

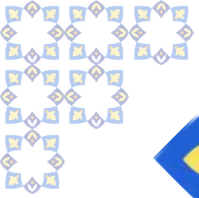


VILLAGES INCLUSION THROUGH PRESERVATION

TEACHING ENGLISH THROUGH LOCAL HERITAGE

PRACTICAL GUIDE
A1 & A2 ENGLISH LEVEL





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VIP: VILLAGE PRESERVATION THROUGH HERITAGE

WHAT IS THE VIP PROJECT?

The VIP Project (Villages Inclusion Through Preservation), is a small-scale partnership in adult education (KA210-ADU) financed by Erasmus+ (2024-1-PT01-KA210-ADU-000251776).

This project is coordinated by Casa d'Abóbora from Portugal and with the partnership established with Hellenic Culture Center (HCC) from Greece, and Absentia (ABS) from Italy.

The VIP project main objective is to train adults in foreign language acquisition and the preservation and promotion of local cultural heritage. In this way, to achieve the main objective, the following objectives were established:

- Develop the english language skills in adults over 40 years old;
- Strengthen the autonomy of adults over 40 years old;
- Improve access to digital platforms for adults over 40 years old;
- Expand and share knowledge about the participants local cultural heritage;
- Exchange experiences and best practices with partner organizations at a transnational level;
- Disseminate the project results at the local, regional and european levels.

To achieve these objectives, this guide was designed to be used either by trainers and adult learners in order to teach and/or learn the English language for beginners (A1/A2) through cultural heritage, using non-formal education techniques and digital tools.





PARTNER ASSOCIATIONS

CASA D'ABÓBORA - ASSOCIAÇÃO JUVENIL

Casa d'Abóbora is a youth association based in Cinfães, Portugal. A municipality based in the interior area of Portugal with around 17,000 inhabitants. The association was founded in 2021 with the aim to bring attention to the rural areas and the depopulation.

The organisation has two objectives:

- The preservation and promotion of the local cultural heritage;
- Cultural dynamization of the municipality of Cinfães.

The target group of Casa d'Abóbora is the population of the municipality of Cinfães, with special focus on the parish of Ferreiros de Tendais (where the organisation is based). From youngsters to elders, the activities and projects that the association presents tend to offer a variety of cultural activities.

Regarding the activities carried out by the association, Casa d'Abóbora has implemented five KA210-ADU projects as the coordinating entity and one as a partner. These projects have addressed various themes relevant to the development of rural areas, such as the preservation and promotion of cultural heritage, digital skills training, integration of migrants, language teaching, and green entrepreneurship.

Additionally, the organization actively participates in sending young people and adults for youth exchanges and training courses. Similarly, the organization, either independently or in partnership with public and private entities, develops activities such as climate awareness, arts and culture, training, among others.

Casa 
d'Abóbora

KENTRO ELLINIKOU POLITISMOU HELLENIC CULTURE CENTER (HCC)

The Hellenic Culture Centre (HCC), established in 1995, was one of the first non-formal education institutions to offer Greek as a second language through a summer school on an island. Its mission is to promote excellence in language teaching and learning, contributing to adult education and intercultural methodology. Intercultural awareness and cross-cultural activities are of utmost importance in all multicultural classes. Since 2000, the HCC has been a leading teacher training center, offering teacher training programs and more. It is accredited by the International Language Association (ICA) and serves as an EUROLTA teacher training center. The HCC has been recognized with the GINCO Award for quality in teacher training and a Tourism Award for its cultural tourism programs. It also organizes Creative and Cultural Tourism programs, hosting multinational class groups in Santorini with a focus on creativity.

All training programs are carefully designed based on the principles of inclusive and participatory adult education. The Language and Culture courses raise intercultural awareness and empower individuals to learn and exchange experiences in an inspiring and empowering learning

environment. In-person courses foster creative communication with locals. HCC programs create a safe space for interaction, emphasizing the local reality (society, history, culture, economy, etc.) and building bridges to the students' contexts, with sensitivity to diversity.

On an island like Santorini, where locals often work intensively and may overlook updating their knowledge about their own Cultural Heritage and Local History, this project comes at the right time to help the HCC remind them that it is possible to acquire new knowledge, which is so necessary on an island full of tourism.



ABSENTIA APS

Exploring the Absence is a nonprofit organization aimed at addressing the gaps left by a rapidly changing society. We focus on promoting environmental and social sustainability, community building, social inclusion, urban regeneration, and cultural heritage in Sardinia. We firmly believe in the power of project design to develop concrete initiatives and provide support to other third-sector organizations and enterprises. We also prioritize international cooperation and European mobility, with particular emphasis on the Erasmus+ program. Our work is dedicated to the development of small rural communities and villages, primarily targeting an adult audience, as the phenomenon of depopulation is a significant concern for us. Our organization is committed to social innovation and social entrepreneurship, valuing the concept of benefit societies.

Based in Stintino, a significant part of our work focuses on revitalizing small rural communities and addressing the issue of depopulation. Leveraging the Erasmus+ platform, we promote initiatives such as "Youth Against Plastic," which integrates art and creativity to advocate for sustainable practices, and "SEASON," which empowers through sustainable entrepreneurship. In the field of adult education, Absentia focuses on bridging generational knowledge

gaps by offering tailored programs that cater to the unique needs of mature learners. One of our key commitments is our involvement in the "EUROPE" project, which addresses the unique challenges faced by remote and rural areas in today's Europe, emphasizing sustainable development, digitalization, and the alarming trend of depopulation.

ABSENTIA
EXPLORING THE ABSENCE

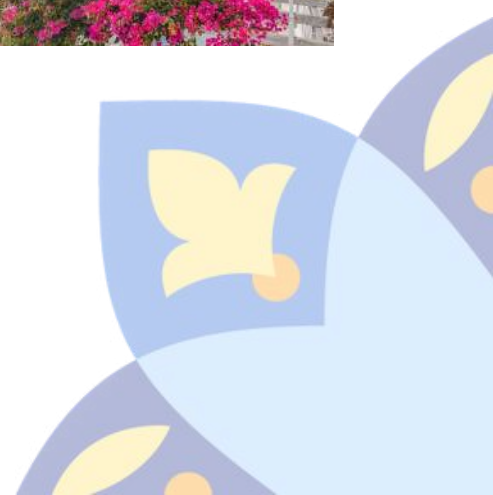




INTRODUCTION



This guide is a product of the inputs and collaboration of the three associations involved in the VIP project and is intended to be a simple guide for English Language Trainers for adults for the A1 and A2 levels, helping them to implement NoFET (Non-Formal Education Techniques), as well as allowing learners to use it. It aims to promote the discussion and preservation of the local heritage and use digital tools as a more engaging educational experience. This combination of NoFET, the theme of local heritage and the use of digital tools allows the overall approach between the adult participants and the trainers as well as a more interesting and interactive way of learning English while promoting, valuing and educating the trainees about the importance of exchanging culture, heritage and experiences with other people from different countries, cultures and/or languages.





NON-FORMAL EDUCATION TECHNIQUES (NOFETS)

WHAT ARE NON-FORMAL EDUCATION TECHNIQUES (NOFETS) AND HOW TO USE THEM?

Non-Formal Education Techniques (NoFETs) are educational methods that take place outside of the traditional classroom setting. These techniques are often used in community programs, workshops, youth groups, training sessions, and other informal learning environments. Unlike formal education, non-formal education is usually more flexible, learner-centered, and focused on practical skills and personal development.

To use NoFETs effectively, it's important to create a space where participants feel safe, respected, and motivated to learn. The techniques should be adapted to the group's age, background, interests, and learning needs. Rather than simply delivering information, the role of the facilitator is to guide the learning process by encouraging participation, interaction, and reflection. Choosing the right technique for the topic and group dynamic is essential, as is allowing flexibility for the session to evolve naturally. Reflection and group sharing after each activity help reinforce the learning and connect it to real-life situations. When used well, NoFETs can make learning more meaningful, inclusive, and empowering. The NoFETs in this guide are merely suggestions and were chosen regarding the structure and content of this guide and the age of the participants. As a trainer you can use others, adapting the content of the lesson plan to the NoFETs you intend to use.





NON-FORMAL EDUCATION TECHNIQUES (NOFETS)

The NoFETs selected for the lesson plans on this guide are the following:

- **Debate or Structured Discussion:**
 - This method is used to meet specific learning outcomes. The discussion usually has guidelines, which can be both content-oriented, logistical, and technical.
- **Role-Playing:**
 - Role-playing game is one in which the participants assume the roles of characters in a fictional setting. Participants take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making regarding character development).
- **Collaborative Learning:**
 - Collaborative learning is based on the model that knowledge can be created within a group where its members actively interact by sharing experiences and take on asymmetric roles.
- **Guided Questions:**
 - Guided questions stimulate curiosity and reflection through open questions. [e.g. “What does heritage mean to you?” or “Why is important to protect cultural heritage?”]
- **Gamification:**
 - Gamification is the process of making an educational or work activity more like a game by finding ways to make it more entertaining, engaging and rewarding





HOW TO USE THIS GUIDE

This guide was planned to be an intensive course so it could have the least number of lessons possible, to cover the most subjects possible and to give enough time for the trainer and trainees to exchange experiences through the NoFETs. In this way the guide was designed to have 30 lesson plans of 2 hours (120min) each.

Each Lesson plan is divided into different sections:

- **Title**
- **Topics**
- **Objectives**
- **Suggested NoFET**
- **Class Structure**
- **Materials Needed**

These sections are a way of organizing the content of each lesson plan so it can be used more intuitively. This guide was designed to be taken from Lesson 1 to Lesson 30 in order, however the sectioning of each class is designed to allow the consulting of any lesson plan out of order. It is recommended that you take this guide from beginning to the end, without missing Lesson Plans due to increase on the level of complexity of the following topics.

To correctly use this guide, you should read each lesson plan beforehand, prepare any materials that you might need for a specific lesson and also warn the trainees/participants to bring the material they might need to fulfill the suggested activities.

The Class Structure is divided into:

- Ice Breaker
- Address the Topics
- Practical Activities
- Conclusion





HOW TO USE THIS GUIDE

Each class begins with an icebreaker (by itself a NoFET) to allow the participants and the trainer to be more comfortable socially and get acquainted with each other. The icebreakers are related to the topics to be discussed in that specific lesson plan.

The Address the Topics section shows which content is supposed to be exposed to the trainees. This section may also have some examples or suggestions on how to approach the content with the participants using NoFETs.

The Practical Activities, as the name states, presents some exercises to be done with the participants. These activities can have NoFETs and/or digital tools as means to incite the participants to actively engage in the learning process.

The Conclusion section is a suggestion on how to review, summarize and end the class.





RISKS AND CHALLENGES

The risks and challenges of teaching English to adults over 40 years old using NoFETs and digital tools are diverse and may vary depending on the participants familiarity with the English language and the digital world.

The main risks and challenges predicted are:

- Reduced number of participants
- Lack of attendance
- Little to no knowledge on how to use digital tools and devices
- Struggle in understanding, absorbing, interpreting and processing information

The reduced number of participants may be one of the biggest risks regarding the rural areas where there's a low number of inhabitants per square kilometer.

The challenge of overcoming certain distances with little or no access to public or personal transportation is one of the main factors for the lack of participation and/or attendance of the rural population in different kinds of events, activities and opportunities.

The knowledge on using digital tools and devices of adults over 40 years old in rural areas is a challenge that can be overcome slowly by promoting their use in different moments. Teaching and learning using digital tools will familiarize the participants with these tools and devices, equipping them with useful skills for their personal and professional lives.

The struggle to understand, absorb, interpret and process information regarding learning a new foreign language can be a big challenge if the participant doesn't know any other language rather than their mother tongue, especially with adults in rural areas that only have primary or secondary school.

To address the risks stated above it is suggested that the classes are provided both physically and virtually to give the opportunity to the most interested parties possible, mixing in the classes and inciting the participants to attend as much as possible of the physical ones.

To overcome the predicted challenges it is suggested that an English Proficiency and a Digital Tools Knowledge tests are applied in order to understand the levels of each participant and the group in general. Therefore it is easier to adjust the structuring of the classes, the NoFETs used during each class and analyse beforehand which participants can be of help to their colleagues, specially regarding digital tools.





LESSON PLAN 1

VIP PROJECT AND GETTING TO KNOW EACH OTHER

TOPICS

- Introduction to the VIP project
- Presentation of the participants
- Alphabet (the sounds of the letters in English)
- Local Food and Traditions

OBJECTIVES

- Introduce the VIP project to the participants, explaining the goals, structure and benefits of the program to provide a clear understanding of what they can expect in the upcoming lessons.
- Teach students the sounds of the letters in English, focusing on the alphabet, and presenting local cultural aspects, such as traditional food and customs, to help integrate vocabulary and culture into language learning.

SUGGESTED NON FORMAL EDUCATION METHODS

- Role-Playing
- Collaborative Learning

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 1

INTRODUCTION TO VIP, ENGLISH CLASSES AND GETTING TO KNOW EACH OTHER



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Alphabet Name Game" : Each student says their name and chooses a word in English that starts with the same letter.

Example: "I'm Maria, and my word is Monkey."

Optional: They can repeat the names and words of previous classmates to help with memorization.

- Fears and Expectations

Approach the students in an open conversation about their fears and expectations regarding the english language and the classes ahead and get to know their main obstacles to overcome.

- Apply a diagnostic test

In order to measure the level of the students and the impact of these classes on their knowledge in the end of the classes, apply an English and Digital Competences diagnostic tests to the class, which you can access through the following links:

- <https://www.europa-school.co.uk/language-level-test/>
- <https://digcomp.digital-competence.eu/>

- Address the topics (45 minutes)

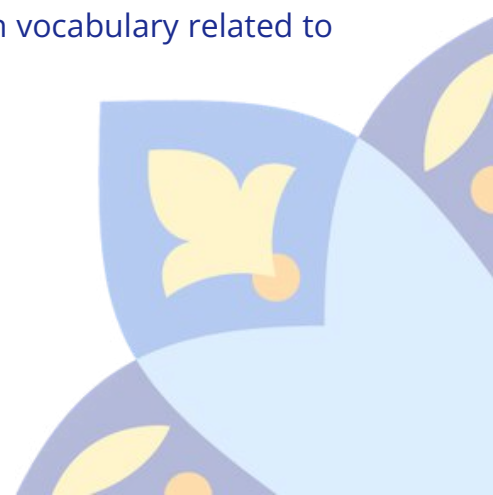
Present the VIP project and introduce the alphabet (letter sounds). Use visual and audio materials to familiarize students with letter sounds and integrate cultural aspects related to local food and traditions.

Objective: Develop recognition of letter sounds while starting to explore local culture through vocabulary related to food and traditions.

- Practical Activity (45 minutes)

Create a cultural map where students associate letters of the alphabet with local food and traditions, forming simple sentences.

Objective: Reinforce the use of the alphabet while working with vocabulary related to food and local customs.





LESSON PLAN 1

INTRODUCTION TO VIP, ENGLISH CLASSES AND GETTING TO KNOW EACH OTHER

CLASS STRUCTURE

- **Conclusion (15 minutes)**

Review the alphabet, the words chosen by students, and briefly discuss local traditions. Open space for questions.

Objective: Consolidate the learning of the day and ensure students feel comfortable to continue with future lessons.



LESSON PLAN 2

“TO BE”, LOCAL FOODS AND TRADITIONS

TOPICS

- The Verb "To Be" - Affirmative and Negative forms
- Local Foods and Traditions

OBJECTIVES

- Teach students the affirmative and negative forms of the verb "To Be" to help them form basic sentences.
- Present local cultural aspects, such as traditional food and customs, to integrate vocabulary and culture into language learning.

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Guided Questions
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 2

“TO BE”, LOCAL FOODS AND TRADITIONS



CLASS STRUCTURE

- **Ice Breaker (15 minutes)**

"Introduce Your Favorite Food": Each student introduces their favorite food in English, using the verb "To Be" (e.g., "My favorite food is pizza."). This serves as both an introduction and a way to practice the affirmative form of the verb "To Be."

Objective: Warm up the students while practicing the affirmative form of the verb "To Be" in a familiar context (food).

- **Address the topics (45 minutes)**

Explanation of the verb "To Be" in the affirmative and negative forms, focusing on simple sentences. Use examples with vocabulary related to food and local traditions.

Objective: Teach the conjugation of the verb "To Be" while expanding vocabulary on food and local culture.

- **Practical Activity (45 minutes)**

Students create sentences using the verb "To Be". They can use the online dictionary Linguee to create sentences about themselves, local food and traditions, after they sharing in pairs or small groups.

Objective: Apply the verb "To Be" in more natural contexts, integrating cultural vocabulary.

- **Conclusion (15 minutes)**

Review the affirmative and negative forms of the verb "To Be". Briefly discuss the local traditions mentioned during the activity.

Objective: Ensure students can use the verb "To Be" in simple sentences and recall the cultural vocabulary.





LESSON PLAN 3

“TO BE” AND PRESERVATION CAUSES

TOPICS

- The verb "To Be" - Interrogative form and Answering questions
- Preservation Causes (Initiatives that strive to protect cultures and monuments)

OBJECTIVES

- Teach students how to ask and answer questions using the verb "To Be."
- Introduce students to different initiatives aimed at preserving cultural heritage and monuments.

SUGGESTED NON FORMAL EDUCATION METHODS

- Collaborative Learning
- Guided Questions

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 3

"TO BE" AND PRESERVATION CAUSES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Guess the Monument": Present students with pictures of famous local or global monuments. Students take turns asking and answering questions using the verb "To Be" (e.g., "Is this a historical monument?" "Yes, it is.")

Objective: Engage students with the preservation theme while practicing the verb "To Be" in the interrogative form.

- Address the topics (45 minutes)

Explanation of the verb "To Be" in the interrogative form and short answers (yes/no). Introduce preservation causes, such as initiatives to protect cultural monuments and traditions.

Objective: Teach how to form questions and answers with the verb "To Be" while introducing the concept of cultural preservation.

- Practical Activity (45 minutes)

The students carry out a brief online research to collect vocabulary related to cultural preservation and use it to practice asking and answering questions using the verb "To Be" about cultural preservation (e.g., "Is this monument old? Yes, it is.").

Objective: Develop the ability to form questions and answers with the verb "To Be" in contexts related to cultural preservation.

- Conclusion (15 minutes)

Review the interrogative and short answer forms of the verb "To Be". Discuss the importance of cultural preservation and how students can apply what they've learned.

Objective: Consolidate the use of the verb "To Be" in the interrogative and affirmative forms, and reflect on the cultural content.





LESSON PLAN 4

NUMBERS AND PRESERVATION CAUSES

TOPICS

- Numbers and Phone Numbers
- Preservation Causes (Initiatives that strive to protect cultures and monuments)

OBJECTIVES

- Teach students how to say, write, and use numbers in daily life, including phone numbers.
- Discuss cultural preservation and the importance of maintaining historical sites.

SUGGESTED NON FORMAL EDUCATION METHODS

- Role-Playing
- Collaborative Learning
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 4

NUMBERS AND PRESERVATION CAUSES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Phone Number Relay": Write numbers on the board in random order. Each student must call out their phone number, and then ask a partner to call out theirs using the format (e.g., "My number is... What's your number?").

Objective: Warm up students with numbers and practice asking for phone numbers in English.

- Address the topics (45 minutes)

Introduction to using numbers and how they are applied in daily life, including phone numbers. Reinforce the content by discussing cultural preservation and related causes.

Objective: Teach numbers and how to use them in real-life contexts while connecting with the topic of cultural preservation

- Practical Activity (45 minutes)

Activity 1: Students create dialogues using phone numbers and ask about the preservation of historical places, using the verb "To Be".

Activity 2: Doing a Word Wall activity:

(<https://wordwall.net/pt/resource/31839679/n%C3%BAmeros-em-ingles-sil>)

- Conclusion (15 minutes)

Review the numbers and how to use them correctly in dialogues and phone calls. Recap the importance of cultural preservation and how it connects with the lesson content.

Objective: Ensure students can use numbers practically and reinforce the cultural content discussed.





LESSON PLAN 5

TELLING TIME AND HISTORIC PLACES

TOPICS

- Telling Time with AM and PM time format
- Historic Places

OBJECTIVES

- Teach students how to tell time in English, focusing on vocabulary and key expressions.
- Introduce vocabulary related to historic places and landmarks to integrate cultural aspects into language learning.

SUGGESTED NON FORMAL EDUCATION METHODS

- Role-Playing
- Collaborative Learning
- Guided Questions

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Flashcards with clocks
- Images of historic landmarks
- Smartphone





LESSON PLAN 5

TELLING TIME AND HISTORIC PLACES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Time Quiz": Ask students what time it is in different countries. Show images of famous historic landmarks, and let students guess their names in English.

- Address the topics (45 minutes)

Present vocabulary for telling time and historic places using visual aids (clocks, pictures of landmarks) and practice telling time with students. Introduce historic places through images, videos, and discussion.

- Practical Activity (45 minutes)

Activity 1: Practice telling the time using flashcards with clock images. Students work in pairs and ask each other the time.

Activity 2: Each student searches online for the current time in a country of their choice and tells the class what time it is there.

Activity 3: Students are divided into groups and each group chooses a historic place to research briefly, then present it to the class in English.

- Conclusion (15 minutes)

Revise key vocabulary and expressions learned. Ask students to share what historic places they would like to visit and why.





LESSON PLAN 6

PREPOSITIONS OF TIME AND HISTORIC PLACES

TOPICS

- Prepositions of Time
- Historic Places

OBJECTIVES

- Teach students how to use prepositions of time (in, on, at) in English for daily routines and cultural events.
- Reinforce vocabulary related to historic places, using prepositions to describe time references associated with these places.

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Preposition Bingo Cards
- Images of historic places
- Smartphone





LESSON PLAN 6

PREPOSITIONS OF TIME AND HISTORIC PLACES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Preposition Bingo": Students fill a bingo card with prepositions (in, on, at) and then ask questions like, "When do you usually get up?" "Do you go to the museum at night?" to find classmates who have similar answers.

- Address the topics (45 minutes)

Introduce prepositions of time using visual aids and examples. Discuss when and how we use them (e.g., in the morning, on weekends). Teach vocabulary related to historic places. Show images and ask students to use prepositions to describe when they think people visit those places.

- Practical Activity (45 minutes)

Activity 1: Fill in the blanks with correct prepositions (in, on, at). Example: "We visit the museum ___ weekends."

Activity 2: Each student should use their phone to research historical places in their country.

Activity 3: In pairs, students describe their ideal visit to a historic place, using prepositions to talk about the time of day/week they would visit (e.g., "I would visit the cathedral on Sunday morning.").

- Conclusion (15 minutes)

Revise the prepositions of time. Ask students to describe their weekly schedule, using the prepositions they learned, and ask if they visit any historic places during specific times.





LESSON PLAN 7

TELLING DATES AND LOCAL CULTURE

TOPICS

- Telling Dates (months, days and week days)
- Local Art, Music, and Festivals

OBJECTIVES

- Teach students how to tell and write dates in English, focusing on months, days, and ordinal numbers.
- Introduce students to local art, music, and festivals, integrating vocabulary and cultural aspects into language learning.

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Role-Playing
- Collaborative Learning

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Flashcards of art, music, and festival-related vocabulary
- Calendar templates
- Smartphone





LESSON PLAN 7

TELLING DATES AND LOCAL CULTURE



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Date Memory Game": Write a few important dates (e.g., national holiday, birthday) on the board, then remove them. Ask students to recall the dates and say them in English.

- Address the topics (45 minutes)

Teach students how to say and write dates. Introduce vocabulary related to local art, music, and festivals with visual aids and audio examples. Discuss various local art and music forms from different cultures.

- Practical Activity (45 minutes)

Activity 1: Students work in pairs to create their own calendar, using the correct formats for dates and months.

Activity 2: Each student shares a local festival or art form, describing when it takes place and any special activities using date-related vocabulary.

Activity 3: Doing a Word Wall activity:

(<https://wordwall.net/resource/22730171/esol/what-year-is-it>).

- Conclusion (15 minutes)

Revise how to say dates and the vocabulary for art and music. Have students share one piece of art, music, or a festival from their culture, saying when it happens and its significance.





LESSON PLAN 8

SEASONS AND LOCAL CULTURE

TOPICS

- Seasons of the year
- Local Art, Music, and Festivals

OBJECTIVES

- Teach students vocabulary and phrases related to the four seasons, as well as how the seasons affect cultural practices.
- Continue discussing local art, music, and festivals, focusing on how different seasons influence these cultural expressions.

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Collaborative Learning

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Images and posters of different seasons
- Seasonal vocabulary flashcards
- Smartphone





LESSON PLAN 8

SEASONS AND LOCAL CULTURE



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Seasonal Word Association": Students take turns saying a word related to one of the seasons. For example, for winter: snow, cold, Christmas.

- Address the topics (45 minutes)

Teach vocabulary related to seasons using visuals. Discuss how each season affects local art, music, and festivals. Present examples of seasonal events from around the world.

- Practical Activity (45 minutes)

Activity 1: Students write, using the online dictionary Linguee, about their favorite season and activities associated with that season, sharing it with a partner.

Activity 2: In groups, students create a poster in Canva showing the typical art, music, and festivals of each season, using vocabulary and phrases learned.

- Conclusion (15 minutes)

Revise vocabulary about the seasons and discuss how each season influences cultural practices. Ask students to share a local festival or tradition related to a specific season.





LESSON PLAN 9

“TO HAVE GOT” AND TRADITIONAL CRAFTS (1)

TOPICS

- The Verb “To Have Got” - Affirmative and Negative forms
- Traditional Arts and Crafts

OBJECTIVES

- Teach students how to use the verb “to have got” in the affirmative and negative forms.
- Introduce vocabulary related to traditional crafts, helping students describe objects and skills associated with cultural heritage.

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Collaborative Learning
- Guided Questions

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Bingo Cards
- Images of traditional crafts
- Smartphone





LESSON PLAN 9

“TO HAVE GOT” AND TRADITIONAL CRAFTS (1)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Have Got Bingo": Students ask each other questions using “have got” (e.g., “Have you got a pet?”) and mark answers on a bingo card.

- Address the topics (45 minutes)

Explain the verb "to have got" and its usage in affirmative and negative forms. Introduce traditional crafts vocabulary, showing images and discussing the cultural significance of each craft.

- Practical Activity (45 minutes)

Activity 1: Have students form sentences using “have got” to describe items they possess (e.g., "I have got a bag," or "I haven't got a bike").

Activity 2: In pairs, students describe a traditional craft from their country, including what is used to make it and who typically makes it.

Activity 3: Doing a Word Wall activity:

(<https://wordwall.net/resource/11868848/have-got-has-got>).

- Conclusion (15 minutes)

Revise the grammar structure and vocabulary. Have students describe what traditional crafts they know or practice, using “have got” in their sentences.





LESSON PLAN 10

“TO HAVE GOT” AND TRADITIONAL CRAFTS (2)

TOPICS

- The Verb “To Have Got” - Interrogative form and Answering
- Traditional Crafts

OBJECTIVES

- Teach students how to use the verb “to have got” in the interrogative form, as well as how to answer questions.
- Further explore traditional crafts, integrating the grammar with descriptions of crafts and tools.

SUGGESTED NON FORMAL EDUCATION METHODS

- Collaborative Learning
- Guided Questions

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Flashcards with craft tools
- Question prompts
- Smartphone





LESSON PLAN 10

“TO HAVE GOT” AND TRADITIONAL CRAFTS (2)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Question Chain": Students take turns asking each other questions using “have got” (e.g., “Have you got a traditional craft in your family?”) and answering them.

- Address the topics (45 minutes)

Teach how to form and answer questions with “have got” in the interrogative form. Introduce more vocabulary related to traditional crafts and discuss their significance.

- Practical Activity (45 minutes)

Activity 1: Students create a list of questions using “have got” to ask their classmates about possessions and traditional crafts (e.g., “Have you got a collection of pottery?”).

Activity 2: In groups, students do an online research about 'traditional crafts', after the research they present a traditional craft from their country.

- Conclusion (15 minutes)

Revise the interrogative form of “have got” and traditional crafts vocabulary. Ask students to summarize what they’ve learned about crafts and possessions.





LESSON PLAN 11

POSSESSIVE ADJECTIVES AND CULTURAL ACTIVITIES

TOPICS

- Possessive Adjectives
- Traditional Music and Dance

OBJECTIVES

- Explain the difference between subject pronouns and possessive adjectives
- Introduce the use of possessive adjectives (my/ your/ his/ her/ our/ their/ its) to demonstrate ownership
- Discuss the use of “their” and “people’s” possessions
- Introduce vocabulary related to music and dance

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Guided Questions
- Collaborative Learning

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 11

POSSESSIVE ADJECTIVES AND CULTURAL ACTIVITIES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Whose Culture is It": Write or project several cultural activities on the board (e.g., dancing samba, cooking paella, watching kabuki theatre, etc.). Each student picks one activity and describes it using a possessive adjective.

Examples: "This is her flamenco class. She goes every Saturday in Spain."/ "That is their dragon dance performance for Chinese New Year."

- Address the topics (45 minutes)

Presentation of the new topic: Possessive adjectives.

The teacher gives example sentences, e.g. I have a white car/My car is white. You have got a book/This is your book. The teacher encourages students to use their own ideas and state example sentences. They can each show some personal things and say: This is my book/pencil/laptop. The teacher also shows some videos about possessive adjectives.

<https://www.youtube.com/watch?v=X7nFqvtDSgw>

<https://www.youtube.com/watch?v=Zmlcf68kZOU>

Presentation of words related to local music and dance. The teacher asks students what kind of music and dance are popular locally and writes them on the board. The students say which ones they like the most/which music they dance to or even if they play a musical instrument. The teacher can also show pictures or videos of different local dances and types of music. Students form sentences e.g. I like dancing to traditional folk music or I listen to traditional music, or people (here) like listening and dancing to traditional folk music.

- Practical Activity (45 minutes)

Each student picks up their favorite object around them and asks them to describe it using the appropriate possessive adjective. Do a speaking exercise with all the participants, each taking turns to describe their favorite object as much as they can. Students do some practice by filling in the correct possessive adjective (<https://english4good.com.br/wp-content/uploads/2018/04/Possessive-Adjectives-01.pdf>).





LESSON PLAN 11

POSSESSIVE ADJECTIVES AND CULTURAL ACTIVITIES



CLASS STRUCTURE

Have students distinguish subject pronouns and possessive adjectives with this exercise:

<https://www.palomar.edu/esltutoring/wp-content/uploads/sites/147/2017/05/SubjectPronounAndPossessiveAdjectives.pdf>

Interactive experience: Watch videos or learn simple movements while naming elements (e.g., drum, steps).

- **Conclusion (15 minutes)**

Revise the interrogative form of “have got” and traditional crafts vocabulary. Ask students to summarize what they’ve learned about crafts and possessions. As the end of the class approaches, ask the participants to share with the group what they have learned and the possible challenges faced during the class. Check understanding of both subject and possessive adjectives (<https://www.esl-lounge.com/student/grammar/1g6-pronoun-or-adjective.php>). Have students write and read out a simple short paragraph using the verb have got, possessive adjectives and say which type of local music and dance they like.





LESSON PLAN 12

DEMONSTRATIVE PRONOUNS AND LOCAL FESTIVALS

TOPICS

- Demonstrative Pronouns
- Local Festivals in short sentences

OBJECTIVES

- Introduce demonstrative pronouns and adjectives
- Explain the difference between 'this' and 'that' (singular) and 'these' and 'those' (plural), and when to use them correctly
- Guide the participants in forming correct and understandable sentences using demonstrative pronouns and adjectives.
- Introduce "this", "that", "these" and "those"
- Make short sentences and name local festivals

SUGGESTED NON FORMAL EDUCATION METHODS

- Role-Playing
- Collaborative Learning

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 12

DEMONSTRATIVE PRONOUNS AND LOCAL FESTIVALS



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"This, That, These, Those- Festival Edition": Show or describe 4 images of different local festivals (can be real or imaginary). Point to each one and ask students to make sentences using demonstrative pronouns, for example, "This is a carnival in Brazil." or "That is a lantern festival in China."

- Address the topics (45 minutes)

Presentation of the new topic: demonstrative adjectives and pronouns.

The teacher gives example sentences, e.g. This is a laptop/That is a TV/These are pens/Those are books. Write some example sentences. Encourages students to use their own ideas and state example sentences. Do an exercise that will be sent to the students email (<https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-thisthatthesethose.pdf>). Each of the students show some personal things and say: This/That is my book/pencil/laptop/These/Those are my pens/pencils.

Talk about festivals in general and then local festivals. Name some or write them down. Brainstorming, students exchange ideas.

- Practical Activity (45 minutes)

Role-Playing Activity: The teacher should divide the class into groups of 4 or 5 students. Each group will receive a different situation to simulate. For example, one group may be tasked with simulating a situation in a restaurant, another group may simulate a situation in a clothing store, and so on. Each group should prepare a short dialogue in English, using online dictionaries, involving the use of demonstrative pronouns and adjectives. The dialogue should include questions and answers using demonstrative pronouns and adjectives to indicate the location of something. After some preparation time, each group should present their dialogue to the class. (20 - 25 minutes)

Each student shares one sentence about a festival (e.g., "In my town, we have..."). (20 min)





LESSON PLAN 12

DEMONSTRATIVE PRONOUNS AND LOCAL FESTIVALS



CLASS STRUCTURE

- **Conclusion/Evaluation (15 minutes)**

The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts. Show a video: (<https://youtu.be/GIbD5seHH-E>)

Assess learning about demonstrative pronouns: Online exercises done separately. (e.g. <https://wordwall.net/resource/16109984/demonstrative-pronouns>).

Summarize the local festivals-make short sentences





LESSON PLAN 13

“THERE IS” / “THERE ARE” AND TRADITIONAL MUSIC AND DANCE (1)

TOPICS

- “There is” / “There are”
- Local Traditional Music and Dance

OBJECTIVES

- Explain the difference between 'there is' and 'there are' (singular/plural) and when to use them correctly
- Guide the participants in using “there is” and “there are” in short sentences regarding local traditional music and dance

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Collaborative Learning
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone
- Realia





LESSON PLAN 13

“THERE IS” / “THERE ARE” AND TRADITIONAL MUSIC AND DANCE (1)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

“Traditional Music and Dance Around the World”: Show or describe 3-4 different traditional music and dance styles (e.g., tango, flamenco, Irish dance, etc.). Ask students to make sentences using "There is" and "There are". Examples: “There is a flamenco dancer in Spain.” or “There are many musicians at a tango show in Argentina.”

- Address the topics (45 minutes)

Presentation of the new topic: there is/there are.

The teacher demonstrates a set of classroom objects. The teacher explains and provides supplementary example sentences, e.g. We use “there is” to say that something exists or is in a place.

e.g. There is a bridge in the park.

We use “there is” for singular nouns and “there are” for plural nouns.

e.g. There is a restaurant in the station.

There are two cafés in the shopping centre.

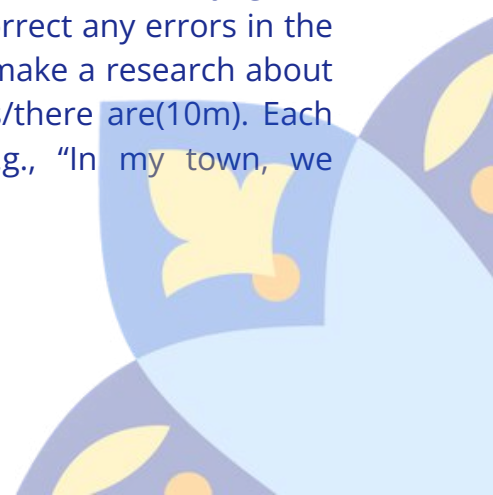
Students are encouraged to use their own ideas and state example sentences. The teacher asks students to complete the sentence: In my village, there is..... or they can be given the same sentence with at least some part of the “There is” and “There are” forms removed to complete, e.g. “_____ many dogs in this island”. They then try to work out why each form is needed in each case.

Talk about local traditional dances, name some or write them down and exchange ideas and discuss them with the students.

- Practical Activity (45 minutes)

True or False Activity Game: Students write down sentences using there is/there are. The sentences may refer to their place/house/village

e.g. In my house, there is a balcony. Some sentences may be correct and some incorrect. Students will guess which sentences are true or false. If they guess correctly, they win a point. The teacher should observe and correct any errors in the use of there is/there are. (25 - 30 minutes). The students can make a research about pictures of different places and describe them using there is/there are(10m). Each student shares one sentence about traditional dances (e.g., “In my town, we have/dance to...”). (5 min)





LESSON PLAN 13

“THERE IS” / “THERE ARE” AND TRADITIONAL MUSIC AND DANCE (1)



CLASS STRUCTURE

- Conclusion/Evaluation (15 minutes)

The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

Assess learning: Online exercises done separately. (e.g. <https://wordwall.net/resource/30646081/there-is-my-house>).





LESSON PLAN 14

“THERE IS” / “THERE ARE” AND TRADITIONAL MUSIC AND DANCE (2)

TOPICS

- “There is” / “There are” - Negative form
- Local Traditional Music and Dance

OBJECTIVES

- Guide students in learning how to use “there is/are/isn’t/aren’t” by making short sentences describing local traditional music and dance
- Reinforce the learnt vocabulary related to music and dance

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Collaborative Learning
- Guided Questions

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 14

“THERE IS” / “THERE ARE” AND TRADITIONAL MUSIC AND DANCE (2)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Guess the Dance or Music!": Play short clips of different traditional music styles (e.g., flamenco, reggae, mariachi, etc.) or describe traditional dances (e.g., hula, tango, etc.). Ask students to guess which country or culture the music or dance belongs to. Examples: "This music comes from the Caribbean. What traditional dance is performed to this rhythm?" or "This is a traditional folk dance from Argentina. Can anyone guess what it's called?" After a few rounds, students can choose a traditional dance or music from their own culture or country and describe it to the class.

- Address the topics (45 minutes)

Presentation of the new topic: there is/there are (negative form).

The teacher shows some example sentences and elicits answers as to how the negative form of there is/are is formed.

e.g. There isn't a shopping center in my village. There isn't a pharmacy near the hotel. There isn't a restaurant in the station. There aren't any street markets around here.

Students are encouraged to use their own ideas and state example sentences. The teacher asks students to complete the sentence: In my hometown, there isn't..... or they can be given the same sentence with at least some part of the "There isn't" and "There aren't" forms removed to complete, e.g. "_____ many parks in my village". They then try to work out why each form is needed in each case.

Revise and talk about local traditional dances. Revise and talk about what they remember from the previous lesson. The teacher encourages them to speak clearly without interrupting them.

- Practical Activity (45 minutes)

My dream house/place Activity: Students write about their dream home using There is/are/isn't/aren't..... The teacher helps by providing questions which the students will take into account when writing about their dream house or place. When the students have finished, they present their dream home to the class (25 - 30 minutes). The teacher can also teach questions e.g. Is there a garage in your dream house?/Are there any museums in your dream island?





LESSON PLAN 14

“THERE IS” / “THERE ARE” AND TRADITIONAL MUSIC AND DANCE (2)



CLASS STRUCTURE

Students are encouraged to answer Yes, there is/No, there isn't./Yes, there are, No there aren't.

For further practice they do exercises, send this exercises for the students email: https://inglesague.wordpress.com/wp-content/uploads/2012/03/1eso_thereis_thereare1.pdf

- **Conclusion/Evaluation (15 minutes)**

The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

Assess learning: The teacher chooses exercises which can be done separately to test understanding: <https://www.grammar.cl/exercises/there-is-there-are.pdf>





LESSON PLAN 15

COMPARATIVES AND SUPERLATIVES AND CHANGES IN THE CULTURAL LANDSCAPE

TOPICS

- Comparatives and Superlatives
- Changes in the Cultural Landscape

OBJECTIVES

- Introduce and teach the formation of comparative and superlative of adjectives in English
- Practice the rules for forming comparative and superlative with the participants
- Explain the difference and the use of comparative and superlative in different contexts
- Introduce new words related with changes in the cultural landscape

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Collaborative Learning

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 15

COMPARATIVES AND SUPERLATIVES AND CHANGES IN THE CULTURAL LANDSCAPE



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Then and Now – Cultural Changes": Show or describe images of cultural landmarks or areas before and after changes (e.g., old vs. new buildings, traditional markets vs. modern malls, etc.). Ask students to compare the two images using comparatives and superlatives. Examples: "This building is taller than the one from the past" or "The new shopping mall is bigger than the old market."

- Address the topics (45 minutes)

Presentation of the new topic: comparative and superlative form.

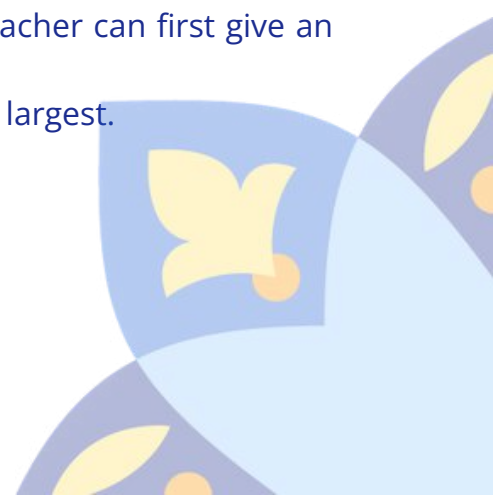
The teacher should start the lesson by briefly reviewing grammatical concepts that are prerequisites for the lesson topic. This may include reviewing adjectives. The teacher should then present students with two problem situations that will serve as the basis for the Introduction to the lesson topic. The first situation could be comparing two things or people, such as 'Which is taller, Everest or K2?' The second situation could be describing something extreme, like 'Everest is the tallest mountain in the world.' The teacher should ask students how they would express these ideas in English, leading them to realize the need for comparative and superlative adjectives.

The teacher should start by explaining the basic rules of forming the comparative and superlative for adjectives in English. They should emphasize that, in general, short adjectives form the comparative by adding -er at the end and the superlative by adding -est, while long adjectives use more for the comparative and most for the superlative. The teacher should provide many examples to illustrate these rules, both regular and irregular. They should also explain that some adjectives have completely irregular comparative and superlative forms, like 'good' becoming 'better' in the comparative and 'best' in the superlative.

- Practical Activity (45 minutes)

The students do research on the changes that have occurred in a city of their choice around the world, after that, they discuss (with the help of the teacher) how their favourite cities/places/villages have changed over time. The teacher can first give an example.

e.g. A village is large. A town is larger than a village. A city is the largest.





LESSON PLAN 15

COMPARATIVES AND SUPERLATIVES AND CHANGES IN THE CULTURAL LANDSCAPE



CLASS STRUCTURE

In this stage students are encouraged to think about the way their own village or town has changed over time, trying to relate this content with the grammatical phenomenon.

The teacher should lead students through a series of exercises to practice forming the comparative and superlative. These exercises may include modifying sentences to include comparative and superlative adjectives, classifying adjectives into categories according to their comparative and superlative forms, and identifying errors in sentences that use the comparative and superlative of adjectives incorrectly. The teacher should provide immediate feedback on the exercises, correcting any errors and clarifying any doubts.

- **Conclusion/Evaluation (15 minutes):**

The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

Assess learning: Students make sentences about different countries. First, the class names as many adjectives as they can and you write them on the "board". Next, students name ten countries. Students then have ten minutes to make as many comparative and superlative sentences as they can using the adjectives and countries listed on the board, e.g. 'Thailand is hotter than Germany.' After the ten-minute time limit has been reached, students read out loud their sentences. Teams score one point for each grammatically correct and appropriate sentence.





LESSON PLAN 16

PRESENT SIMPLE AND CHANGES IN THE CULTURAL LANDSCAPE

TOPICS

- Present Simple - Affirmative and Negative forms
- Changes in the Cultural Landscape: How cities and villages have evolved over the centuries

OBJECTIVES

- Teach to identify different situations where simple present tense is used
- Teach the simple present tense in affirmative and negative sentences
- Apply the rule of subject-verb agreement to sentences in simple present tense
- Introduce new words or reinforce the learnt vocabulary related with changes in the cultural landscape

SUGGESTED NON FORMAL EDUCATION METHODS

- Guided Questions
- Collaborative Learning
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 16

PRESENT SIMPLE AND CHANGES IN THE CULTURAL LANDSCAPE



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"What Happens in the Changing Landscape?": Show images or describe places that have experienced cultural changes over time (e.g., modernization of a historic city, a cultural tradition that is now less common, etc.). Ask students to make sentences in the Present Simple about the changes happening or that regularly happen in these places. Examples: "In this city, people build new skyscrapers every year." or "The traditional market becomes less crowded as more shopping malls open.". Students can then describe their local area and how things change using the Present Simple.

- Address the topics (45 minutes)

Presentation of the new topic: present simple affirmative and negative.

The teacher should start the lesson by stating some of his/her routines:

e.g. I get up at six-thirty in the morning. I teach at the English School. I have lunch at one o'clock.

Students will probably recognize most of these verbs. At this point, it's a good idea to ask yourself a question and provide the answer.

e.g. When do you have dinner? - I have dinner at six o'clock.

e.g. When do you come to school? - I come to school at two o'clock.

e.g. Where do you live? - I live in Santorini.

The teacher continues by asking students the same questions. Students will be able to follow the teacher's lead and answer appropriately.

Once the students are comfortable speaking about their own basic daily activities, the teacher introduces the third person singular for 'he' and 'she'. Again, the teacher models the present simple third person ending in 's' for the students.

e.g. When does Mary have dinner? - She has dinner at six o'clock.

e.g. When does John come to school? - He comes to school at two o'clock.

e.g. Where does she live? - She lives in Portland.

The teacher asks each student a question and ask another for a reply, creating a chain of questions and answers changing from 'you' to 'he' and 'she'. This will help students memorize this crucial difference.

e.g. Where do you live? - (Student) I live in Athens.

e.g. Where does he live? - (Student) He lives in Athens.





LESSON PLAN 16

PRESENT SIMPLE AND CHANGES IN THE CULTURAL LANDSCAPE



CLASS STRUCTURE

Presentation of the new topic: present simple affirmative and negative.

The teacher should start the lesson by stating some of his/her routines:

e.g. I get up at six-thirty in the morning.

e.g. I teach at the English School.

e.g. I have lunch at one o'clock.

Students will probably recognize most of these verbs. At this point, it's a good idea to ask yourself a question and provide the answer.

e.g. When do you have dinner? - I have dinner at six o'clock.

e.g. When do you come to school? - I come to school at two o'clock.

e.g. Where do you live? - I live in Santorini.

The teacher continues by asking students the same questions. Students will be able to follow the teacher's lead and answer appropriately.

Once the students are comfortable speaking about their own basic daily activities, the teacher introduces the third person singular for 'he' and 'she'. Again, the teacher models the present simple third person ending in 's' for the students.

e.g. When does Mary have dinner? - She has dinner at six o'clock.

e.g. When does John come to school? - He comes to school at two o'clock.

e.g. Where does she live? - She lives in Portland.

The teacher asks each student a question and ask another for a reply, creating a chain of questions and answers changing from 'you' to 'he' and 'she'. This will help students memorize this crucial difference.

e.g. Where do you live? - (Student) I live in Athens.

e.g. Where does he live? - (Student) He lives in Athens.

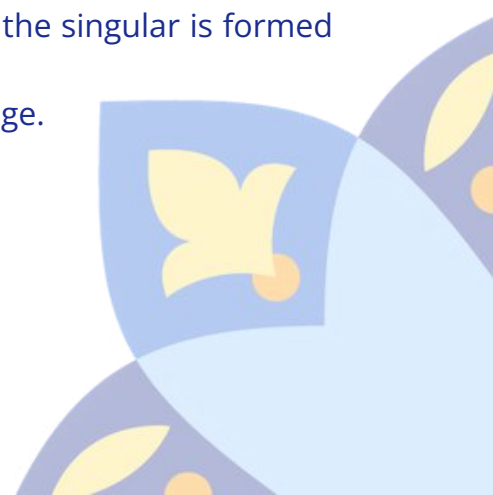
The teacher introduces the negative form of the present simple in the same manner as above. The teacher continually models the form to the students and immediately encourages a similar answer.

e.g. Does Anne live in Athens? - No, she doesn't live in Athens. She lives in Santorini.

e.g. Do you study French? - No, you don't study French. You study English.

The teacher stresses the fact that this tense is used to express routines/states/facts. Elicit answers from students as to the way the third person of the singular is formed as well as the negation. (do/does + not + verb)

The teacher relates the present simple tense with the local village.





LESSON PLAN 16

PRESENT SIMPLE AND CHANGES IN THE CULTURAL LANDSCAPE



CLASS STRUCTURE

- **Practical Activities (45 minutes)**

Students will use the present simple to create statements from a list of prompts. The teacher adds the following to the 'board' and has students make affirmative and negative sentences:

e.g.: Jane / take the bus to School; I / like bacon sandwiches; He / study English in the morning; John / go to school; Claire and I / listen to the same music; It / have / big swimming pool; Dave and John / go / cinema every week

Students think about the functional uses of the present simple as they create sentences about themselves. The teacher further explains the difference between present simple statements of fact and routine. The students will then write five facts about themselves and five repeated actions. They should use a mix of positive and negative. As the students are completing the task, the teacher writes some examples on the board to help them.

e.g.: Facts - I live in Scotland. I don't like chocolate. I've got brown hair. I don't have a sister. - Routine - I don't do karate. I sometimes go to the cinema. I don't go swimming in the morning. I get up at half-past eight. I don't play sports in the evening.

Students read out their sentences and then each student reports information about their partner using the present simple sentences from the previous task.

The teacher should provide immediate feedback on the exercises, correcting any errors and clarifying any doubts.

Doing a Word Wall activity:
(<https://wordwall.net/pt/resource/34201686/english/present-simple-3rd-person>)

- **Conclusion/Evaluation (15 minutes)**

The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

Assess learning: Students are encouraged to speak for some minutes, talk about facts and their routines using present simple affirmative and negative. This way, they practice speaking and revise the present simple tense. They can also relate content with the cultural changes in their island.





LESSON PLAN 17

PRESENT SIMPLE AND ANCIENT LITERATURE AND POETRY

TOPICS

- Present Simple - Interrogative form and Answering questions
- Ancient Literature and Poetry

OBJECTIVES

- Introduce the interrogative form of present simple tense
- Discuss with the participants about their daily routine by using the simple present
- Teach how to use present simple tense correctly in sentences with “Wh- ...?” questions
- Introduce vocabulary about ancient literature and poetry

SUGGESTED NON FORMAL EDUCATION METHODS

- Guided Questions
- Debate or Structured Discussion
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 17

PRESENT SIMPLE AND ANCIENT LITERATURE AND POETRY



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"Who Said It?": Share or read out famous quotes from ancient literature or poetry (e.g., from Homer, Virgil, Confucius, etc.). Ask students to guess who said it or wrote it, using the Present Simple to frame their guesses. Example: "This poet writes about heroes and adventures in ancient Greece. Who is it?" Students can also try to do research and read to their classmates their own favorite quote from ancient literature or poetry and ask the class to guess who said it.

- Address the topics (45 minutes)

Introduce Present Simple – Questions and answers:

The teacher explains that today's lesson will focus on the present simple tense-questions and short answers

The teacher makes a statement about herself/himself. Then asks a student a question to introduce 'do'.

e.g. I walk to school. John, do you walk to school?

Encourages students to answer, "Yes, I do" or "No, I don't."

The teacher does the same for all persons except third person singular.

Introduce Present Simple – Questions (third person singular)

Contrast students' habits. The teacher makes a statement about one, then ask about another student:

T: John walks to school. Does Sarah walk to school?

Encourage students to answer "Yes, he does" "No, he doesn't".

The teacher further explains Wh- questions and how they are used with the present simple. Explain the meaning of Wh- questions, if necessary.

e.g. We use do and do with question words like where, what and when: Where do Angela and Rita live? What does Angela do? When does Rita usually get up? The teacher emphasizes that questions with who often don't use do or does:

e.g. Who lives in London? Who plays football on the weekend? Who works at Liverpool City Hospital?

The teacher provides some useful questions for students to remember.

e.g. Where do you come from? Do you come from ...? Where do you live? Do you live in ...? What work do you do? Do you like ...? Do you know ...?

Encourages students to ask and answer each other these questions.





LESSON PLAN 17

PRESENT SIMPLE AND ANCIENT LITERATURE AND POETRY



CLASS STRUCTURE

Introduce a poem about your local village (or any other place).

Teacher gets students to read out the poem as they copy the way you say it can be excellent practice for their pronunciation. The teacher asks students to find examples of present simple tense, if any. And discuss the local village's heritage e.g. An archaeological site.

- **Practical Activity (45 minutes)**

Practice: The teacher engages the students in a question-and-answer session to practice using present simple tense. Asks questions related to their daily routines, habits, and general facts and encourages students to respond using complete sentences in present simple tense. Provides corrective feedback and guidance as needed.

Doing Word Wall activities:

(<https://wordwall.net/el/resource/82555106/ela/present-simple-auxiliary-do-does-negatives-questions>)

(<https://wordwall.net/resource/70814741/esol/present-simple-wh-questions>)

- **Conclusion (15 minutes)**

The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

Assess learning: Students are encouraged to speak for some minutes, using present simple affirmative and negative. This way, they practice speaking and revise the present simple tense. They can also relate content with their island.





LESSON PLAN 18

ADVERBS OF FREQUENCY AND ANCIENT LITERATURE AND POETRY

TOPICS

- Adverbs of Frequency - Present Simple
- Ancient Literature and Poetry

OBJECTIVES

- Introduce the adverbs of frequency and how to use them correctly in affirmative sentences and in questions
- Assure the understanding of the meanings expressed by different adverbs of frequency (sometimes, always, never, usually, often and seldom).
- Practice with the participants about how frequently and what time they do an activity
- Reinforce vocabulary related to literature and poetry

SUGGESTED NON FORMAL EDUCATION METHODS

- Guided Questions
- Debate or Structured Discussion
- Collaborative Learning

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 18

ADVERBS OF FREQUENCY AND ANCIENT LITERATURE AND POETRY



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"How Often Do You...?": Ask students to think about different daily activities (e.g., "exercise," "eat breakfast," "study," etc.). Have students ask each other questions about how often they do these activities, using adverbs of frequency (e.g., always, usually, often, sometimes, rarely, never). Examples: "How often do you exercise?" or "How often do you eat pizza?". Students can then share their answers with the class, using the appropriate adverbs of frequency.

- Address the topics (45 minutes)

Introduce Present Simple – Adverbs of frequency.

The teacher tells students that they are going to learn how to say how often they do an activity by using the time, too. The teacher writes down various times of the day. e.g. 7:00, 7:30, 8:00, 12:00, 3:30, 5:00, 6:30, 11:00

Then adds a list of verbs they are familiar with on the 'board'.

e.g. 7.00 - get up, 7.30 - eat breakfast, 8.00 - go to work.

The teacher gives examples: I usually get up at 7 o'clock. I always go to work at 8 o'clock. I sometimes have a break at half past three. I usually come home at five o'clock. I often watch TV at eight o'clock. etc. (The teacher models his/her list of daily activities to the class two or more times.)

Teacher: Paolo, what do I often do at eight o'clock in the evening? Student(s): You often watch TV.

Teacher: Susan, when do I go to work?- Student(s): You always go to work at 8 o'clock.

The teacher continues this exercise asking students about his/her daily routine. The teacher pays special attention to the placement of the adverb of frequency.

The teacher then asks students to take notes about their daily habits and routines. When students are finished they should read their list of daily habits to the class.e.g.

Teacher: Paolo, please read.Student(s): I usually get up at seven o'clock. I seldom have breakfast at half past seven. I often go shopping at 8 o'clock. I usually have coffee at 10 o'clock. etc.

The teacher asks each student to read their routine in class and lets students read all the way through their list and take note of any mistakes they may make.





LESSON PLAN 18

ADVERBS OF FREQUENCY AND ANCIENT LITERATURE AND POETRY



CLASS STRUCTURE

At this point, students need to gain confidence when speaking for an extended period of time and should, therefore, be allowed to make mistakes. Once the student has finished, the teacher can correct any mistakes he or she may have made.

Ask students to once again read about their daily routine to the class. After each student has finished, ask the other students questions about that student's daily habits. e.g. Teacher: Paolo, please read. Student(s): I usually get up at seven o'clock. I seldom have breakfast at half past seven. I often go shopping at eight o'clock. I usually have coffee at 10 o'clock. etc. Teacher: Olaf, when does Paolo usually get up? Student(s): He gets up at 7 o'clock. Teacher: Susan, how often does Paolo go shopping at 8 o'clock? Student(s): He often goes shopping at 8 o'clock.

The teacher continues this exercise with each of the students. Pays special attention to the placement of the adverb of frequency and the correct usage of the third person singular.

- **Practical Activity (45 minutes)**

Practice-Pair work: Students are given some time to think of and write down questions that they will then ask their partner. They can use the online dictionary Linguee to write their questions. e.g. How often do you go to bed before 10? I seldom go to bed before 10.

This way they improve their listening skills and practice asking and answering questions using the present simple along with adverbs of frequency and the time.

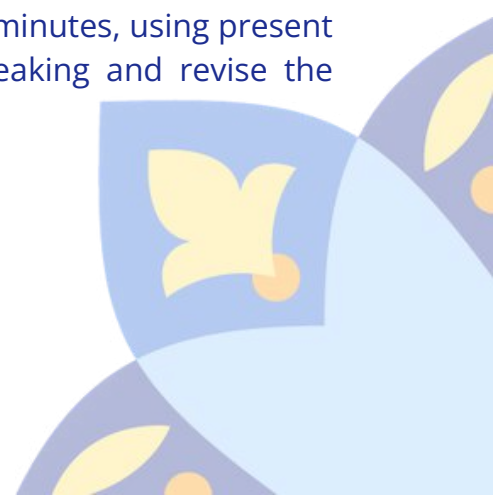
They then do exercises 1, 2 and 6 from the worksheet: They open the following link. They can write down their answers on a piece of paper.

<https://literacyservices.org/class/wp-content/uploads/2023/03/Adverbs-of-Frequency-%E2%80%94-Ellii-formerly-ESL-Library-1.pdf>

- **Conclusion (15 minutes)**

The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

Assess learning: Students are encouraged to speak for some minutes, using present simple affirmative and negative. This way, they practice speaking and revise the present simple tense (with adverbs of frequency)





LESSON PLAN 19

PRESENT CONTINUOUS AND AGRICULTURAL TRADITIONS (1)

TOPICS

- Present Continuous - Affirmative and Negative forms
- Agricultural Traditions

OBJECTIVES

- Introduce the Present Continuous positive and negative forms
- Teach and relate time markers with the present continuous tense. (right now/at the moment)
- Introduce terms and words related to agriculture

SUGGESTED NON FORMAL EDUCATION METHODS

- Guided Questions
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 19

PRESENT CONTINUOUS AND AGRICULTURAL TRADITIONS (1)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"How Connected Are You to Agriculture?": Ask students to think about different activities or habits related to agriculture and farming (e.g., "eat locally grown food," "visit a farm," "grow your own herbs," etc.).

Have students ask each other questions about how often they do these activities, using adverbs of frequency (e.g., always, usually, often, sometimes, rarely, never).

Examples: "How often do you eat local or organic food?" or "How often do you visit a farmers' market?". Students can then share their answers with the class, practicing both vocabulary and frequency adverbs.

- Address the topics (45 minutes)

Introduce Present Continuous (Affirmative and negative).

The teacher begins teaching the present continuous by speaking about what is happening in the 'classroom' at the moment of introduction. Once students recognize this usage, the teacher can extend it to other things she/he knows are happening now. This can include simple facts such as:

The sun is shining at the moment. We're learning English at the moment.

Makes sure to mix it up by using a number of different subjects:

I'm teaching the present continuous right now. My wife is working in her office at the moment. Those boys are playing tennis over there.

Students are encouraged to notice the form of the present continuous tense (subject + be + verb + -ing) in the affirmative form.

Ask Questions about Pictures. The teacher chooses a magazine or web page with lots of activity, and asks students questions based on the pictures. Students are encouraged to answer correctly.

What are they doing now? What is she holding in her hand? Which sport are they playing?

Introduce the Negative Form: To teach the negative form, the teacher uses the magazine or web pages to ask yes or no questions focusing on eliciting a negative response. The teacher may want to model a few examples before asking students.

Is she playing tennis? - No, she isn't playing tennis. She 's playing golf.

Is he wearing shoes? - No, he isn't wearing boots.

Are they eating lunch? No, they.....





LESSON PLAN 19

PRESENT CONTINUOUS AND AGRICULTURAL TRADITIONS (1)



CLASS STRUCTURE

Is she driving a car?

Once students have practiced a few rounds of questions, students are encouraged to answer questions about other photos found online or in magazines.

The teacher points out that the helping verb “be” changes but that the main verb remains the same. Elicit answers as to when we use the present continuous tense (to describe what is happening right now). The teacher may also draw the attention to the key words used with the present continuous tense (now, right now).

- **Practical Activity (45 minutes)**

Mimes: Teacher gives students sentences that need to be mimed. The teacher writes a sentence to a student in private messages. It's not allowed to speak, so during an online lesson, students can turn off the sound and gesture a sentence.

Other students have to guess what it is and say or write a sentence in the chat using Present Continuous. It should match the sentence you gave the student.

Doing a Word Wall Activity: (<https://wordwall.net/pt/resource/3123065/present-continuous-present-simple>)

Time Zones Activity Games: This is a task with interdisciplinary links. Teacher gives students a list of countries in different time zones. They have to write a sentence about what is probably happening there now, as well as their impressions of everyday life. e.g. "People are probably coming home from work about now. I think they work very hard, about 16 hours per day". Then students work in pairs and read their sentences to each other. The partner's task is to guess which country it is.

- **Conclusion (15 minutes)**

At the end of the lesson, the teacher reviews the keywords from the lesson. A great way to do with present continuous verbs is to act out some of the words and ask students to guess what you are doing.

Assess learning: The teacher has students interview each other using the 5-7 questions. The teacher asks students to write a short paragraph stating what a friend or family is doing at the moment. They are encouraged to look up information on the internet about the typical drink made locally.





LESSON PLAN 20

PRESENT CONTINUOUS AND AGRICULTURAL TRADITIONS (2)

TOPICS

- Present Continuous - Interrogative form and Answering questions
- Agricultural Traditions

OBJECTIVES

- Practice the Present Continuous with the participants by making and answering questions in between
- Do an open-discussion to practice speaking, reinforce vocabulary and grammar

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Gamification

MATERIALS NEEDED

- Writing Materials (paper, pen and/or pencil)
- Smartphone





LESSON PLAN 20

PRESENT CONTINUOUS AND AGRICULTURAL TRADITIONS (2)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

“What Are You Doing These Days?”: Ask students to think about activities they are doing (or not doing) right now or these days. Encourage them to use the present continuous in both affirmative and negative forms. Have students work in pairs or small groups and ask each other questions like: “Are you watching any interesting series right now?” or “Are you going to the gym lately?”, encourage full-sentence answers using both affirmative and negative forms like: “Yes, I’m watching a new series on Netflix.” or “No, I’m not going to the gym these days.”. Then ask for a few volunteers to share interesting answers with the whole class.

- Address the topics (45 minutes)

Introduce Present Continuous (Interrogative and answers).

The teacher teaches questions in the Present Continuous. Starts with yes/ no questions, then adds what, where, and so on. Models the questions:

e.g. Teacher: — Are you looking at me?; Student: — Yes!; Teacher: — Ask me!; Student: — Are you looking at me?... ; Teacher: — What are you doing?; Student: — I am looking at you.; Teacher: — Ask your partner/ name!; Student: — What are you doing?...

Here it is important the teacher draws students' attention to the difference between general and special questions. The general questions are built in the following way:

Am/ Is /Are + Subject + Verb + ing?

e.g. Am I looking at you? Are you looking at me? Are they looking at me? Are we looking...? Is she looking...? Is he looking...? Is it looking...?

In special questions the question word is placed at the beginning of the sentence, and then the order of words of the general question is kept:

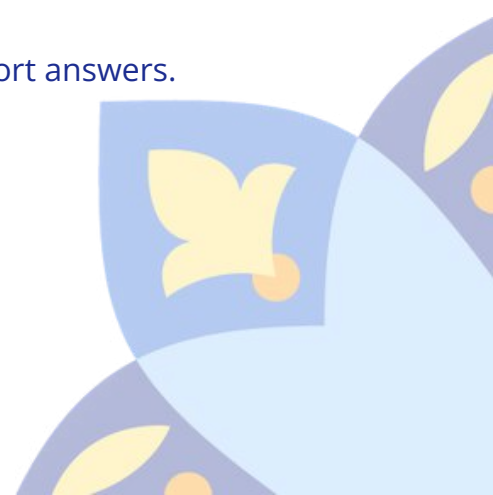
What/ Where/ Why/ How...+ am / is / are + Subject + Verb + ing

Where am I going? Where is he going? What is she doing? What are they doing...?

The teacher moves on to teaching the short answers. To do this, ask students yes/ no questions:

Are you listening to me? Yes, I am. / No, I'm not...

Next, students ask each other questions and practice giving short answers.





LESSON PLAN 20

PRESENT CONTINUOUS AND AGRICULTURAL TRADITIONS (2)



CLASS STRUCTURE

- **Practical Activity (45 minutes)**

The teacher asks students to listen to a song and write all the verbs ending in -ing. Students are then required to read a text and underline words with -ing, and so on. Students will notice this structure, and then move on to explaining its meaning, form, and pronunciation.

Memory Game: The idea of the game is that students describe what is happening around them. They should write sentences using the present continuous. To write these sentences they can use the online dictionary Linguee. The other students ask questions using the Present Continuous, too.

e.g. "What is our teacher doing?", "What is Anne wearing?", "What color pencil is Joanna holding?" etc.

- **Conclusion (15 minutes)**

At the end of the lesson, the teacher reviews present continuous, all forms.

Assess learning: The teacher has students do online quizzes





LESSON PLAN 21

PRESENT CONTINUOUS AND “MYTHICAL” ROUTINES

TOPICS

- Present Continuous
- Daily Activities and routines
- Local Myths and Legends

OBJECTIVES

- Reinforce Present Continuous
- Introduce vocabulary related to daily activities
- Introduce vocabulary related to myths and legends

SUGGESTED NON FORMAL EDUCATION METHODS

- Collaborative Learning
- Debate or Structured Discussion

MATERIALS NEEDED

- Printed daily routine verb list
- Images of mythological creatures
- Storytelling prompts
- Smartphone





LESSON PLAN 21

PRESENT CONTINUOUS AND “MYTHICAL” ROUTINES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

"What Are You Doing?": Students walk around and ask each other: "What are you doing right now?"

Each student answers using Present Continuous ("I am listening to you," "I am thinking about my next vacation.")

- Address the topics (45 minutes)

Grammar Explanation:

Present Continuous structure: (subject + be + verb-ing)

Example sentences:

She is reading a book about myths. (Affirmative)

They are not listening to the storyteller. (Negative)

Is he telling a legend? (Interrogative)

Vocabulary Introduction

Daily routine verbs (wake up, eat breakfast, go to work, study, read, sleep, etc.)

Mythological creatures (adaptable to different cultures)

Contextual Discussion:

Ask students to compare their daily routine to what a mythical creature's routine might be like ("What do you think a forest spirit does every morning?")

- Practical Activity (45 minutes)

"A Day in the Life of a Myth": Students are divided into groups. Each group receives a different mythological creature. They write 5-7 sentences about what their character is doing right now using Present Continuous. To write these sentences the students can do research in some online dictionaries. Groups can record themselves reading the sentences and present the video to the whole class.

- Conclusion (15 minutes)

Students reflect on how myths and storytelling preserve culture

Discussion: "How are legends passed down in different cultures?"





LESSON PLAN 22

PRESENT CONTINUOUS AND EXPRESSING PREFERENCES THROUGH LEGENDS

TOPICS

- Present Continuous
- Expressing preferences - "Like/Love/Hate" and "-ing"
- Myths and Legends

OBJECTIVES

- Teach how to use "like, love, hate + -ing" correctly in sentences
- Discuss the personal and cultural preferences of the participants related to myths and stories
- Reinforce the vocabulary related to myths and legends

SUGGESTED NON FORMAL EDUCATION METHODS

- Guided Questions
- Debate or Structured Discussion

MATERIALS NEEDED

- List of verbs for preferences
- Mythological character descriptions with simple language
- Sentence-building worksheet
- Smartphone





LESSON PLAN 22

PRESENT CONTINUOUS AND EXPRESSING PREFERENCES THROUGH LEGENDS



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "Do You Like It?": The teacher says activities (e.g., reading stories, listening to legends, watching scary movies).

Students respond with "I love it," "I like it," "I don't like it," or "I hate it."

This introduces the target structure naturally.

- Address the topics (45 minutes)

Grammar Explanation

Show the pattern: subject + like/love/hate + verb-ing

Examples: I love listening to legends./ She hates reading scary stories./ Do you like hearing about magic?

Vocabulary Introduction

Teach simple words related to preferences (fun, exciting, scary, boring, interesting)

Introduce basic myth-related words (legend, hero, ghost, magic, monster)

Speaking Practice

Ask: "Do you like listening to ghost stories?"

Students respond with full sentences ("Yes, I like listening to ghost stories." or "No, I hate scary stories.")

- Practical Activity (45 minutes)

Activity 1 : "What Does the Character Like?": Students work in pairs and receive a simple description of a mythological character. They write 3-4 sentences using "like/love/hate + -ing.". Pairs present their sentences to the class.

Activity 2: Doing a Word Wall activity:

(<https://wordwall.net/pt/resource/35087505/present-continuous>) .

- Conclusion (15 minutes)

Discuss: "Do myths influence what people like or dislike?"

Quick class survey: "What type of stories do most students like?"





LESSON PLAN 23

PREPOSITIONS OF PLACE AND TRADITIONAL MUSIC

TOPICS

- Prepositions of Place
- Traditional Musical Instruments

OBJECTIVES

- Introduce prepositions of place (in/on/at/next to/between/under/...)
- Introduce vocabulary related to traditional musical instruments

SUGGESTED NON FORMAL EDUCATION METHODS

- Collaborative Learning
- Guided Questions

MATERIALS NEEDED

- Pictures or small cutouts of musical instruments
- Preposition word list
- Flashcards for matching instruments and locations
- Instrument/Style Cards
- Smartphone





LESSON PLAN 23

PREPOSITIONS OF PLACE AND TRADITIONAL MUSIC



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "Music Around the World Map": Project a simple world map. Prepare a short list of traditional music styles or instruments from different countries or regions (e.g., flamenco from Spain, gamelan from Indonesia, bagpipes from Scotland, samba from Brazil, etc.).

In pairs or small groups, give students a set of instrument/style cards and have them "place" them on the map using prepositions of place (next to, above, below, near, far from, between, etc.).

Students then describe where the music is on the map.

Ask students if they've ever heard any of these traditional music styles or seen any of the instruments live.

- Address the topics (45 minutes)

Grammar Explanation

Show prepositions with pictures (e.g., a drum on the table, a flute under the chair).

Write simple example sentences:

The guitar is next to the chair.

The drum is between the two chairs.

Ask students: "Where is the instrument?" and they respond using prepositions.

Vocabulary Introduction

Introduce 4-5 traditional instruments with simple names (drum, flute, guitar, tambourine, violin). Show pictures and ask: "What is this?"

Link to previous lesson: "Do you like playing the flute?" "I hate playing the drums."

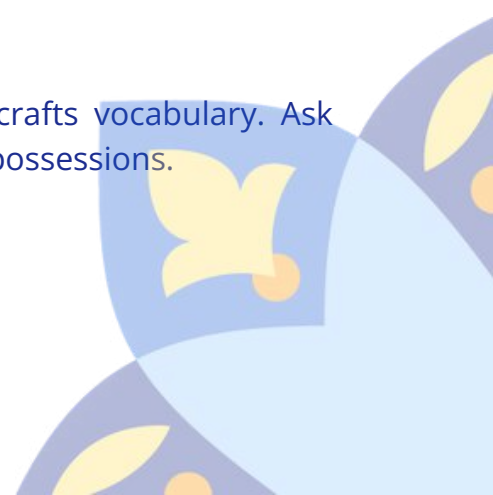
- Practical Activity (45 minutes)

Activity 1: Students create a list of questions using "have got" to ask their classmates about possessions and traditional crafts (e.g., "Have you got a collection of pottery?").

Activity 2: In groups, students do an online research about 'traditional crafts', after the research they present a traditional craft from their country.

- Conclusion (15 minutes)

Revise the interrogative form of "have got" and traditional crafts vocabulary. Ask students to summarize what they've learned about crafts and possessions.





LESSON PLAN 24

MODAL VERBS AND TRADITIONAL MUSIC

TOPICS

- Modal Verbs (ability and possibility)
- Traditional Music Instruments

OBJECTIVES

- Introduce modal verbs (can, can't, could, couldn't, would, wouldn't)
- Introduce vocabulary related to musical abilities and traditional instruments

SUGGESTED NON FORMAL EDUCATION METHODS

- Gamification
- Collaborative Learning
- Guided Questions

MATERIALS NEEDED

- Flashcards or images of musical instruments
- Sentence-building worksheets
- Speaking prompt cards
- Smartphone





LESSON PLAN 24

MODAL VERBS AND TRADITIONAL MUSIC



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "Can You Do This?": The teacher performs an action (e.g., whistling, tapping a rhythm on the table, singing a short tune) and asks: "Can you do this?" Students respond with "Yes, I can," or "No, I can't." Some students demonstrate their own skills, and the class responds using can/can't.

- Address the topics (45 minutes)

Grammar Explanation

Show how modal verbs are used to express ability and possibility:

e.g. She can play the guitar. He can't play the flute. Could you play the violin when you were younger? I wouldn't play the drums in a hotel because it's too loud.

Students practice by saying what they can/can't/could/couldn't/would/wouldn't do in their free time.

Vocabulary Introduction

Introduce 4-5 traditional instruments with simple names (drum, flute, violin, tambourine, guitar). Teach verbs related to playing music (play, practice, learn, listen, sing). **Ask students:** "Can you play any of these instruments?"

- Practical Activity (45 minutes)

Activity 1: "Who Can Play What?": Students work in pairs or small groups.

Each student writes 3-5 sentences about their own or someone else's musical abilities using modal verbs. To write these sentences the students can use the online dictionary Linguee. e.g. I can play the flute, but I can't play the guitar. My grandfather could play the violin when he was young. I wouldn't play the drums at night because my neighbors would complain. They share their sentences with the group, and others ask follow-up questions ("Could you play the flute when you were 5?").

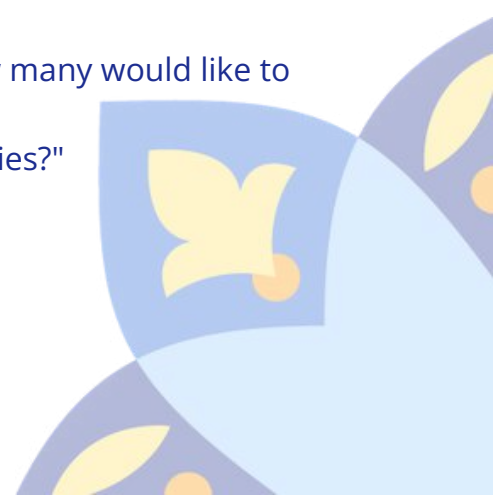
Activity 2: Doing a Word Wall activity:

(<https://wordwall.net/pt/resource/14027672/verbos-modais>).

- Conclusion (15 minutes)

Class survey: How many students can play an instrument? How many would like to learn one?

Discussion: "Which instruments are popular in different countries?"





LESSON PLAN 25

IMPERATIVES AND HISTORICAL FIGURES

TOPICS

- Imperatives (instructions, commands, advice)
- Historical Figures and their contributions

OBJECTIVES

- Introduce the imperatives (commands, instructions, advice)
- Introduce vocabulary about historical figures and discuss their impact on society

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Guided Questions

MATERIALS NEEDED

- Flashcards or short descriptions of historical figures
- Sentence-building worksheets
- Speaking prompt cards
- Smartphone





LESSON PLAN 25

IMPERATIVES AND HISTORICAL FIGURES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "Who Made History?": Project a list of actions or achievements (without saying who did them). Students work in pairs or small groups to guess which historical figure fits each description.

- Address the topics (45 minutes)

Grammar Explanation

Explain imperatives and their uses:

Commands: Stand up! Sit down!

Instructions: Follow the rules! Read the text carefully!

Advice: Be kind to others! Work hard!

Practice with students giving simple commands to each other in pairs (Close your book! Raise your hand!).

Vocabulary Introduction

Introduce 4-5 historical figures with simple descriptions (e.g., a leader, a scientist, an explorer).

Teach verbs that connect to their actions (discover, lead, invent, change, teach).

Example sentences:

Marie Curie discovered radium. Napoleon led France in many battles. Gandhi taught people about peace.

- Practical Activity (45 minutes)

Activity: "Historical Advice": Students do online research about a historical figure and write 3-5 sentences of advice they might give to the historical figures they had chosen, using imperatives. e.g. "Work hard and never give up!" ; "Be brave and fight for your rights!"

They read their sentences aloud, and the class guesses which historical figure they are talking about.

- Conclusion (15 minutes)

Discussion: "What advice from historical figures is still important today?"

Quick class challenge: Each student gives one imperative sentence as advice to the next student.





LESSON PLAN 26

PAST SIMPLE AND HISTORICAL FIGURES

TOPICS

- Past Simple - Verb "To be" (was/were)
- Historical Figures and their contributions

OBJECTIVES

- Introduce the Past Simple of the verb "to be" in affirmative, negative, and interrogative forms
- Identify key historical figures and describe their lives with the participants

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Guided Questions

MATERIALS NEEDED

- Flashcards with historical figures
- Sentence-building worksheets
- Speaking prompt cards
- Smartphone





LESSON PLAN 26

PAST SIMPLE AND HISTORICAL FIGURES



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "Who Was Famous?": The teacher says a famous person's name (e.g., Albert Einstein, Cleopatra, Leonardo da Vinci) and asks: "Was he/she a leader? Was he/she a scientist?"

Students guess by answering "Yes, he was." or "No, he wasn't."
This introduces was/were in a natural way.

- Address the topics (45 minutes)

Grammar Explanation

Introduce was/were with simple example sentences:

Napoleon was a leader. Marie Curie was a scientist. The pyramids were built in Egypt. They were important for history.

Explain negative and question forms:

He wasn't a king. Was she an explorer?

Vocabulary Introduction

Introduce key historical words (leader, scientist, explorer, inventor).

Provide 4-5 historical figures with simple descriptions.

Ask students: "Who was important in your country's history?"

- Practical Activity (45 minutes)

Activity 1: "Who Were They?": Students work in pairs and receive a card with a historical figure's name. They write 3-5 sentences about them using was/were. e.g. He was a great inventor. She was not a queen. They were famous for their discoveries.

Each pair presents their sentences, and the class guesses the historical figure.

Activity 2: Doing a Word Wall activity:

(<https://wordwall.net/pt/resource/4054238/past-simple-regular-verbs>).

- Conclusion (15 minutes)

Discussion: "Who was the most interesting historical figure you learned about today?"

Quick quiz: The teacher asks was/were questions, and students answer in full sentences.





LESSON PLAN 27

PAST SIMPLE AND LOCAL LEGENDS (1)

TOPICS

- Past Simple - Affirmative and Negative forms
- Local Legends and Historical Stories

OBJECTIVES

- Introduce the Past Simple of other verbs in affirmative and negative forms
- Do a “tell a tale” with the participants by provoking them to retell a local legend or historical story using past simple

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Role-Playing
- Collaborative Learning

MATERIALS NEEDED

- Sentence transformation worksheets
- Speaking prompt cards
- Smartphone





LESSON PLAN 27

PAST SIMPLE AND LOCAL LEGENDS (1)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "What Did You Do Last Weekend?": Project the question: "What did you do last weekend?". Ask each student to try to answer this question.

- Address the topics (45 minutes)

Grammar Explanation

Introduce the past simple with regular and irregular verbs:

The sailors traveled across the sea.

The temple stood on the highest hill.

The village did not surrender to the invaders.

Explain negative form:

The king did not survive the battle.

The people did not believe the prophecy.

Ask simple questions: "Did the merchants trade with other islands?"

Vocabulary Introduction

Teach common storytelling verbs (ruled, traveled, built, discovered, fought, resisted).

Introduce historical and cultural terms related to local legends (fortress, island, sailor, temple, prophecy, ruins).

Ask: "What legends or stories do you know from Sardinia, Portugal, or the Greek Islands?"

- Practical Activity (45 minutes)

Activity: "Rewrite the Story": In groups, the students research online a short legend from their region, they will change the action of the story but keep the story in the past. They share their rewritten versions to the class.

- Conclusion (15 minutes)

Discussion: "What makes these legends important for the culture of their country?"

Quick class review: The teacher says present-tense sentences, and students change them to past simple.





LESSON PLAN 28

PAST SIMPLE AND LOCAL LEGENDS (2)

TOPICS

- Past Simple - Interrogative form and Answering questions
- Legends and Historical Stories

OBJECTIVES

- Reinforce the Past Simple Tense in the interrogative form and in answering questions
- Discuss, ask and answer questions with the participants about past events in a legend or historical event

SUGGESTED NON FORMAL EDUCATION METHODS

- Guided Questions
- Debate or Structured Discussion
- Collaborative Learning

MATERIALS NEEDED

- Question-building worksheets
- Speaking prompt cards
- Smartphone





LESSON PLAN 28

PAST SIMPLE AND LOCAL LEGENDS (2)



CLASS STRUCTURE

- **Ice Breaker (15 minutes)**

Ask students to think about local legends or myths they know from their city, region, or country. Encourage them to use both affirmative and negative forms in their responses. Have students work in pairs or small groups and ask each other questions. Encourage full-sentence answers using both affirmative and negative forms. Then ask for a few volunteers to share interesting legends or myths with the whole class.

- **Address the topics (45 minutes)**

Grammar Explanation

Introduce past simple question structure:

What did the sailors find?

Where did the kingdom fall?

Did the village resist the invasion?

Explain short answers:

Yes, they did. / No, they didn't.

Vocabulary Introduction

Teach question words (who, what, where, when, why, how).

Introduce verbs related to historical events (rule, fight, build, discover, resist, conquer, betray).

Ask students: "What questions would you ask about a legend?"

- **Practical Activity (45 minutes)**

Activity: "Investigating the Legend": Students research online a short legend from another country and create 5-7 past simple questions about it.

They take turns asking and answering their questions in pairs.

- **Conclusion (15 minutes)**

Discussion: "Which questions helped you understand the legend better?"

Quick class challenge: The teacher gives past simple answers, and students guess the correct question ("The castle stood on the island for 300 years." → "Where did the castle stand?").





LESSON PLAN 29

PAST CONTINUOUS AND ARCHEOLOGICAL HERITAGE (1)

TOPICS

- Past Continuous - Affirmative and Negative forms
- Archaeological Heritage

OBJECTIVES

- Reinforce the Past Continuous in affirmative and negative forms
- Do an open-discussion with the participants about past events and activities related to archaeology

SUGGESTED NON FORMAL EDUCATION METHODS

- Debate or Structured Discussion
- Collaborative Learning

MATERIALS NEEDED

- Short texts about archaeological sites in Sardinia, Portugal, and the Greek Islands
- Sentence transformation worksheets
- Speaking prompt cards
- Smartphone





LESSON PLAN 29

PAST CONTINUOUS AND ARCHEOLOGICAL HERITAGE (1)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "What Were You Doing?": The teacher projected the question: "What were you doing at [time] yesterday?". Students try to respond using the past continuous.

- Address the topics (45 minutes)

Grammar Explanation

Introduce past continuous with examples:

The archaeologists were digging when they found the statue.

She was cleaning the old wall while others were taking photos.

Explain negative form:

They weren't working in the morning.

The team wasn't looking for a tomb, but they found one.

Compare past simple and past continuous:

They found an ancient road while they were exploring the site.

Vocabulary Introduction:

Teach words related to archaeology (digging, cleaning, ruins, statue, cave, tomb).

Introduce local terms from Sardinia, Portugal, and the Greek Islands (nuraghe, acropolis, necropolis, amphitheater, temple ruins, mosaics).

Ask: "What old places exist in your country?"

- Practical Activity (45 minutes)

Activity 1: "What Was Happening?": Students read a short text about an archaeological site in Sardinia, Portugal, or the Greek Islands.

They write 3-4 sentences using the past continuous to describe what was happening during a discovery.

Example:

The team was digging near the necropolis when they found an ancient statue.

While they were cleaning the amphitheater, they discovered old mosaics.

Pairs share their sentences with the class.

Activity 2: Doing a Wordwall activity:

(<https://wordwall.net/pt/resource/1924442/english/past-continuous>)





LESSON PLAN 29

PAST CONTINUOUS AND ARCHEOLOGICAL HERITAGE (1)



CLASS STRUCTURE

- Conclusion (15 minutes)

Discussion: "Why is it important to protect ancient places?"

Quick review: The teacher says past simple sentences, and students change them to past continuous.





LESSON PLAN 30

PAST CONTINUOUS AND ARCHEOLOGICAL HERITAGE (1)

TOPICS

- Past Continuous - Interrogative form and Answering questions
- Archaeological Heritage

OBJECTIVES

- Reinforce the use of Past Continuous in interrogative form
- Ask and answer questions with the participants about past archaeological events

SUGGESTED NON FORMAL EDUCATION METHODS

- Guided Questions
- Debate or Structured Discussion

MATERIALS NEEDED

- Short archaeological descriptions for speaking practice
- Question-building worksheets





LESSON PLAN 30

PAST CONTINUOUS AND ARCHEOLOGICAL HERITAGE (1)



CLASS STRUCTURE

- Ice Breaker (15 minutes)

Activity: "What Was Happening?": The teacher describes an archaeological site and stops mid-sentence. Students ask questions to find out more ("What were they doing?" "Where were they digging?" "What were they looking for?").

- Address the topics (45 minutes)

Grammar Explanation

Show how to form past continuous questions:

What were the archaeologists digging?

Where were they working?

Was the team cleaning the mosaics?

Teach short answers:

Yes, they were. / No, they weren't.

Vocabulary Introduction

Review key archaeology-related words (excavation, ruins, artifact, temple, frescoes). Introduce local heritage terms (nuraghe, acropolis, necropolis, amphitheater, mosaics).

Ask students: "What were archaeologists doing at these sites?"

- Overall Assessment and Final Test (45 minutes)

Class Discussion:

Were the learning expectations met?

What was the most interesting part of the lessons?

Students complete an official Cambridge test:

[https://www.europa-school.co.uk/language-level-test/?](https://www.europa-school.co.uk/language-level-test/?gad_source=1&gad_campaignid=22422452610&gbraid=0AAAAADiyZxxvhPmcgCZzxls)

[gad_source=1&gad_campaignid=22422452610&gbraid=0AAAAADiyZxxvhPmcgCZzxls
tW5o2miE2F&gclid=Cj0KCQjwotDBBhCQARIsAG5pinNvxxpJZpL96jwMt1N5UwQScsM
7VvNASL3UqiYMhobft3sj4rEgADEaAsRWEALw_wcB](https://www.europa-school.co.uk/language-level-test/?gad_source=1&gad_campaignid=22422452610&gbraid=0AAAAADiyZxxvhPmcgCZzxls&gclid=Cj0KCQjwotDBBhCQARIsAG5pinNvxxpJZpL96jwMt1N5UwQScsM7VvNASL3UqiYMhobft3sj4rEgADEaAsRWEALw_wcB)





VILLAGES INCLUSION THROUGH PRESERVATION

A1 & A2 ENGLISH LEVEL

COORDINATOR

Casa 
d'Abóbora

PARTNERS

ABSENTIA
EXPLORING THE ABSENCE



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