in terms of layout, typography, location, the function of certain common texts about the environment
- Understand the meaning of the texts represented by one or two sentences that contain words and familiar phrases (postcards or instructions).

#### HANDWRITING PRODUCTION SKILLS: WRITING

- Copies words or short messages, write numbers and dates;
- Write texts about the country, Romania's neighbours, continents, capitals, geography, landforms (mountains, hills, plains, water), cities, neighbourhoods, and control locomotion (plane, bus, subway)

#### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Gives a short presentation based on images from ordinary contexts/interrogation/familiar
- Offers an example of the presentation on a geographical area
- Offers suitable answers in certain contexts by using simple formulas conversational (greetings, introductions, instructions, thanks)
- Participates in short oral interaction with other support speakers
- Shows willingness to participate in a dialogue.

#### LEARNING ACTIVITIES

1.	<b>SPEAKING:</b> The students read the given questions and the answers and then discuss about this topic.	10 minutes
2.	<b>GRAMMAR:</b> The indefinite article (a) is; are = there is, there are all + noun plural and definite article	5 minutes
	<b>WRITING:</b> Exercise no. 1. Following the given model, they had to transform the sentences using <i>all</i> and the definite article. <i>For instance: Three students have maps. – All students have maps.</i> Exercise no. 2. Following the given model, they had to transform the sentences using <i>each</i> , and the singular form. <i>For instance: The students have dictionaries. – Each student has a dictionary.</i>	10 minutes
	<b>WRITING</b> Exercise no. 3. Following the given model, they had to compose a sentence. <i>For instance: is, blue, near, you, car, a, there - There is a blue car near you.</i> Exercise no. 4. Following the given model, they had to replace the bold word, the verb to be, with there is or there are. <i>For instance: In the centre are many modern stores. – There are many modern stores in the centre.</i> Exercise no. 5. Choosing the correct form of the adjective in brackets,	15 minutes

	according to the gender. <i>For instance: white flower, beautiful mountain</i>	
3.	<p>WRITING</p> <p>Exercise no. 6. Matching the nouns with the suitable adjective. <i>For instance: expensive carpet, white wall.</i></p> <p>Exercise no. 7. Matching two columns with nouns and adjectives; and then composing sentences following the given model. <i>For instance: I have some ripe lemons.</i></p>	10 minutes
4.	<p>READING:</p> <p>The students read the text in Romanian and in English and observe the use of the definite and indefinite article – singular and plural. They also revise the vocabulary and grammar.</p>	10 minutes
5.	<p>WRITING:</p> <p>Exercise no. 8. Answering the questions, following the above read text. <i>For instance: How is Bucharest? – Bucharest is nice, modern and clean.</i></p> <p>Exercise no. 9. Choosing the correct adjective from the brackets. <i>For instance: Bucharest is (high, modern). Bucharest is modern.</i></p>	10 minutes
6.	<p>WRITING:</p> <p>Exercise no. 10. Matching two columns in order to form sentences. <i>For instance: Romania is in Europe.</i></p>	5 minutes
7.	<p>ASSESSMENT</p> <p>Exercise no. 11. Correcting the mistakes. <i>For instance: Alep is beautiful. Serbia and Albania are also in Europe.</i></p> <p>Students fill the <b>Evaluation form no. 9</b> (Resource no 2, page 27-29) and then check the answers with the group.</p>	15 minutes

## LESSON 10

### TITLE: THE ADJECTIVE WITH THREE FORMS

#### UNIT 5: GEOGRAPHY LESSON

**Learning Outputs:** At the end of the class, participants will learn:

#### ORAL RECEPTION SKILLS: LISTENING

- Identifies the essential information from oral description of the geographical situation, when the delivery is clear and slowed

- Identifies the general meaning of a oral messages in real time, when the statements are clear
- Identifies simple and clearly articulated means of standard messages, repetitive information (educational instruction), especially if the conditions of good listening

**WRITTEN RECEPTION SKILLS: READING**

- Identifies globally, in terms of layout, typography, location, the function of certain common texts about the environment
- Understand the meaning of the texts represented by one or two sentences that contain words and familiar phrases (postcards or instructions).

**HANDWRITING PRODUCTION SKILLS: WRITING**

- Copies words or short messages, write numbers and dates;
- Write texts about the country, Romania's neighbours, continents, capitals, geography, landforms (mountains, hills, plains, water), cities, neighbourhoods, and control locomotion (plane, bus, subway)

**ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH**

- Gives a short presentation based on images from ordinary contexts/interrogation/familiar
- Offers an example of the presentation on a geographical area
- Offers suitable answers in certain contexts by using simple formulas conversational (greetings, introductions, instructions, thanks)
- Participates in short oral interaction with other support speakers
- Shows willingness to participate in a dialogue.

**LEARNING ACTIVITIES**

1.	<p><b>READING:</b> The students read a dialogue about this topic. They observe the given examples written in bold.</p>	10 minutes
2.	<p><b>GRAMMAR:</b> The adjective with three forms Some adjectives have only 3 forms: feminine, masculine and neutral, plural.</p>	5 minutes
	<p><b>WRITING:</b> Exercise no. 12. Following the given model, they had to transform the sentences, choosing the correct adjective from the brackets. <i>For instance: I have a little cake. Sorin has a red car.</i></p>	10 minutes
	<p><b>READING</b> The students read the text on roles in Romanian and in English and observe the use of the adjectives. They also revise the vocabulary and</p>	10 minutes

	grammar.	
3.	<p>WRITING</p> <p>Exercise no. 14. Changing the phrases from singular to plural and vice versa.</p> <p><i>For instance: small room – small rooms</i></p> <p>Exercise no. 15. Changing the words written in bold with the antonym, following the given model.</p> <p><i>For instance: I have a long pyjama. - I have a short pyjama.</i></p>	10 minutes
4.	<p>SPEAKING:</p> <p><i>Name: I am Ahmed</i></p> <p><i>Age: I am 28 (twenty-eight) years old.</i></p> <p><i>Country: I am from Siria, I am Arab.</i></p> <p><i>Family: I have two brothers...</i></p> <p><i>Studies: ...</i></p> <p><i>I am in Romania for 8 years.</i></p>	10 minutes
5.	<p>WRITING:</p> <p>Exercise no. 15. Fill in the gaps with the suitable adjectives.</p> <p><i>For instance: room – small – clean</i></p>	5 minutes
6.	<p>READING:</p> <p>The students read the text on roles in Romanian and in English and observe the use of the adjectives. They also revise the vocabulary and grammar.</p>	7 minutes
7.	<p>SPEAKING:</p> <p><i>There is a lot of people in the market.</i></p> <p><i>All people need vegetables and fruits...</i></p>	8 minutes
8.	<p>ASSESSMENT</p> <p>Exercise no. 15. <i>Dictation.</i></p> <p>Students fill the <b>Evaluation form no. 10</b> (Resource no 2, page 30-33) and then check the answers with the group.</p>	15 minutes

## LESSON 11

### TITLE: THE ADJECTIVE WITH TWO FORMS AND THE VERB

#### UNIT 6: TO THE BANK

**Learning Outputs:** At the end of the class, participants will learn:

ORAL RECEPTION SKILLS: LISTENING

- Identifies essential information from short oral fragments in daily situations, predictable, when delivery is clear and slowed
- Identifies the general tenor of oral messages and the meaning of oral exchanges in real time, when statements are clear
- Identifies means of public notices and instructions, simple and clearly articulated
- Identifies the standard messages, repetitive information (educational instructions)

**WRITTEN RECEPTION SKILLS: READING**

- Recognizes the name of most common words or phrases in simple situations from everyday life from the bench, signs, handwritten duplicate icons, currency zones;
- Identify and understand quantified data, very simple information in short story;
- Understand the texts represented by one or two sentences that contain familiar words and phrases (postcards or instructions).
- Identifies of information panels and signs displayed in public spaces for navigation purposes to recognize the various forms by: printed characters, scripts, in capital letters and hand-written forms
- Select information from a text structured in way clearly Identify detailed information from different types of text

**WRITTEN PRODUCTION SKILLS: WRITING**

- Provides information in writing about himself: name, nationality, address, age, date of birth, questionnaires or information cards;
- Write a very simple message regarding the activities of everyday life, containing some personal details.
- Write short simple messages consist of figures and data in an immediate context for communication
- Write, copy the simple, short texts on the subject.

**ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH**

- Participates in oral interaction with other, support speakers with short answer simple questions about the information, such as age, origin, language, place of residence
- Show willingness to participate in a dialogue

**LEARNING ACTIVITIES**

1.	<p><b>SPEAKING:</b>  <i>We have a large flat.</i>  <i>Right. The kitchen is large, the balcony is large...</i>  <i>Yes. All the rooms are large.</i></p>	10 minutes
2.	<p><b>GRAMMAR:</b>          The adjective with two forms.          Singular and plural: -e, -i.          The students read the examples.</p>	15 minutes

	<p>SPEAKING:  <i>"Shall we drink a tea?"</i>  <i>"Of course, but I don't want it strong. I want a weak tea. I can't drink the strong Arabian tea."</i></p> <p><i>"What do we eat?"</i>  <i>"We have enough food in our house: cheese, eggs, bread, tomatoes..."</i></p>	10 minutes
3.	<p>GRAMMAR:  The verb – Present Indicative, Affirmative Imperative, Negative Imperative and Verb + personal pronoun in Accusative</p>	10 minutes
4.	<p>WRITING:  Exercise no. 1. Fill in the gaps with the suitable form of the verb <i>to cut</i>.  <i>For instance: He <b>cuts</b> the trees from the garden.</i>  Exercise no. 2. Fill in the gaps with the suitable form of the verb <i>to hear</i>.  <i>For instance: The grandmother <b>does not hear</b> well.</i></p>	10 minutes
5.	<p>WRITING:  Exercise no. 3. There is a given box with adjectives. The students had to fill in the gaps with the suitable adjective.  <i>For instance: Alexander is a <b>right</b> boy.</i></p>	10 minutes
6.	<p>WRITING:  Exercise no. 4. Fill in the gaps with the suitable form of the verbs: <i>to be late, to cut</i> or <i>to hear</i>.  <i>For instance: I <b>am always late</b> when I have classes in the morning.</i></p>	10 minutes
7.	<p>ASSESSMENT:  Exercise no. 5. Following the given model, the students had to transform the sentences from Present Indicative to Imperative.  <i>For instance: We do not lock the door. – Lock the door!</i></p> <p>Students fill the <b>Evaluation form no. 11</b> (Resource no 2, page 34-36) and then check the answers with the group.</p>	15 minutes

## LESSON 12

### TITLE: PREPOSITIONS WITH GENITIVE, PREPOSITIONAL PHRASES WITH GENITIVE

#### UNIT 6: TO THE BANK

**Learning Outputs:** At the end of the class, participants will learn:

#### ORAL RECEPTION SKILLS: LISTENING

- Identifies essential information from short oral fragments in daily situations, predictable, when delivery is clear and slowed

- Identifies the general tenor of oral messages and the meaning of oral exchanges in real time, when statements are clear
- Identifies means of public notices and instructions, simple and clearly articulated
- Identifies the standard messages, repetitive information (educational instructions)

#### WRITTEN RECEPTION SKILLS: READING

- Recognizes the name of most common words or phrases in simple situations from everyday life from the bench, signs, handwritten duplicate icons, currency zones;
- Identify and understand quantified data, very simple information in short story;
- Understand the texts represented by one or two sentences that contain familiar words and phrases (postcards or instructions).
- Identifies of information panels and signs displayed in public spaces for navigation purposes to recognize the various forms by: printed characters, scripts, in capital letters and hand-written forms
- Select information from a text structured in way clearly Identify detailed information from different types of text

#### WRITTEN PRODUCTION SKILLS: WRITING

- Provides information in writing about himself: name, nationality, address, age, date of birth, questionnaires or information cards;
- Write a very simple message regarding the activities of everyday life, containing some personal details.
- Write short simple messages consist of figures and data in an immediate context for communication
- Write, copy the simple, short texts on the subject.

#### ORAL PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Participates in oral interaction with other, support speakers with short answer simple questions about the information, such as age, origin, language, place of residence
- Show willingness to participate in a dialogue

#### LEARNING ACTIVITIES

1.	GRAMMAR: Prepositions with Genitive (e.g.: prior to, before, on, upon, against, below, above, under)	10 minutes
	SPEAKING: 'Can you write sentences with these words?' 'Yes, sure!' He goes <i>before</i> the students. The storm is coming <i>upon</i> the city. In this match, Romania plays <i>against</i> Spain. We are <i>against</i> the war.	10 minutes



	Do we put the picture <i>above</i> the armchair? The dog sleeps <i>under</i> the table.	
2.	GRAMMAR: Prepositional phrases with Genitive For instance: in the middle, behind, along, during, round, in front of, near, up, because, in with a view to, the first, instead of, on behalf of.	10 minutes
3.	SPEAKING: 'What about these words? Can you write sentences with them?' 'Of course I can.' Maria is <i>in the middle of</i> the room. The clerk sits <i>behind</i> the gray office. There are leather armchairs <i>along</i> the walls. The students write <i>during</i> their class. We gather <i>round on</i> teacher. The car <i>is in front of</i> the block. We are in Romania <i>with a view to</i> specializing in History. Who answers <i>instead of</i> Ianis?	10 minutes
4.	READING: The students read the text in Romanian and in English and observe the use of the Prepositional phrases with Genitive. They also revise the vocabulary and grammar.	10 minutes
5.	WRITING: Exercise no. 6. Following the given model, the students had to choose the correct word from the brackets. <i>For instance: I ... to the bank. (go, eat, count) – I go to the bank.</i> Exercise no. 7. Matching some sentences to the text. <i>For instance: Where can we get the forms? – Here, we are not at Passports. We do not need forms.</i> Exercise no. 8. True or False, according to the above read text. <i>For instance: Baghdadi and Amira go to the marker. – False.</i>	10 minutes
6.	WRITING: Exercise no. 9. Following the given model, the students had to write the signification of the words. <i>For instance: bookstore= a place where we can buy books</i> Exercise no. 10. Following the given model, the students had to answer the questions , according to the above read text. <i>For instance: Where are Baghdadi and Amira? – They are at the bank.</i> Exercise no. 11. Fill in the gaps with the verbs <i>to lock</i> and <i>to unlock</i> . <i>For instance: She locks the door when she leaves home.</i>	10 minutes
7.	ASSESSMENT: Exercise no. 12. How can we also say? <i>For instance: mother and father = parents</i>	20 minutes

Exercise no. 13. Fill in the gaps with the appropriate prepositional phrases.  
*For instance: I am talking with my lawyer with a view to buy a house.*

Exercise no. 14. Put the word in brackets to the suitable form.  
*For instance: He runs the first from her colleagues.*

Exercise no. 15. Fill in the gaps with *good* and *well*.  
*For instance: We have a good cake.*

Students fill the **Evaluation form no. 12** (Resource no 2, page 37-38) and then check the answers with the group.

## LESSON 13

### TITLE: INDICATIVE – PAST TENSE SIMPLE, PERSONAL PRONOUN IN ACCUSATIVE + PAST TENSE SIMPLE, TWO VERBS

#### UNIT 7: TO THE DOCTOR

**Learning Outputs:** At the end of the class, participants will learn to:

##### ORAL RECEPTION SKILLS: LISTENING

- Identify essential information from short oral fragments in daily situations, predictable, when delivery is clear and slowed
- Identify the general tenor of oral messages in real time, when the statements are clear and the meaning of oral exchanges
- Identify simple and clearly articulated means of public notices and instructions in predictable, identifies and uses the standard messages, repetitive information (instructions educational)

##### WRITTEN RECEPTION SKILLS: READING

- Recognize names, the most common words or phrases in simple situations from everyday life from medical office
- Identify and understand data quantified other very simple information in short story;
- Understand texts represented by one or two sentences containing words and phrases familiar
- Identify information on the panels and signs displayed in public spaces for purposes of navigation

##### HANDWRITING PRODUCTION SKILLS: WRITING

- Use various forms: printed characters, scripts, in capital letters and hand-written forms
- Write information in a structured text clearly

- Write information about themselves: name, nationality, address, age, date of birth, questionnaires or information cards;
- Write a very simple message regarding the activities of everyday life, containing some personal details.
- Write, copy the texts simple, short on the subject date.

#### PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Communicate in a very simple way when speak very slowly
- Answer simple questions about the information, such as age, origin, language, place of residence
- Participate in short oral interactions with other support speakers
- Show willingness to participate in a dialogue

#### LEARNING ACTIVITIES

1.	<p>SPEAKING AND READING:          "Where is Leila?"          "I am in the kitchen. I prepare the meal."          "What did you prepare?"          "I prepared salad, potatoes and apple juice..."          "Atimad is listening to music. She did not listen yesterday..."</p> <p>They read a text and observed the uses of the tenses, namely present simple and continuous and past tense simple.</p>	10 minutes
2.	<p>GRAMMAR:          Indicative – Past tense simple          The forms for Affirmative and Negative.          The groups of verbs: -a, -ea, -e, -i, -î.  <i>Examples: She saw an interesting movie.</i>  <i>Did you work in this hospital?</i>          Long and short form for Negative. did not – didn't          I did not eat. – I didn't eat.          You did not work. – You didn't work.</p>	10 minutes
	<p>GRAMMAR:          Personal pronoun in Accusative + Past tense simple          For instance: <i>Nicu helps me. – Nicu helped me.</i>  <i>She brings us sweets. – She brought us sweets.</i>  <i>I see them every day. – I saw them every day.</i>  <i>Cosmin invites me.</i>  <i>The teacher calls you.</i>  <i>The doorkeeper sees her.</i>  <i>The teacher believes you.</i></p>	15 minutes
3.	GRAMMAR	10 minutes

	Two verbs For instance: <i>I read and I translated the text.</i> <i>She/he ate and she/he slept two hours.</i>	
4.	WRITING: Exercise no. 1: Write the past tense simple forms. <i>For instance: eat – ate, come – came etc.</i> Exercise no. 2: Transform the sentences following the model, from present to past tense. <i>For instance: He works in a hospital. – He worked in a hospital.</i> <i>The doctor recommends antibiotics. - The doctor recommended antibiotics.</i>	10 minutes
5.	WRITING:  Exercise no. 3: Transform the sentences following the model, from past tense to present. <i>For instance: He made the exercise wrong. - He makes the exercise wrong.</i>	10 minutes
6.	READING: The students read the text both in Romanian and English language. They observe the use of tenses and revise the vocabulary and grammar.	10 minutes
7.	ASSESSMENT: Exercise no. 4: Choose the correct word in brackets in order to complete the sentences. <i>For instance: Leila ventilates the room.</i> <i>You prepare tasty meals.</i> <i>I do not read French newspapers.</i>  Students fill the <b>Evaluation form no. 13</b> (Resource no 2, page 39-40) and then check the answers with the group.	15 minutes

**LESSON 14**  
**TITLE: EXERCISES**

**UNIT 7: TO THE DOCTOR**

**Learning Outputs:** At the end of the class, participants will learn to:

ORAL RECEPTION SKILLS: LISTENING

- Identify essential information from short oral fragments in daily situations, predictable, when delivery is clear and slowed
- Identify the general tenor of oral messages in real time, when the statements are clear and the meaning of oral exchanges
- Identify simple and clearly articulated means of public notices and instructions in predictable, identifies and uses the standard messages, repetitive information (instructions educational)

#### WRITTEN RECEPTION SKILLS: READING

- Recognize names, the most common words or phrases in simple situations from everyday life from medical office
- Identify and understand data quantified other very simple information in short story;
- Understand texts represented by one or two sentences containing words and phrases familiar
- Identify information on the panels and signs displayed in public spaces for purposes of navigation

#### HANDWRITING PRODUCTION SKILLS: WRITING

- Use various forms: printed characters, scripts, in capital letters and hand-written forms
- Write information in a structured text clearly
- Write information about themselves: name, nationality, address, age, date of birth, questionnaires or information cards;
- Write a very simple message regarding the activities of everyday life, containing some personal details.
- Write, copy the texts simple, short on the subject date.

#### PRODUCTION/INTERACTION SKILLS: ORAL SPEECH

- Communicate in a very simple way when speak very slowly
- Answer simple questions about the information, such as age, origin, language, place of residence
- Participate in short oral interactions with other support speakers
- Show willingness to participate in a dialogue

#### LEARNING ACTIVITIES

1.	<p>WRITING:</p> <p>Exercise no. 5: Match two columns with words, nouns and adjectives in order to form sentences.  <i>For instance: She always buys expensive cigarettes.</i></p> <p>Exercise no. 6: Find words and expressions in the text.  <i>For instance: very cold – frost</i></p>	10 minutes
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2.	<p>WRITING:</p> <p>Exercise no. 7: Fill in the blanks with the correct form of the verb <i>to be with</i>.</p> <p style="padding-left: 40px;"><i>For instance: Who is with you when you need that?</i></p> <p>Exercise no. 8. Put the verbs in brackets to the past tense simple.</p> <p style="padding-left: 40px;"><i>For instance: She worked in a research institute.</i></p>	10 minutes
	<p>READING:</p> <p>"What is that?"</p> <p>"That red box? Antibiotics."</p> <p>"What about these?"</p> <p>"These medicines are aspirins."</p> <p>"Medicines all over. I am fed up... I hate them!"</p> <p>"You may take the yellow slippers. There are Atimad's slippers."</p>	15 minutes
3.	<p>Exercise no. 9. Complete the sentences with suitable words.</p> <p style="padding-left: 40px;"><i>For instance: He ate beef steak.</i></p>	10 minutes
4.	<p>Exercise no. 10. Replace the word in bold with the antonym.</p> <p style="padding-left: 40px;"><i>For instance: He sells some pictures. – He buys some pictures.</i></p>	10 minutes
5.	<p>Exercise no. 11.</p> <p>Transform the sentences, following the model, from active voice to passive voice, at the Affirmative form.</p> <p style="padding-left: 40px;"><i>For instance: I come at you tonight. – He says that he comes at them tonight.</i></p> <p>Transform the sentences, following the model, from active voice to passive voice, at the Interrogative form.</p> <p style="padding-left: 40px;"><i>For instance: Do you want to drink tea? – He asks if he drinks tea.</i></p>	10 minutes
6.	<p>READING COMPREHENSION:</p> <p>Exercise no. 12. Read the text and then answer the questions.</p> <p style="padding-left: 40px;"><i>For instance: Why he did not arrive to Sibiu?</i></p>	10 minutes
7.	<p>ASSESSMENT:</p> <p>Exercise no. 13. Dictation</p> <p>Students fill the <b>Evaluation form no. 14</b> (Resource no 2, page 41-43) and then check the answers with the group.</p>	15 minutes

#### 4.5. EVALUATION, TESTING AND ASSESSMENT.

Assessment of learners will be done periodically through tests that are then analyzed with the learner.

- each course module (except the absolute beginner) begins with a test, which allows the teacher to evaluate the level of real knowledge of each student, such as the homogenization of the group;
- during the module there are given topics which are then corrected and discussed in class and the intermediate tests provided in the manual are given;
- at the end of each module, a final test is given, followed by commenting on the results and the teacher's assessments regarding the five basic language competences.

At the end of the course a diploma or certificate (depending on the partner ) is issued that specifies the level of the student's knowledge of the for basic abilities as well as his placement at one of the levels of the European Reference Framework.

The teacher will also recommend how the students can continue their learning.

The evaluation of the Training curriculum and training content was made by the trainers during the Short staff training event , based on the evaluation questionnaire (used the same questionnaire for all training contents)

## 5. MODULE “BASIC SKILLS OF COMMUNICATION IN TURKISH LANGUAGE”

### 5.1 TRAINING CONTENT

This course program includes foreign language teaching program Level A1 in the A1 “Common European Framework of Reference for Languages” which is defined as “Basic Language User”. Level A1 is the most basic step in language use.

The Language that they can express themselves in the simplest way.

In accordance with the general objectives and basic principles of Turkish education;

- Ask and answer the simplest questions about people (where they live, what they know, things...).
- Use simple expressions when dealing with the most basic requirements or well-known topics and answer questions;
- Asking and answering about themselves and others and asking for personal information such as where they live,
- Talking to them in a simple way as long as people help them by talking slowly and openly face to face.
- Read a simple text,
- Write their own personal information in simple forms,
- To deal with numbers, quantities, price and time units,
- Use simple courtesy patterns,
- Understand and give simple directions .



Theme No.	Content Title	Learning Outcomes	Associated Training Content
Theme 1 ME AND MY ENVIRONMENT	Meeting	<p>Student can use simple speech and courtesy patterns, he responds to new situations that arise in the continuation of the conversation.</p> <p>Listening skills: Distinguish the related phrases in a dialogue</p> <p>Reading skills: Understand what is requested in a personal information form</p> <p>Speaking skills: Ask and answer personal information questions and show courtesy</p> <p>Writing skills: Fill in a short form</p>	<p>Greetings: Hi, Hello, Good morning, See you.</p> <p>Meet: What is your name, Where are you from, How old are you, What is your nationality?</p> <p>Confirming and rejecting: Yes, no.</p> <p>Goodbye: Goodbye, see you.</p> <p>Sorry: Excuse me, sorry.</p> <p>Kindness: You're welcome, thank you</p>
	Alphabet	<p>Students can understand the letters in the alphabet and extract the sounds of the letters.</p> <p>Recognize and write the letters in alphabet.</p> <p>It completes the missing letter or letters in the words given to the images.</p> <p>Recognize similar words used in different languages during the conversation.</p>	<p>Name, surname of words such as letters (for ex.): A-L-I R-E-Z-A</p> <p>Distinguish differences in toning and highlighting.</p> <p>c...r = car</p> <p>For example: radio, TV, telephone...</p>
	Numbers	<p>Listening skills: Distinguish the numbers in a dialogue</p> <p>Reading skills: Understand the numbers what is requested in a personal information form</p> <p>Speaking skills: Ask and answer personal information about numbers</p> <p>Writing skills: Fill in numbers in a short form</p>	<p>Numerically given numbers in a dialogue.</p> <p>e. 15: Fifteen.</p> <p>Count number from 1 to 20.</p> <p>Tell their phone number and ask someone else's phone number.</p> <p>Writes the numbers given in writing.</p> <p>e. Sixteen: 16</p> <p>Write the numbers given in figures into letters.</p> <p>eg. 0216 1010: Zero-two-one-six-one-zero-one-zero</p>

<p style="text-align: center;">Theme 1 ME AND MY ENVIRONMENT</p>	<p style="text-align: center;">Self-introduction</p>	<p><b>LISTENING:</b> Understand the simple questions about him/herself and ask the person simple questions. Ss can understand that one is talking about himself and his family. Match words, pictures or names in a text that he / she listens about countries and nationalities. In a dialog where daily conversation takes place, the students complete the empty spaces with the appropriate expression.</p> <p><b>READING:</b> Distinguish expressions containing personal information when they read a text Categorizes the expressions of country, nationality, occupation, workplace and address. Understands and uses the words indicating kinship.</p> <p><b>SPEAKING:</b>Ss can introduce him/herself by using short and simple words. Give basic personal information about him/herself. He tells his own country, nationality and the language he speaks. Gives personal information on the phone. Talk about physical condition and emotions. He / she reads a previously prepared short speech such as introducing or congratulating a speaker</p> <p><b>WRITING:</b> Defines the physical properties of people. Tells which school he / she is studying or what he / she is working and writes. Give the country, nationality and language mapping correctly from the given options. Writes a message that contains personal information and preferences. Fills in simple surveys and forms requesting personal information. Writes a paragraph introducing family members in simple sentences. Use simple connectors.</p>	<p>e. age, name, occupation, address, nationality, telephone number.</p> <p>e. Where he is from, the number of siblings, his parents' occupation and where they are from, what languages he speaks.</p> <p>e. Height, hair colour, eye colour and so on. Tells the properties.</p> <p>e. name, age, address etc.</p> <p>e. age, name, occupation, address, nationality</p> <p>e. mother, father, sister, uncle, aunt, grandfather etc.</p> <p>Physical state: I am sick, tired, etc. Emotion: I'm good, I'm bad, I'm happy, I'm excited, like expressions.</p> <p>e. I'm fine. I'm tired.</p> <p>e. A text of conversation involving two people.</p> <p>e. "But", "and", "because", "then" like.</p>
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	<p><b>LISTENING:</b> Understand the commands used in class communication, tells and applies. Understand when you read simple instructions. Understand simple instructions supported by visuals. Understand the teacher and applies the explanations about the class activities.</p> <p><b>READING:</b> Know the names of objects used in class. Select and find important information in posters, posters, brochures and signs. Read a simple dialogue about school and answer simple questions about dialogue.</p> <p><b>SPEAKING:</b> Tell the names of objects used in class.</p> <p><b>WRITING</b> Write a simple dialogue about school and answers simple questions about dialogue.</p>	<p>e. Stand up, sit, read, listen, summer, etc.</p> <p>e. "Please stand up.", ". Come here.", " Please close the door. "</p> <p>e. Be careful when climbing the stairs! The library is located on the 2nd floor.</p> <p>e. Please turn off the light! Break the glass in case of fire!</p> <p>e. book, table, queue, etc.</p> <p>e. When does the lesson start? When does the lesson end?</p>
<p><b>Theme 2</b> <b>Daily Life</b></p>	<p><b>LISTENING:</b> Ss can distinguish the action of a sentence according to the appropriate time.</p> <p><b>READING:</b> Read and count counting numbers from 20 to 100. Read the text of a person's daily routine, answers questions about the text. Match the verbs with the words that should be used together.</p> <p><b>SPEAKING:</b> Ask for the clock and tells him what time it is when he is asked. Use time expressions like full, half, quarter-to-late. Give the time information of the work he/she does every day. Ask a person for his routine and answer the questions.</p> <p><b>WRITING:</b> Describes his daily work using frequency adverbs. Write numerically given hours in writing. Use prepositions such as "before" and after "to indicate the order of occurrence of events. Explains and writes his daily routine by using simple expressions. Puts a series of images in daily order and creates text.</p>	<p>e. I get up at 7:00, breakfast at 08:00, and leave home at 18:30.</p> <p>e. "Always", "often", "usually", "never" "I always brush my teeth.", "I often pray." "Ok I usually read books." "I never lie."</p> <p>e. What time do you get up, what time do you get home?</p> <p>e. 16:50: It is ten to five</p> <p>e. I don't eat after 18.</p> <p>e. In summer I'll go. Every day early ..... (get up). I'm watching a movie.</p> <p>e. Watch / music / food / movie / make / listen / render / prayer "I like watching movies / listening to music/ cooking/ praying "</p> <p>e. I go to the cinema on weekends</p>

Theme 2 Daily Life	Possessions	<p><b>LISTENING</b></p> <p><b>READING</b> Ss can understand the expressions of ownership in a given text and answer relevant questions. Match the adjectives with personal pronouns.</p> <p><b>SPEAKING:</b> Tell the assets of himself or someone else's Expresses kinship relations according to a given pedigree. Makes ownership statements using statement expressions.</p> <p><b>WRITING</b> Explain the kinship ties by using statements that express ownership. Writes appropriate appendices or expressions to the spaces in a given sentence.</p>	<p>e. I have a white cat.</p> <p>e. I-You Are My O Your She-He Ben.</p> <p>e. My uncle, Ayse's mother.</p>
	Question words	Ss can use Who ?, What ?, Where ?, Where ?, When ?, How? Questions and answer questions about them.	
Theme 3 People's Appearances and Character	Jobs	<p><b>LISTENING:</b>Ss can recognize the profession from the audio about a profession.</p> <p><b>READING:</b> Recognize the profession from the text about a person.</p> <p><b>SPEAKING:</b> Tell his/her profession and ask the person of his/her profession. Tell the profession of his parents. Matches the given names and job names. He tells the dream profession.</p> <p><b>WRITING:</b> Write the profession of his parents. Write the names under the visuals given.</p>	<p>e. "He is a worker"</p> <p>e. "I don't have a job"</p> <p>e. "My mother is a housewife"</p>

	<p><b>LISTENING:</b> Ss can understand simple information, description and definitions about an object. Sorts the personal pronouns correctly in oral and written form.</p> <p><b>READING:</b> Find the opposite or synonyms of the given word from the table. Place appropriate adjectives in the places left blank in a given text. Answer the names of the places given in the text. Complete the vacancies in a table about pronouns with the correct pronouns. Match the colours and objects in the text.</p> <p><b>SPEAKING:</b> Ask for simple information about an object. Introduces the objects around. Tell the given picture what is in the picture with the demonstrative pronouns. Use the adjectives indicating the properties of assets. Tell the equivalent or opposite of a given adjective. Grade the adjectives and make comparisons between objects.</p> <p><b>WRITING:</b> Use demonstrative adjectives and demonstrative pronouns appropriately. Describe the properties of objects or persons by using sign attributes. Write simple words what he sees in the picture. Write tells the equivalent or opposite of a given adjective. Briefly describe a favourite animal, object or human with simple sentences.</p>	<p>e. the size and colours of the cars, the size of a ball where the colour belongs to whom it is.</p> <p>e. This tree. That car. That's our house.</p> <p>e. This house is big. This man is tall.</p> <p>e. This house is / is / o.</p> <p>These are / are / are old, they are new.</p> <p>e. girl, home, dog.</p> <p>e. diligent student, expensive car.</p> <p>e. good x bad, simple = easy</p> <p>e. Where is here? This is Anitkabir.</p> <p>e. I, you, him, us, you, them.</p> <p>e. Fastest car, faster car, fastest car.</p>
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Defining a person

Theme 3 People' s Appearances	Body	<p><b>LISTENING:</b> Recognize the body parts and organs from a given audio.</p> <p><b>SPEAKING:</b> When shown tell the names of parts of the body. Describe the appearance of himself and others.</p> <p><b>WRITING:</b> Completes incomplete sentences related to the appearance by the picture or text. Write the organs of the body.</p>	e. eye and hair colour, length shortness etc.
	Clothes	<p><b>LISTENING:</b> Match outfit visuals and outfit names.</p> <p><b>READING:</b> Match the colours and clothes in the text.</p> <p><b>SPEAKING:</b> Tell the names, colours and characteristics of clothing. He tells someone around him with his clothes.</p> <p><b>WRITING:</b> Write the names, colours and characteristics of clothing. Forms a positive, negative sentence or a question sentence from mixed words. Group clothes as summer and winter.</p>	<p>e. Brown / jacket / / new Mert's new jacket is brown.</p> <p>e. The pants are long and black.</p> <p>e. coat, scarf, gloves, t-shirt, shorts.</p>
Theme 3 People' s Appearances	Food	<p><b>LISTENING:</b> Ss can distinguish between hunger and thirst.</p> <p><b>READING:</b> Distinguish the information about the menu in a text. Find the meaning of the words in a text about food from the dictionary. Distinguish objects as countable and uncountable.</p> <p><b>SPEAKING:</b> Order food in a cafe or restaurant. Ask for the price of a food. Tell and write the names of food and drinks that are widely known.</p> <p><b>WRITING:</b> Tell and write the names of food and drinks that are widely known. Write the singular and plural of food and drinks given in the pictures.</p>	<p>e. "I'm hungry."</p> <p>e. main course, drinks, desserts etc..</p> <p>e. "Can I have the soup, please?"</p>

<b>Theme 4</b> <b>Time and Place</b>	<b>The Place I Live</b>	<p><b>LISTENING:</b> Ss can distinguish the place according to the text in the map given. Match the given words with pictures about the environment. Understand the guidelines short and simple spoken directions.</p> <p><b>READING</b> Match parts of the house described in the text. Read a simple language describing her country and answer questions.</p> <p><b>SPEAKING</b> Give information about the parts of the house by using there is/not statements. Describe the items in the room by specifying their location.</p> <p><b>WRITING:</b> Complete the blanks in dialogues with the appropriate words.</p>	<p>e. Information such as the population of the country, its neighbours, regions within the country and its characteristics.</p> <p>e. Turn right. Do not park here! The museum is at the end of the road</p>
	<b>Days of the Week and Seasons</b>	<p><b>LISTENING:</b>Ss can match, tell and write the months of the seasons, when they listen. Understand and express words and short sentences related to weather.</p> <p><b>READING</b> Answer simple questions about a text describing an important day.</p> <p><b>SPEAKING:</b> Tell the days of the week in correct order; tell the previous or the next day when asked; he tells the previous or the next month; ask the date of birth of the other person; tell their birth date. Ask questions about important days and answers the questions asked.</p> <p><b>WRITING:</b> Write the months of the year in the correct order. Use prepositions such as; “before” “then “ in place to indicate the order of occurrence of events. Write a short text about what is done on an important day.</p>	<p>e. rainy, sunny etc.</p> <p>e. What day of the week is tomorrow? Tomorrow is Tuesday.</p> <p>e. Which month is next month? Next month is May.</p> <p>e. When's the boy's holiday? Children's Day is April 23rd.</p> <p>What are the religious holidays in our country? Eid al-Fitr and Eid al-Fitr.</p> <p>e. The closing speech comes after the celebration.</p> <p>e. Mothers / Father’s Day or birthday etc.</p> <p>e. Why the day is important, in which month and on what day it is celebrated, what is done that day?</p>

<p>Theme 4 Time and Place</p>	<p>Hobbies</p>	<p><b>LISTENING:</b> Students can match pictures of hobbies with hobbies.</p> <p><b>READING</b> Read and understand a simple text about hobby and habits; distinguish the accuracy or inaccuracy of the information given in a text which includes hobbyists and interpreters.</p> <p><b>SPEAKING:</b> Talk about what they like and dislike; ask others to do what they like and dislike; speak in simple sentences about a topic they like or dislike; ask questions about the text they read and answer the questions asked. Express what he can and cannot do.</p> <p><b>WRITING:</b> Write paragraph about their favourite film, actor / actress, animal etc. using simple expressions. Transform a positive sentence into negative, a negative sentence into positive; write about where people live, using simple, familiar patterns; write about what famous people they admire by using simple, familiar patterns.</p>	<p>e. "I like swimming", "I don't like broccoli m," I hate lying ", I like ".</p> <p>e. I'm playing football. I ride a bicycle.</p> <p>e. "I can swim", "I can ride a bike", "I can't draw a picture e," I can't sing "</p>
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<p>Theme 5 Social Life</p>	<p>Shopping</p>	<p><b>LISTENING:</b> Ss can understand simple mathematical calculations such as plus, minus, times. Understand the numbers, prices and times in the announcements. Distinguish and understand simple words and short sentences in the conversation between the seller and the buyer in a store. Understands brief, simple descriptions of visual support.</p> <p><b>READING</b> Link between the sentences given, matching sentences related to each other; find the meaning of the words in a text about the purchase from the dictionary. Understand words and very simple sentences in signs, posters or catalogs.</p> <p><b>SPEAKING</b> Indicate that they do not understand; ask and understand the price of a product in a shop.</p> <p><b>WRITING:</b> With the help of the dictionary, understand and write simple sentences in simple texts.</p>	<p>e. How much is the price of the milk?</p> <p>e. mixed dialogue</p> <p>e. 10 min. then it will be in our station. / Apple weight was 1.5 TL.</p> <p>e. Is this suit white?</p> <p>e. "I did not understand".</p>
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	Invitations	<p><b>READING:</b> Ss can answer yes / no questions in accordance with the given text. When an invitation is received, understand the information in the invitation.</p> <p><b>SPEAKING:</b> Use polite expressions when making a proposal or rejecting the offer; politely invite someone in a telephone conversation, respond to the invitation using courtesy patterns.</p> <p><b>WRITING:</b> Use the communication tools to make an invitation / suggestion; create a dialogue by putting together the sentences containing the invitation and the proposal. Place the appropriate verbs in the sentences. Write an invitation using stereotypes and phrases.</p>	<p>e. Do you drink coffee? Thank you.</p> <p>e. Verbs that fit the spaces in a text that includes a birthday invitation.</p> <p>e. He / she knows the day, time, place and celebration in an invitation.</p>
	Travel	<p><b>LISTENING</b> Ss can answer the questions, when they listen to a simple phone call or reads the text of the conversation, Match the sentences</p> <p><b>READING</b> Determine whether the expressions related to a text are true or false Answer simple questions about a text. Answer yes / no questions in accordance with the given text. Find and edit the wrong ones from sorted sentences for a text.</p> <p><b>SPEAKING</b> Although they often stop, they attend a conversation about travel, they express themselves in a simple way; tell about their travel experiences and the places they have been in so far.</p> <p><b>WRITING</b> With the help of the dictionary, understand and write simple sentences. Understand and write short and simple messages in postcards / e-mails. Fill in entry or registration forms in hotels.</p>	<p>e. Expressions related to the content of a letter related to a holiday.</p> <p>e. I've been in Paris.</p> <p>e. The whereabouts of the incident, who he went with, where he saw it.</p>

	Daily Life	<p><b>LISTENING</b> In a dialogue in which the daily conversation takes place, ss can complete the empty spaces with the appropriate expressions</p> <p><b>READING</b> Understand and use the expressions related to numbers, quantities, prices and time units. Understand and apply the instructions in simple written illustrations; enrich the vocabulary with simple idioms to be used in daily life.</p> <p><b>SPEAKING</b> want someone what they need and gives someone something they need; ask simple questions about the most important needs or very common subjects and answer the questions; make simple determinations and respond to similar determinations; answer the simple personal questions posed to them in an interview; ask personal questions and answers similar questions... Tell their address, their nationality and other personal information.</p> <p><b>WRITING</b> Request written information about a person or transmit information. Write printed words looking at short texts. Use time expressions Write the words used in daily life and continuous use of idioms.</p>	<p>e. This restaurant is expensive. The weather here is beautiful.</p> <p>e. Signs, instructions, names of objects, store names etc.</p> <p>e. "Week", "last Friday ay," in November uma or "3 o'clock"</p> <p>.</p> <p>e. The place where he lives, his acquaintances, his belongings and so on.</p>
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## 5.2 METHODOLOGY

### Common Methods

- Grammar -Translation Method
- Direct Method
- Natural Approach
- Audio Linguistic Method
- Cognitive Method
- Communicative Method
- Eclectic Method
- Immersion

## **Major Other Methods Used As Alternative**

- (Group work) Language Teaching Method
- Silence Method
- Total Physical Response Method
- Audio-Visual Method
- Task Based Method
- Content Based Method
- Suggestopedia

## **Group Teaching Techniques**

- Brainstorming
- Demonstration
- Question answer
- Role-play
- Drama - Creative drama
- Simulation technique
- Pair Work
- Teaching with Educational Games
- Micro Teaching

## **Individual Teaching Techniques**

- Individualized Teaching
- Daily Studies
- Skill Development Studies
- Planned Group Work
- Level Improvement Studies
- Programmed Teaching
- Computer Based Teaching

## **Non-Class Teaching Techniques**

- Field Trip
- Observation
- Interview
- Exhibition
- Projects
- Homework

### 5.3 TRAINING LEARNING RESOURCES

No.	Title and description of the resource	Type	Language	Learning/training/evaluation activities suggested	Access URL / download
1.	<b>TITLE Description</b> In the web site there are worksheets, evaluation tests and other needed pages for free.	<ul style="list-style-type: none"> <li>• Web page for teaching Turkish to Foreigners</li> </ul>		- Can be used at any unit with its vast variety of materials	<a href="http://www.turkcede.org/yeni-ogrenenlere-turkce-ogretimi/yabanc%C4%B1lara-turkce-ogretimi-i%C3%A7in-materyaller.html">http://www.turkcede.org/yeni-ogrenenlere-turkce-ogretimi/yabanc%C4%B1lara-turkce-ogretimi-i%C3%A7in-materyaller.html</a>
2.	In the web site there are worksheets, evaluation tests and other needed pages for free.	<ul style="list-style-type: none"> <li>• Web page for teaching Turkish to Foreigners</li> </ul>		- Can be used at any unit with its vast variety of materials -	<a href="http://www.yabancilaraturkce.com/materyaller.html">http://www.yabancilaraturkce.com/materyaller.html</a>
3.	In the web site there are flash cards, worksheets, evaluation tests and other needed pages for free.	<ul style="list-style-type: none"> <li>• Web page for flash cards</li> </ul>		- Needs sorting	<a href="https://turkcehane.com/category/materyaller/">https://turkcehane.com/category/materyaller/</a>
4.	Yabancılar İçin Türkçe A1 (Gazi Kitabevi) A well-known course book	<ul style="list-style-type: none"> <li>• Hard copy book</li> </ul>		- Can be used as a course book	<a href="https://www.gazikitabevi.com.tr/Yabancilar-Icin-Turkce,PR-37615.html">https://www.gazikitabevi.com.tr/Yabancilar-Icin-Turkce,PR-37615.html</a>

### TOOLS AND EQUIPMENT

#### LISTENING AND SPEAKING

Interpersonal dialogues and chats, songs, simple riddles, rhymes, phone calls, advertisements (TV, radio, Internet, etc.), cartoons, song clips, personal sound or image records, voice mail and voicemail records, recorded speech texts, matches, market conversations

#### READING AND WRITING

Notes and messages, sent text messages (SMS), personal letters and correspondence, letters, business cards and advertisements (newspapers, magazines, Internet, etc.), flyers, brochures, catalogs, posters, graffiti, advertising articles, advertising materials, signs, public signs and advertisements, safety instructions, labels in supermarket-grocery-market stalls, books (tutorial books, reading books, textbooks, source books, exercise books, dictionaries), simple statements, simple forms and surveys, packages and labels of goods, road and transportation

plans, sketches , maps, tickets (passenger tickets, museum, cinema theater, etc.), short notes, text and alerts on the computer screen, screenshots, simple Internet chat correspondence, menus, food lists, simple puzzles.

#### 5.4 TRAINING PLAN

<b>A1 LEVEL TURKISH COURSE PROGRAM</b>			
<b>THEME</b>	<b>UNIT</b>	<b>PROMOTION/IMPROVEMENT</b>	<b>TIME</b>
<b>MY NEIGHBOURHOOD</b>	<b>GREETING</b>	<p>Ss. use simple speech and courtesy patterns, he responds to new situations that arise in the continuation of the conversation.</p> <p>Greetings: Hi, Hello, Good morning, See you.</p> <p>Meet: What is your name, Where are you from, How old are you, What is your nationality?</p> <p>How are you / How are you? Are you okay? I'm fine, how are you?</p> <p>Confirming and rejecting: Yes, no.</p> <p>Goodbye: Goodbye, see you.</p> <p>Sorry: Excuse me, sorry.</p> <p>Kindness: You're welcome, thank you, thank you</p>	4 Hours
	<b>ALPHABET</b>	<p>Ss. understand the letters in the alphabet and extracts the sounds of the letters.</p> <p>Recognize and write the letters in alphabet.</p> <p>Ss. complete the missing letter or letters in the words given to the images.</p>	4 Hours

<b>DUCE NUMBERS</b>	<p>c..= car</p> <p>Name, surname (s) of words such as letters (for example): A-Y-L-I-N</p> <p>Distinguish close sounds in similar words.</p> <p>Distinguish differences in toning and highlighting.</p> <p>Recognize similar words used in different languages during the conversation. For example: radio, TV, phone, active</p>	<b>4 Hours</b>
	<p>Count from 1 to 20 .</p> <p>Writes numerically given numbers in writing. e.g. 15: Fifteen.</p> <p>Writes the numbers given in writing. e.g. Sixteen: 16</p> <p>Ss.say his phone number and asks someone else's phone number.</p> <p>Writes the numbers given in numbers with text. 02161010: Zero-two-one-six-one-zero-one-zero.</p> <p>Distinguish the numbers that are similar</p>	
<b>DUCE YOURS</b>	<p>Introduce themselves by using short and simple words.</p> <p>Ss. understand the simple questions about themselves and asks the</p>	<b>18 Hours</b>

others simple questions.

Give basic personal information about themselves.  
 e.g. age, name, occupation, address, nationality, telephone number.

Ss. understand that one is talking about himself and his family.  
 e.g. Where he was from, the number of siblings, his parents' occupation and where they are from, what languages he speaks.

Define the physical properties of people.  
 e.g. Height, hair colour, eye colour and so on. tells the properties.

Tell which school he / she is studying or what he / she is working and writes.

Give personal information on the phone.  
 e.g. name, age, address etc.

Ss. tell his/her own country, nationality and the language he/she speaks.

Categorize the expressions of country, nationality, occupation, workplace and address.

Match words, pictures or names in a text that he / she listens about countries and nationalities.

Ss. give the country, nationality and language mapping correctly from the given options.

Others understand what is said when they talk about themselves.  
 e.g. age, name, occupation, address, nationality

Understand and use the words indicating family members.  
 e.g. mother, father, sister, uncle, aunt, grandfather etc.

Ss. write a text that he or she gives his / her personal information on an Internet page

Distinguish expressions containing personal information when they read a text.

Write a message that contains personal information and preferences.

Fill in simple surveys and forms requesting personal information.

Write a paragraph introducing family members in simple sentences.

Talk about physical condition and emotions.

Physical state: I am sick, tired, etc.

Emotion: I'm good, I'm bad, I'm happy, I'm excited,  
 Use the words and predicates that the situation declares appropriately.  
 e.g. I'm fine. I'm tired.

Slow and clearly spoken simple and short voice recordings, previously known words, names and understand the numbers.

In a dialog where daily conversation takes place, the students complete the empty spaces with the appropriate expression.  
 e.g. A text of conversation involving two people.

Use simple connectors.



e.g. "But", "and", "because", "then"

He / she reads a previously prepared short speech such as introducing or congratulating a speaker.

<b>DAILY LIFE</b>	<b>CLASSROOM LANGUAGE</b>	<p>Know the names of objects used in class. e.g. book, table, queue, etc.</p> <p>Understand the commands used in class communication, tells and applies. e.g. Stand up, sit, read, listen, write, etc.</p> <p>He / she understands when you read and listen to simple instructions. e.g. "Please stand up.", ". Come here. ", " Please close the door. "</p> <p>He / she selects and finds important information in posters, posters, brochures and signs. e.g. Be careful when climbing the stairs! The library is located on the 2nd floor.</p> <p>Understand simple instructions supported by visuals. e.g. Please turn off the light! Break the glass in case of fire!</p> <p>Read a simple dialogue about school and answers simple questions about dialogue. e.g. When does the lesson start? When does the lesson end?</p> <p>The teacher understands and applies the explanations about the class activities.</p>	
	<b>DAILY ROUTINES</b>	<p>Reads and counts numbers from 20 to 100. He asks for the time and tells him what time it is when he is asked.</p>	

He / she uses time expressions like half, quarter-to-past.  
 He / she gives you the time information of the works you do every day.  
 e.g. I get up at 7:00, breakfast at 08:00, home at 18:30.  
 He describes his daily work using frequency adverbs.  
 e.g. "Always", "often", usually ", " never "  
 I always brush my teeth. ", I often pray.", Ok I usually read books. ", I never lie."  
 He asks a person for his work and answers the questions.  
 e.g. What time do you get up, what time do you get home?  
 Writes numerically given hours in writing.  
 e.g. 11.05: It is five past eleven  
 Uses prepositions such as "before" , after "to indicate the order of occurrence of events.  
 e.g. I don't eat after 18.  
 e.g. In summer I.....go to Paris.  
 Every day I ..... (get up).  
 I.....(a movie).  
 Reads the text of a person's daily work, answers questions about the text.  
 Explains and writes his daily work by using simple expressions.  
 Puts a series of images in daily order and creates text.  
 Match the verbs with the words that should be used together.  
 e.g. Watch / music / food / movie / make / listen / pray  
 watching movies ", " listening to music ", " cooking ", " praying "  
 Complete sentences with a given word ( verb conjugation with appropriate time and according to the right using)  
 Complete.  
 e.g. I ..... to the cinema on weekends (go)

	<p><b>POSSESSIVES</b></p>	<p>He / she tells the posses of himself or someone else and understands the author and the spoken ones.  e.g. I have a white cat.  Understand the possessives in a given text and answer relevant questions.  Match the adjectives with personal pronouns.  e.g. I-My, You-your, he-his  . Explain the family relationships by using statements that express possessives. e. My uncle, Ayse's mother.  Expresses family relationships according to a given family tree.  Writes appropriate expressions to the blanks in a given sentence.  makes statements by using possessive expressions .  e.g. The Cat of the John</p>	

	<b>QUESTION WORDS</b>	Uses Who ?, What ?, Where ?, Where ?, When ?, How? Question words and answers the questions	
<b>APPEARANCE AND DEFINITIONS</b>	<b>JOBS</b>	<p>Recognize the profession from the given image about a profession.  She tells her profession and asks the others their profession.  Tells and writes the profession of his parents.  Matches the given names and job names.  Writes the names under the visuals given.  He tells the dream profession.</p>	
	<b>DEFINITIONS</b>	<p>It asks for simple information about an object.  Understands simple information, description and definitions about an object.  Introduces objects around.  e.g. the size and colors of the cars, the size and color of a ball, whom it is.  Uses sign adjectives and sign pronouns  e.g This tree. That car. That's our house.  Describes the properties of objects or persons by using sign attributes.  e. gThis house is big. This man is tall.</p>	

He writes and tells what is the given picture with the sign pronouns.  
e. g. This/that/it is a house  
These /those/ they are old, they are new.  
He writes simple words that he sees in his picture.  
e. g. girl, home, dog.  
Uses the adjectives indicating the properties of assets.  
e. clever student, expensive car.  
Writes and tells the equivalent or opposite of a given adjective.  
e. good x bad, simple = easy  
Find the antonym or synonyms of the given word from the table.  
Place appropriate adjectives in the places left blank in a given text.  
Answers the names of the places given in the pictures, answers.  
e.g. Where is this place? This is Anitkabir.  
Sorts the personal pronouns correctly in oral and written form.  
e.g. I, you, him, us, you, them.  
It completes the vacancies in a table about pronouns with the correct pronouns.  
Matches the colors and objects in the text.  
He briefly describes a favorite animal, object or human with simple sentences.  
Grades the adjectives and makes comparisons between objects.  
e.g. Fastest car, faster car,.

	<b>PARTS OF BODY</b>	<p>Recognize the body parts and organs from a given image.  When shown the names of parts of the body tells.  He writes the organs of the body.  Describe the external appearance of himself and others.  e. eye and hair color, length shortness etc.  Completes incomplete sentences related to the appearance by the picture or text.</p>	
	<b>CLOTHES</b>	<p>Match outfit visuals and outfit names.  Tells and writes the names, colors and characteristics of clothing.  e.g. The pants are long and black.  Matches the colors and clothes in the text.  He tells someone around him with his clothes.</p>	

		<p>A positive, negative sentence or question sentence is formed from mixed words.  e.g. Brown / jacket / new/ Mert's /jacket is brown.  Grouping clothes as summer and winter.  e.g. coat, scarf, gloves, t-shirt, shorts</p>	
	<p><b>FOOD</b></p>	<p>Distinguish between starvation and thirst in a listening text.  Order food in a cafe or restaurant.  He asks for the price of a food.  Tells and writes the names of food and drinks that are widely known.  Distinguish the information about the menu in a text.  Finds the meaning of the words in a text about food from the dictionary.  Writes the singular and plural of food and drinks given in the pictures.  Distinguishes objects as countable and uncountable.</p>	



<b>TIME AND PLACE</b>	<b>DIRECTIONS</b>	<p>Gives information about the parts of the house by using there is/is't statements.</p> <p>He describes the items in the room by specifying their location.</p> <p>Matches parts of the house described in the text.</p> <p>According to the text of the place given in the map or map, signs.</p> <p>She reads a simple language describing her country and answers questions.</p> <p>e.g. Information such as the population of the country, its neighbors, regions within the country and its characteristics.</p> <p>It completes the vacancies in dialogues with the appropriate words.</p> <p>Match the words with pictures given about the environment.</p> <p>Understand short and simple written and spoken directions</p> <p>. e.g Turn right. Do not park here! The museum is at the end of the road.</p> <p>Uses simple, stereotyped expressions / expressions to describe where he lives</p>	
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	<p><b>TIME EXPRESSIONS</b></p> <p>He tells the days of the week in correct order and writes. When asked, he tells the previous or the next day. e.g. What day of the week is tomorrow? Tomorrow is Tuesday. He writes the months of the year in the correct order. When asked, he tells the previous or the next month. e. g. Which month is next month? Next month is May. Match, tell and write the months of the seasons. He understands when he listens. He asks the date of birth of the other person. He tells his birth date. He asks questions about important days and answers the questions asked. e.g. When's the national holiday? Children's Day is April 23rd. What are the religious holidays in our country? Eid al-Fitr and Eid al-Fitr. Answer simple questions about a text describing an important day. e.g. Why the day is important, in which month and on what day it is celebrated, what is done that day. Uses prepositions such as "before" "then" in place to indicate the order of occurrence of events. e.g. Closing speech comes after the celebration. Writes a short text about what has been done on an important day. e. Mothers / Fathers Day or birthday etc. Understands and expresses words and short sentences related to weather. e.g. rainy, sunny etc</p>	
	<p><b>HOBBIES</b></p> <p>He talks about what he likes and dislikes. Matches hobbies with pictures. He asks others to do what he likes and dislikes. He speaks in simple sentences about a topic he likes or dislikes. e. g. "I like swimming", "I don't like broccoli " I hate lying ", I like..... ". Reads and understands a simple text about hobby and habits. Distinguish the accuracy or inaccuracy of the information given in a text which includes hobbies and interests. She asks questions about the text she reads and answers the questions asked. His favorite film, actor / actress, animal etc. writes paragraph using simple expressions about. Translated a positive sentence into negative, a negative sentence into positive. e. I'm playing football. I ride a bicycle. Express abilities and disabilities. e. "I can swim", "I can ride a bike", "I can't draw a picture e," I can't sing</p>	

		<p>“, He writes about where people live, using simple, familiar patterns. He writes about what famous people he is admiring by using simple, familiar patterns.</p>	
<p><b>SOCIAL LIFE</b></p>	<p><b>SHOPPING</b></p>	<p>He asks and understands the price of a product in a shop. e.g. How much is the price of the milk? Understands simple mathematical calculations such as plus, minus, times. Link between the sentences given, matching sentences related to each other. e.g. mixed dialogue Understands the numbers, prices and times in the announcements. e. g. 10 min. then it will be in our station. / Apple weight was 1.5 TL. Distinguish and understand simple words and short sentences in the conversation between the seller and the buyer in a store. e.g. Is this suit white? It finds the meaning of the words in a text about the purchase from the dictionary. Indicates that he does not understand. e.g. "I did not understand". With the help of the dictionary, it understands and writes simple sentences in simple texts. Understands words and very simple sentences in signs, posters or catalogs. Understand short, simple descriptions with visual support</p>	
	<p><b>INVITATIONS</b></p>	<p>Use the communication tools to make an invitation / suggestion. Uses polite expressions when making a proposal or rejecting the offer. e.g. Do you drink coffee? Thank you. She politely invites someone in a telephone conversation, responds to the invitation using courtesy patterns. It creates a dialogue by putting together the sentences containing the invitation and the proposal. Answer yes / no questions in accordance with the given text. Place the appropriate verbs in the sentences. e.g. Verbs that fit the spaces in a text that includes a birthday invitation. When an invitation is received, it understands the information in the invitation. e. He / she knows the day, time, place and celebration in an invitation. Writes an invitation using stereotypes and phrases</p>	

	<b>HOLIDAY</b>	<p>Although he often stops, he attends a conversation about travel, he expresses himself in a simple way.</p> <p>Determines whether the expressions related to a text are true or false. e.g. Expressions related to the content of a letter related to a holiday.</p> <p>Answers simple questions about a text. e.g. The whereabouts of the incident, who he went with, where he saw it.</p> <p>When he listens to a simple phone call or reads the text of the conversation, he answers the questions.</p> <p>With the help of the dictionary, it understands and writes simple sentences in simple texts.</p> <p>Matches the sentences and matches the sentences.</p> <p>Answer yes / no questions in a way appropriate to the given text.</p> <p>Finds and edits the wrong ones from sorted sentences for a text.</p> <p>Understands and writes short and simple messages in postcards / e-mails.</p> <p>Fills in entry or registration forms in hotels.</p> <p>He tells about his travel experiences and the places he has been in so far. e. I've been in Paris.</p>	
	<b>DAILY LIFE</b>	<p>In a dialogue in which the daily conversation takes place, ss complete the empty spaces with the appropriate expressions.</p> <p>He wants someone who needs something and gives someone something they need.</p> <p>Understands and uses the expressions related to numbers, quantities, prices and time units.</p> <p>He / she asks simple questions about the most important needs or very common subjects and answers the questions.</p> <p>Ss make simple determinations and responds to similar determinations. eg. "This restaurant is expensive." " The weather here is beautiful."</p> <p>He answers the simple personal questions posed to him in an interview.</p> <p>The place where he lives, his acquaintances, his belongings and so on.</p> <p>asks about personal questions and answers similar questions.</p> <p>Uses time expressions. eg. "next week", "last Friday " "in November" or "at 3 o'clock"</p> <p>Requests written information about a person or transmits information.</p> <p>Writes printed words and looking at short texts.</p> <p>Understands and applies the instructions in simple written illustrations.</p> <p>Writes the words used in daily life and continuous use of idioms. eg. Signs, instructions, names of objects, store names etc.</p> <p>Tells their address, nationality and other personal information.</p> <p>Ss enrich the vocabulary in simple everyday life.</p>	

## 5.5 EVALUATION TESTING AND ASSESSMENT

Measurement and evaluation, determining the success of the trainees in the learning-teaching process, is done to provide feedback on their progress in the process.

In this program, evaluation gives importance to the learning process and aims to monitor the development of the trainees.

Exams applied at the end of the theme are shown to the trainees in order to correct their mistakes and deficiencies.

Generally, the teacher identifies the mistakes made and reinforces them by reviewing the topics that he approves

At the end of each theme, the degree to which an individual develops four language skills is measured as follows;

The recommended distribution of the four language skills is equal;

Listening 25, Reading 25, Speaking 25 and Writing 25 is evaluated over 100 points. However, the instructor can change these rates.

a) For the reading section, the teacher can determine an appropriate reading text related with the theme ; classic / multiple choice / true-false / matching that measures ss skills.

b) For the writing section the teacher determines a topic appropriate to the theme taught.

c) Speaking skills are measured by the teacher during the course, by observing the learners. The teacher scores the verbal and mutual skills of the learners by 25 points (the rates can be changed) and then by adding the other 3 skills (Listening, Reading, Writing) to the score end score (over 100).

## 6. MODULE “BASIC SKILLS OF COMMUNICATION IN SPANISH LANGUAGE”

### 6.1. TRAINING CONTENT

### 6.2. METHODOLOGY

### 6.3. TRAINING LEARNING RESOURCES

### 6.4. TRAINING PLAN

### 6.5. EVALUATION TESTING AND ASSESSMENT

## 7. MODULE “BASIC SKILLS OF COMMUNICATION IN SLOVENIAN LANGUAGE”

### 7.1. TRAINING CONTENT FOR COMMUNICATION IN SLOVENE LANGUAGE MODULE

Unit No.	Learning Outcomes	Associated Training Content
Unit 1	<p>Listening skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<p>Title of the unit: PERSONAL IDENTITY</p> <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge: <ul style="list-style-type: none"> <li>The participants: <ul style="list-style-type: none"> <li>➤ Can give some information about themselves, understand, if they are asked about themselves, understand some information about others.</li> <li>➤ Can conduct basic conversations.</li> </ul> </li> </ul> </li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ greetings</li> <li>➤ Name, surname, address, street, city, town, phone, phone number, e-mail, country, numbers, family, nationality, languages</li> </ul> </li> <li>• Grammar <ul style="list-style-type: none"> <li>➤ Conjunction of the verb <i>to be</i>, numbers, the alphabet</li> </ul> </li> <li>• Sociocultural behavior <p>The participants learn about the social conventions of Slovene culture (shaking hands, formal (vikanje) in informal (tikanje) conversations.</p> </li> </ul>
Unit 2	<p>Listening skills</p> <p>Reading skills</p>	<p>Title of the unit: HOUSING AND ENVIRONMENT</p> <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities</li> </ul>

	<p>Speaking skills</p> <p>Writing skills</p>	<p>and knowledge:</p> <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can give, receive, acquire and understand some information that apply to living, apartment, rooms in an apartment, furniture, surroundings etc.</li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Apartment, utilities, animals, plants, furniture, surroundings, verbs</li> </ul> </li> <li>• Grammar <ul style="list-style-type: none"> <li>➤ Conjunctions of verbs in the present tense, grammatical gender</li> </ul> </li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know that in apartment buildings in Slovenia there are house rules.</li> </ul> </li> </ul>
Unit 3	<p>Listening skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<p>Title of the unit: EVERYDAY LIVE AND FREE TIME</p> <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge:</li> </ul> <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can understand vocabulary related to everyday life, give, get and understand information related to free time activities.</li> <li>➤ Can speak about everyday activities and spending free time and doing free time activities.</li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Time, everyday activities, free time, free time activities</li> </ul> </li> <li>• Grammar</li> </ul>



		<ul style="list-style-type: none"> <li>➤ Conjunctions in past and future tense, noun declension</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to free time and pass time activities.</li> </ul> </li> </ul>
Unit 4	<p>Listening skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<p>Title of the unit: TRAFFIC AND GETTING AROUND</p> <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge: <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can understand, get and give information about traffic and traveling,</li> <li>➤ Can use public transport in Slovenia, find accommodations</li> <li>➤ Can ask for and give directions</li> <li>➤ Can get information from written texts.</li> </ul> </li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Car, tourism, directions, north, south, west, east, vocabulary connected to traveling with public transport</li> </ul> </li> <li>• Grammar</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to traveling and traffic.</li> </ul> </li> </ul>
Unit 5	<p>Listening skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<p>Title of the unit: INTERPERSONAL RELATIONS</p> <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge: <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can start a conversation and collaborate with others in expected situations.</li> <li>➤ Can use appropriate greetings</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>➤ Can ask others about their wellbeing and speak about their own wellbeing.</li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Greetings, vocabulary applying to social life, holidays, communication</li> </ul> </li> <li>• Grammar</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to interpersonal relations</li> </ul> </li> </ul>
Unit 6	Listening skills Reading skills Speaking skills Writing skills	Title of the unit: BODY AND HEALTH <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge:</li> </ul> The participants: <ul style="list-style-type: none"> <li>➤ Can get, give and understand information and speak about their needs about their bod and health.</li> <li>➤ Can use medial services</li> <li>➤ Understand directions given by a doctor, nurse or a chemist.</li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Parts of the body, wellbeing, illness, injurie, medical services</li> </ul> </li> <li>• Grammar</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to body and health.</li> <li>➤ Participants know that emergency number in Slovenia and EU is 112.</li> </ul> </li> </ul>
Unit 7	Listening skills	Title of the unit: EDUCATION <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities</li> </ul>

	<p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<p>and knowledge:</p> <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can understand, get, give and exchange information about education and speaking of foreign languages.</li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Subjects in school, participants in education, education level, institutions and spaces in them, school specific vocabulary.</li> </ul> </li> <li>• Grammar</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to education.</li> </ul> </li> </ul>
Unit 8	<p>Listening skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<p>Title of the unit: SHOPPING AND SERVICES</p> <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge:</li> </ul> <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can buy groceries and clothing.</li> <li>➤ Can ask about and understand information about shopping and services.</li> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Services, money, food, shop, clothes, price, material.</li> </ul> </li> <li>• Grammar</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to shopping and services.</li> </ul> </li> </ul>
Unit 9	<p>Listening skills</p>	<p>Title of the unit: FOOD AND DRINK</p>

	<p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge:</li> </ul> <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can understand vocabulary connected to food and drinks, and order food and drinks in a restaurant or a bar.</li> </ul> <ul style="list-style-type: none"> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Food, drinks, restaurant, bar etc.</li> </ul> </li> <li>• Grammar</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to eating in a restaurant and shopping for groceries.</li> </ul> </li> </ul>
Unit 10	<p>Listening skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Writing skills</p>	<p>Title of the unit: WORK AND EMPLOYMENT</p> <ul style="list-style-type: none"> <li>• Short description of the training content issues/activities and knowledge:</li> </ul> <p>The participants:</p> <ul style="list-style-type: none"> <li>➤ Can exchange information about work and occupation.</li> </ul> <ul style="list-style-type: none"> <li>• Vocabulary –words, expressions to learn <ul style="list-style-type: none"> <li>➤ Occupation, vocabulary connected to work.</li> </ul> </li> <li>• Grammar</li> <li>• Sociocultural behavior <ul style="list-style-type: none"> <li>➤ Participants know about the social conventions applying to work and employment.</li> <li>➤ Participants know about the social conventions applying specifically to business communication and working in a professional environment.</li> </ul> </li> </ul>

## 7.2 METHODOLOGY

## 7.3. TRAINING/LEARNING RESOURCES

### 7.3.1 LIST OF TRAINING/LEARNING RESOURCES

We have so far been using very good course books which were developed by Centre for Slovene as a Second and Foreign Language. The Centre provides comprehensive specialist support for Slovene as a second or foreign language and for Slovene language, literature and culture, as well as promotes Slovene Studies internationally. Its Examination Centre develops and administers tests of Slovene as a second and foreign language, confirming candidates' language competence by issuing relevant documents on the basis of exam results.

In addition to that we have also developed internal materials for Slovene language course. These materials are meant for Slavic speaking participants, but could be modified for non-Slavic speakers as well.

#### List of Training/learning resources

No.	Title and description of the resource	Type	Language	Learning/training/e valuation activities suggested	Access URL / download
5.	<p>SLOVENŠČINA EKSPRES 1 (authors Tanja Jerman, StašaPisek, AnjaStrajnar)</p> <p>Slovenščinaekspres is a textbook for beginners.It is aimed at adults who want to get to know or to refresh basic vocabulary and communication patterns for everyday communication in Slovene.</p>	<p>TEXTBOOK</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>• Online resources</li></ul> <p>Example:</p> <ul style="list-style-type: none"><li>- <i>web</i></li><li>- <i>files</i></li><li>- <i>images</i></li><li>- <i>audio</i></li><li>- <i>videos</i></li><li>- <i>slideshare</i></li><li>- <i>quizz</i></li><li>- <i>game</i></li><li>- <i>animations</i></li><li>- <i>apps</i></li><li>- <i>other</i></li></ul> <ul style="list-style-type: none"><li>• Handbooks, pages</li><li>• Student books, pages</li></ul>	Slovene	<p>It is suitable for short Slovene courses (up to 40 hours), and because of its visual and audio material it can also be used by individuals who have a basic grasp of the language and wish to refresh their knowledge. It consists of 6 units, in which the user acquires the essential elements of communication in most common everyday</p>	<p><a href="https://centerslo.si/knjige/ucbeniki-in-prirocniki/osnovna-stopnja/slovenscina-ekspres-1/">https://centerslo.si/knjige/ucbeniki-in-prirocniki/osnovna-stopnja/slovenscina-ekspres-1/</a></p>

		<ul style="list-style-type: none"> <li>Created resources (worksheets or other learning tools , evaluation tools etc.</li> </ul>		<p>situations. Each unit contains a basic vocabulary that is illustrated with images, communication patterns, short texts for reading and listening, speaking/writing activities and grammatical exercises. At the end of the unit there is a list of useful words and patterns for the development of vocabulary. At the end of the book there are grammar charts, a list of common verbs, transcripts of dialogues on a CD, a key to exercises, and a detailed index.</p> <ul style="list-style-type: none"> <li>- Individual learning</li> <li>- reflection and production</li> <li>- Group reflection</li> <li>- Co- creation</li> <li>- Evaluation</li> <li>- Self- assessment</li> </ul>	
6.	<p>UPORABNA SLOVENŠČINA ZA ALBANSKO GOVOREČE (authors: Urška Novak, JanjaŠtefan)</p> <p>The online textbook was created in the</p>	ONLINE TEXTBOOK	Slovene	<ul style="list-style-type: none"> <li>- Individual learning</li> <li>- reflection and production</li> <li>- Group reflection</li> <li>- Co- creation</li> <li>- Evaluation</li> <li>- Self-</li> </ul>	<a href="http://moodle.cdi-univerzum.si/pluginfile.php/17278/mod_resource/content/1/GRADIVO%20Uporabna%20slo%20Albanke%201%20K%20ONCNA.pdf">http://moodle.cdi-univerzum.si/pluginfile.php/17278/mod_resource/content/1/GRADIVO%20Uporabna%20slo Albanke 1 K ONCNA.pdf</a>

	framework of the activity: The Development of New Educational Programmes in the Field of General Adult Education for Acquiring Basic Competences with Emphasis on Vulnerable Target Groups			assessment	
7.	<p>A, B, C .... GREMO (authors Ivana PetricLasnik, NatašaPirihSvetina, Andreja Ponikvar)</p> <p>The textbook A, B, C ... GREMO is designed for adult learners on beginners' level who want to learn Slovene language for basic everyday communication.</p>	TEXTBOOK	Slovene	<p>The intended level of language competence to be achieved through this textbook is comparable with level A1 of the Common European Framework of Reference for Languages.</p> <ul style="list-style-type: none"> <li>- Individual learning</li> <li>- reflection and production</li> <li>- Group reflection</li> <li>- Co- creation</li> <li>- Evaluation</li> <li>- Self-assessment</li> </ul>	<a href="https://centerslo.si/knjige/ucbeniki-in-prirocniki/osnovna-stopnja/a-b-c-1-2-3-gremo/">https://centerslo.si/knjige/ucbeniki-in-prirocniki/osnovna-stopnja/a-b-c-1-2-3-gremo/</a>
8.	<p>VKLJUČEVANJE V SLOVENSKO DRUŽBO (authors: Ina Ferbežar, NatašaPirihSvetina)</p> <p>This is a handbook for providers of the educational programme The Initial Integration of Immigrants.</p>	ONLINE HANDBOOK	Slovene	<p>Survival level with integration-related contents.</p> <ul style="list-style-type: none"> <li>- Individual learning</li> <li>- reflection and production</li> <li>- Group reflection</li> <li>- Co- creation</li> <li>- Evaluation</li> </ul>	<a href="http://arhiv.acs.si/prirocnik_zip/kljuc_zip.pdf">http://arhiv.acs.si/prirocnik_zip/kljuc_zip.pdf</a>

	<p>The materials of the handbook bring contents from various fields that are important for the integration of immigrants into Slovenian society and make the integration easier. Language proficiency is very important for the integration of immigrants into society and with existing textbooks for learning Slovene as a foreign language immigrants can acquire basic knowledge of Slovene, however the textbooks still lack specific integration contents. This manual helps to fill this gap.</p>			- Self-assessment	
9.	<p>SLIKA JEZIKA (authors: Mihaela Knez, Matej Klemen, Damjana Kern, Tjaša Alič, Katja Kralj, Andreja Markovič, Staša Pisek, Mojca Stritar)</p> <p>The picture material <i>Slika jezika</i> (Picture of the language) is a didactic aid in the form of flashcards that facilitate relaxed learning of vocabulary and linguistics.</p>	<p>FLASHCARDS supplied by TEACHER'S BOOK</p> <p>ONLINE GAMES</p>	Slovene	<p>The picture material is aimed at teacher-led classroom where learners play an active role. It is particularly useful when the teacher and the learners do not share a language. The reality shown on the picture cards facilitates and eases the initial assimilation of the language. Cards are also welcomed by all beginners, since activities dynamic</p>	<p><a href="https://centerslo.si/en/books/textbooks-and-handbooks/handbooks/slika-jezika/">https://centerslo.si/en/books/textbooks-and-handbooks/handbooks/slika-jezika/</a></p> <p><a href="https://centerslo.si/za-otroke/gradiva/slika-jezika/otroski-koticek/">https://centerslo.si/za-otroke/gradiva/slika-jezika/otroski-koticek/</a></p>



	<p>stic patterns in Slovene.</p> <p>It comprises of 1882 word and picture cards, divided into 18 groups. Each group includes the names of basic notions in a particular theme. With the cards comes a teacher's book which presents a number of suggestions for activities or games using the cards.</p>			<p>mically supplement lessons and offer many opportunities for the assimilation of the language and the affirmation of already assimilated language knowledge.</p> <ul style="list-style-type: none"> <li>- Individual learning</li> <li>- reflection and production</li> <li>- Group reflection</li> <li>- Co-creation</li> <li>- Evaluation</li> <li>- Self-assessment</li> </ul>	
10.	<p>OTROŠKI KOTIČEK – SPLETNI TEČAJ SLOVENŠČINE ZA OTROKE</p> <p>Children's Corner – online language course for children</p>	<p>ONLINE COURSE OF SLOVENE LANGUAGE FOR CHILDREN</p>	Slovene	<ul style="list-style-type: none"> <li>- Individual learning</li> <li>- reflection and production</li> <li>- Group reflection</li> <li>- Co-creation</li> <li>- Evaluation</li> <li>- Self-assessment</li> </ul>	<p><a href="http://www.e-slovenscina.si/companies/snd/otroski-kotichek/001.html">http://www.e-slovenscina.si/companies/snd/otroski-kotichek/001.html</a></p>
11.	<p>SLOONLINE – SLOVENE LEARNING ONLINE</p>	<p>ONLINE COURSE OF SLOVENE LANGUAGE</p>	Slovene	<ul style="list-style-type: none"> <li>- Individual learning</li> <li>- reflection and production</li> <li>- Group reflection</li> <li>- Co-creation</li> <li>- Evaluation</li> <li>- Self-assessment</li> </ul>	<p><a href="https://www.slonline.si/">https://www.slonline.si/</a></p>

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### **LENGTH OF THE COURSE:**

We propose, that the course be a minimum of 60 pedagogical hours (45 minutes). Every daily course should be one andragogic cycle, meaning 4 pedagogical hours. There should be 15 training days. So 15 (days) x 4 (pedagogical hours).

Organization of the course

- 60 hours > 4 hours x 15 sessions. 3 times a week. On Mondays, Wednesdays and Fridays, giving the participants a chance to practice in-between sessions.

### **STUDY GROUPS**

Optimal for the course would be to have small (up to 8 learners) study groups with learners that have similar level of knowledge. If we decide on a bigger group, it should not be bigger than 15 learners.

### **TEACHING LANGUAGE**

The language course should be taught using only Slovene language or the participants mother tongue. Using a vehicle language is not optimal, given that some participants may not speak it on a high enough level. But we do know, that sometimes it is necessary to use a vehicle language to explain some of the harder concepts.

### **TARGET GROUPS DESCRIPTION**

Most of them will be either asylum seekers or refugees. As such they have unexpected, accidental and real life experiences inherent only to their migrant/refugee status. The majority of them will most likely come from authoritarian states where they have experienced that they and their attitudes do not achieve anything, including countries with a lot of violence and a completely different image of women. The issue of developing social competences will thus be very important and will probably also have to be trained through role plays, lectures and other exercises.

### **TRAINING NEEDS**

As learners they will probably be target oriented and will have to recognize the practical value of what they are taught. We expect they will be above all motivated by employment and greater independence, so they will initially be mostly interested in language learning. They will also be interested in ICT and also entrepreneurial learning contents.

## EDUCATIONAL LEVEL

We expect participants with few years of primary education if any education at all, so the basic literacy in their native languages could still represent a significant problem. We expect some participants to be without any formal education, but it can also happen that within the same group there will also be university graduates; we can expect learners on a scale from the least to the most capable. On the part of the migrant participants we can also expect a very limited capacity for abstraction, concentration and a very low ability to assimilate theoretical concepts. The learning contents will have to be concrete, personalized, useful and adapted to the current level of the participants' knowledge and abilities.

### -ETNIC LINGVISTIC CULTURAL SPECIFIC

They will probably be of Muslim Arabic origin, but we have also worked with Eritrean Christians. The educators should therefore provide support and confidence for migrant learners. Learning should always be about the development of an equal togetherness.

#### Lesson no. 1

TITLE: Introducing oneself and introducing others

#### Unit no and name

Unit no. 1: PERSONAL IDENTITY

LEARNING OUTCOMES: Learners are going to learn to introduce themselves, to say hello, understand what people ask them in regards to their identity. The learners also learn how to count in Slovenian, they learn about Slovenian alphabet, so they can spell their names and surnames. The participants can fill out a form. They can ask other students about their personal information and give personal information when asked.

Participants learn the most common professions and their professions, so they can include the profession in the introduction.

Type of the activity	Duration
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<p><b>Example</b></p> <p>Listening comprehension  Example : Participants listen to recordings of numbers and the Slovene alphabet.</p> <p>Participants listen to recordings of conversation examples, they listen to a recording of a person introducing themselves. Participants listen to a recording and fill out some information they hear on the recording.</p>	<p>Approximately 40 minutes</p>
<p><b>Reading comprehension</b>  Participants read the Slovene alphabet and Slovene names for numbers.</p> <p>Learners read short texts with information about different people. They read an example of a fill-out form and an empty one. Participants read simple conversational examples that are used in introducing oneself. Participants read a short introduction</p>	<p>40 minutes</p>
<p><b>Writing skills</b>  - fill in a form  - after reading an introduction, they can write a similar one about themselves.</p>	<p>40 minutes</p>
<p><b>Speaking skills</b></p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants fill out a form with the information of another person. They may use only Slovene language.</li> <li>3. Role-play: using the conversation examples participants ask for and give information to other students. Students are given fictional information sheets about a person they should play. Other students must fill out a form with these information.</li> </ol>	<p>60 minutes</p>

## Lesson no. 2

TITLE: Living situation, housing and rooms in an apartments

### Unit no and name

Unit no. 2; HOUSING AND ENVIRONMENT

LEARNING OUTCOMES: Learners are going to learn to name different types of buildings, to answer questions about their living situation, listen to a conversation about renting an

apartment and practice a similar conversation. Participant read an apartment for rent ad and analyze it.

Participants learn to name the rooms in an apartment and the furniture. Participants learn the most common phrases which refer to renting an apartment.

Type of the activity	Duration
<p><b>Example</b></p> <p>Listening comprehension            Example: Participants listen to conversations about renting an apartment.</p> <p>Participants listen to recordings of conversation examples, they listen to a recording of a person renting an apartment. Participants listen to a recording and fill out some information they hear on the recording.</p>	<p>Approximately 40 minutes</p>
<p>Reading comprehension            Participants read an apartment ad.</p> <p>Learners read short texts with information about different living situations. They read an example of a filled-out form and an empty one. Participants read simple conversational examples that are used in renting an apartment and talking about living situations.</p>	<p>40 minutes</p>
<p>Writing skills</p> <ul style="list-style-type: none"> <li>- fill in a form about renting apartments, filling in forms for paying utilities</li> <li>- after reading an ad, they can write a similar one about their apartment.</li> </ul>	<p>40 minutes</p>
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants fill out a form with the information of an apartment. They may use only Slovene language.</li> <li>3. Role-play: using the conversation examples participants ask about and give information to other students. Students are given fictional information sheets with an apartment ad. Other students must fill out a form with these information.</li> </ol>	<p>60 minutes</p>

### Lesson no. 3

TITLE: Renting and utilities

#### Unit no and name

Unit no. 2; HOUSING AND ENVIRONMENT

LEARNING OUTCOMES: Learners are going to learn to name different types of buildings, to answer questions about their living situation, listen to a conversation about renting an apartment and practice a similar conversation. Participant read an apartment for rent ad and analyze it.

Participants learn to name the rooms in an apartment and the furniture. Participants learn the most common phrases which refer to renting an apartment.

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension Example: Participants listen to conversations about renting an apartment.</p> <p>Participants listen to recordings of conversation examples, they listen to a recording of a person renting an apartment. Participants listen to a recording and fill out some information they hear on the recording.</p>	Approximately 40 minutes
<p>Reading comprehension Participants read an apartment ad.</p> <p>Learners read short texts with information about different living situations. They read an example of a filled-out form and an empty one. Participants read simple conversational examples that are used in renting an apartment and talking about living situations.</p>	40 minutes
<p>Writing skills</p> <ul style="list-style-type: none"><li>- fill in a form about renting apartments, filling in forms for paying utilities</li><li>- after reading an ad, they can write a similar one about their apartment.</li></ul>	40 minutes

<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants fill out a form with the information of an apartment. They may use only Slovene language.</li> <li>3. Role-play: using the conversation examples participants ask about and give information to other students. Students are given fictional information sheets with an apartment ad. Other students must fill out a form with these information.</li> </ol>	<p>60 minutes</p>
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#### Lesson no. 4

TITLE: Family

#### Unit no and name

Unit no. 3; EVERYDAY LIVE AND FREE TIME

LEARNING OUTCOMES: Learners are going to learn to talk about their family members and their family in general; they are going to learn to speak about spending their free time.

Participants learn the most common phrases for talking about their families; participants fill in forms for reuniting families. Participants learn to talk about their free time activities, about time in general.

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension Example: Participants listen to recordings of people talking about their families.</p> <p>Participants listen to recordings of conversation examples, they listen to a recording of a person introducing their families and two people talking about their families. Participants listen to a recording and fill out some</p>	<p>Approximately 40 minutes</p>



information they hear on the recording.	
<p>Reading comprehension Participants read a short text about families.</p> <p>Learners read short texts with information about different people. They read an example of a fill-out form and an empty one. Participants read simple conversational examples that are used in introducing oneself. Participants read a short introduction</p>	40 minutes
<p>Writing skills</p> <ul style="list-style-type: none"> <li>- short text for introducing ones family</li> <li>- filling out a form for reuniting families, participants look at a family tree and write their own</li> </ul>	40 minutes
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants fill out a form with the information of another person. They may use only Slovene language.</li> <li>3. Role-play: using the conversation examples participants ask for and give information to other students. Students are given fictional information sheets about a family. Other students must fill out a family tree with these information.</li> </ol>	60 minutes

## Lesson no. 5

TITLE: Free time

### Unit no and name

Unit no. 3; EVERYDAY LIVE AND FREE TIME

LEARNING OUTCOMES: Learners are going to learn to talk about their family members and their family in general; they are going to learn to speak about spending their free time.

Participants learn the most common phrases for talking about their families; participants fill in forms for reuniting families. Participants learn to talk about their free time activities, about time in general.

Type of the activity	Duration
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<p><b>Example</b></p> <p>Listening comprehension  Example: Participants listen to recordings of people talking about their free time and hobbies.</p> <p>Participants listen to recordings of conversation examples, they listen to a recording of a person talking about their week end. Participants listen to a recording and fill out some information they hear on the recording.</p>	<p>Approximately  40 minutes</p>
<p>Reading comprehension  Participants read short text and dialogs about people speaking about their free time and hobbies.</p> <p>Learners read short texts whit information about different hobbies. Participants read simple conversational examples that are used for making plans for spending free time together.</p>	<p>40 minutes</p>
<p>Writing skills  - writing short texts about their weekend  - after reading a description about a hobby, they can write a similar one about their own.</p>	<p>40 minutes</p>
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants fill out a form with the information about another person’s hobby. They may use only Slovene language.</li> <li>3. Role-play: using the conversation examples participants make plans for spending free time together.</li> </ol>	<p>60 minutes</p>

## Lesson no. 6

TITLE: Traffic and public institutions

### Unit no and name

Unit no. 4; TRAFFIC AND GETTING AROUND

LEARNING OUTCOMES: Learners are going to learn word for different vehicles and public transport. They learn about ways of getting around in the city they live in, how to read the

public traffic time sheets. They learn about different public institutions (library, municipality etc.)

Type of the activity	Duration
<p><b>Example</b></p> <p>Listening comprehension            Example: Participants listen to recordings of people talking about public transport.</p> <p>Participants listen to recordings of conversation examples, they listen to a recording of a person talking about a trip. Participants listen to a recording and fill out some information they hear on the recording.</p>	<p>Approximately 40 minutes</p>
<p>Reading comprehension            Participants read short texts about public transport and public institutions. Learners read short texts with information about different public transport and public institutions. Participants read simple conversational examples that are used in public institutions and for arranging a trip with public transportation (e.g. buying a ticket, asking about a schedule)</p>	<p>40 minutes</p>
<p>Writing skills            - short texts about a trip            - after reading an example on how to buy a ticket or to agree on a service, they write short conversations.</p>	<p>40 minutes</p>
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants fill out a form on public transport schedule. They may use only Slovene language.</li> <li>3. Role-play: using the conversation examples participants ask for and give information to other students. Students are given a task they have to full fill (e.g. buy a ticket, order a public service, buy something in a store).</li> </ol>	<p>60 minutes</p>

## Lesson no. 7

TITLE: Spending time with others

## Unit no and name

Unit no. 5; INTERPERSONAL RELATIONS

LEARNING OUTCOMES: Learners are going to learn to lead simple conversations with other people; they are going to learn to collaborate with others in unexpected situations. They are going to learn vocabulary applying to social life, holidays and communication. They will learn to ask others about their wellbeing. Participants are going to learn about Slovene public holidays and the ways we celebrate them.

Type of the activity	Duration
Example Listening comprehension Example: Participants listen to conversations in casual situations and in formal situations.	Approximately 40 minutes
Reading comprehension Learners read short texts about spending time with other people in formal in informal situations, they read conversation examples about spending time with other people and collaborating.	40 minutes
Writing skills - learners write short texts about spending time with friends and about working with other people. - after reading a conversation example, learners write a similar one.	40 minutes
Speaking skills <ol style="list-style-type: none"><li>1. Guided conversation: talk about the topic.</li><li>2. Asking for and giving information: Participants plan how they are going to perform a task together.</li><li>3. Role-play: using the conversation examples participants make plans for going to the cinema, to a café, perform a tasks together etc.</li></ol>	60 minutes

## Lesson no. 8

TITLE: Holidays and the new country

## Unit no and name

Unit no. 5; INTERPERSONAL RELATIONS

LEARNING OUTCOMES: Learners are going to learn to lead simple conversations with other people, they are going to learn to collaborate with others in unexpected situations. They are going to learn vocabulary applying to social life, holidays and communication. They will learn to ask others about their wellbeing. Participants are going to learn about Slovene public holidays and the ways we celebrate them.

Type of the activity	Duration
<b>Example</b>  Listening comprehension Example: Participants listen to recordings of people talking about a holiday and traditions surrounding the holiday. They listen about people talk Slovenia.	Approximately 40 minutes
Reading comprehension Participants short text about Slovene public holidays and how people celebrate them. Participants read information about Slovenia.	40 minutes
Writing skills - participants write short texts about Slovenia - participants write short texts about their own countries.	40 minutes
Speaking skills  1. Guided conversation: talk about the topic. 2. Asking for and giving information: participants ask others about Slovenia and about their countries. 3. Public speaking: participants prepare an introduction about their own countries.	60 minutes

## Lesson no. 9

TITLE: Body, health and going to the doctor

## Unit no and name

Unit no. 6; BODY AND HEALTH

LEARNING OUTCOMES: Learners are going to learn to name the body parts, different conditions, learn how to make an appointment at the doctors or a dentist, how to communicate with a doctor, a dentist, or a nurse, they can describe different problems to the medical personal.

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension Example: Participants listen to recordings of people making appointments at the doctor's office.</p> <p>Participants listen to recordings of conversation examples of conversations at the doctor's office.</p>	Approximately 40 minutes
<p>Reading comprehension Participants read short text describing simple medical conditions. Participants read instructions for the use of medications.</p>	40 minutes
<p>Writing skills</p> <ul style="list-style-type: none"><li>- fill in a form found at the hospital or the emergency room.</li><li>- after reading a simple conversation at the doctor's office, participants prepare a simple conversation of their own.</li></ul>	40 minutes
<p>Speaking skills</p> <ol style="list-style-type: none"><li>1. Guided conversation: talk about the topic.</li><li>2. Asking for and giving information: participants conduct simple interviews about medical conditions.</li><li>3. Role-play: the teacher plays the role of a nurse or a doctor; the participants are the patients and are given simple illnesses.</li></ol>	60 minutes

## Lesson no. 10

TITLE: My education and my skills

### Unit no and name

Unit no. 7; EDUCATION

LEARNING OUTCOMES: Learners are going to learn to talk about their former formal and informal education and skills.

Type of the activity	Duration
Example Listening comprehension Example : Participants listen to recordings of people talking about their education and skills.	Approximately 40 minutes
Reading comprehension Participants read about the Slovene educational system. Participants read texts about different skills. Participants read an CV example.	40 minutes
Writing skills - write a CV in Europass - write short messages to their children's teachers.	40 minutes
Speaking skills  1. Guided conversation: talk about the topic. 2. Asking for and giving information: participants look for different possibilities of further education.	60 minutes

### Lesson no. 11

TITLE: Groceries and clothes

### Unit no and name

Unit no. 8; SHOPPING AND SERVICES

LEARNING OUTCOMES: Learners are going to learn to vocabulary connecting to food, drinks and clothing. Participants are going to learn conversation examples in the stores. Participants learn to ask about prices and inquire about different offers.

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension Example: Participants listen to recordings of food items and clothing items.</p> <p>Participants listen to recordings of conversation examples, where a person is buying a clothing item.</p>	Approximately 40 minutes
<p>Reading comprehension</p> <p>Participants read short texts about food and clothing. They read conversation examples about buying a clothing item.</p>	40 minutes
<p>Writing skills</p> <ul style="list-style-type: none"> <li>- writing a shopping list based on a recipe.</li> <li>- after reading a recipe, the participants write recipes of their favorite food.</li> </ul>	40 minutes
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants are asking for more information on specific items or services.</li> <li>3. Role-play: participants play the roles of sales people and customers.</li> </ol>	60 minutes

## Lesson no. 12

TITLE: Complaints and exchanging bought items

## Unit no and name

Unit no. 8; SHOPPING AND SERVICES



LEARNING OUTCOMES: Learners are going to learn to vocabulary connecting to food, drinks and clothing. Participants are going to learn conversation examples in the stores. Participants learn to ask about prices and inquire about different offers. Learners are going to learn how to exchange a bought item and how to write a complaint, if the service is not up to standards or the item is damaged.

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension            Example: Participants listen to recordings of conversation examples, where people are giving complaints to the customer service. They listen to a short conversation where the customer exchanges an item.</p>	<p>Approximately            40 minutes</p>
<p>Reading comprehension            Participants read different complaints about the services or the quality of an bought item.</p>	<p>40 minutes</p>
<p>Writing skills            - participants write complaints about services and bought item quality.</p>	<p>40 minutes</p>
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants inquire about different offers, then chose the best option.</li> <li>3. Role-play: participants play the role of a customer and a salesperson when they try to exchange a bought item and when they inquire about different offers.</li> </ol>	<p>60 minutes</p>

### Lesson no. 13

TITLE: Ordering food in a restaurant

### Unit no and name

Unit no. 9; FOOD AND DRINK

LEARNING OUTCOMES: Learners are going to learn to order food in a restaurant, they are going to learn specific dialog examples on how to order food or drinks...

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension            Example : Participants listen to recordings of conversation examples, they listen to a recording of a person ordering food or. Participants listen to a recording and fill out information they hear on the recording.</p>	<p>Approximately            40 minutes</p>
<p>Reading comprehension            Participants read conversation examples on how to order food.            Participants read conversation examples on how to complain if the food is not OK.</p>	<p>40 minutes</p>
<p>Writing skills            - after reading an example, they write complaint about a service.</p>	<p>40 minutes</p>
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Role-play: the teacher plays the role of a waiter and the students are customers. The students that want to work as waiter, play the role of the waiter and other students play the part of a customer.</li> </ol>	<p>60 minutes</p>

#### Lesson no. 14

TITLE: Writing CV's and applying to job ads

#### Unit no and name

Unit no. 10; WORK AND EMPLOYMENT

LEARNING OUTCOMES: Learners are going to learn to write a CV about their education, skills and working experience. Learners are going to write job applications for actual job ads.

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension Example: Participants listen to recordings of people on job interviews.</p>	Approximately 40 minutes
<p>Reading comprehension Participants read short conversational examples of job interviews and job applications for different job ads.</p>	40 minutes
<p>Writing skills</p> <ul style="list-style-type: none"> <li>- updating participants Europass CVs</li> <li>- participants search for job ads they can apply to.</li> </ul>	40 minutes
<p>Speaking skills</p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants look for job ads on line and seeking more information.</li> <li>3. Role-play: the teacher is an interviewer and the student is an applicant in a job interview.</li> </ol>	60 minutes

### Lesson no. 15

TITLE: Business conversation

### Unit no and name

Unit no. 10; WORK AND EMPLOYMENT

LEARNING OUTCOMES: Learners are going to learn the standard Slovene business conversational patterns.

Type of the activity	Duration
<p>Example</p> <p>Listening comprehension Example : Participants listen to recordings of people in business</p>	Approximately 40 minutes

meetings and in different business situations.	
<p><b>Reading comprehension</b>  Participants read short business conversations. Participants read short texts that they will come upon in different business situations.</p>	40 minutes
<p><b>Writing skills</b>  - filling in a form participants will come upon when opening or running a business.</p>	40 minutes
<p><b>Speaking skills</b></p> <ol style="list-style-type: none"> <li>1. Guided conversation: talk about the topic.</li> <li>2. Asking for and giving information: participants go to the municipality and ask for information on opening a business.</li> </ol>	60 minutes

## 7.5. ASSESSMENT AND EVALUATION

## 8. ANNEXES

### 8.1. SELF EVALUATION QUESTIONNAIRE

#### Suggested

<b>Understanding</b>	Listening	I can understand information of the everyday life for situations of very recurring communications (public announcements, weather report, messages, repetitive information) and to answer concrete needs for the social life.
<b>Understanding</b>	Reading	I can, in a short text, spot and understand quantified data, proper nouns and other visually understandable information in situations of the everyday life (prices, schedules, signalling system, cards/maps), instructions).
<b>Speaking</b>	Spoken interaction	I can communicate in a very simple way provided that my interlocutor shows himself comprehensive, speaks very slowly and repeats if I did not understand.
<b>Speaking</b>	Spoken production	I can ask objects, services to somebody, to give or return objects, services to somebody.
<b>Writing</b>	Writing	<p>I can write a very simple message concerning the activities of the everyday life.</p> <p>I can give information onto me: name, nationality, address, age, in questionnaires or data sheets.</p> <p>I can copy words or brief messages, write figures and dates.</p> <p>I can recognize various written forms</p>