

**Let's share culture and history using modern techniques and
methods of learning teaching**



**Lesson plans with active teaching and
methods created in cooperation with project
Erasmus +.**

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9.3 Talking about Food/ Expressing preferences

10. -----

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1.1 Athletics

LESSON PLAN

PHYSICAL EDUCATION		
35TH PRIMARY SCHOOL OF PATRAS		GRADE :5ST
<p>The description of the group: There are 22 pupils of the 1st grade, 12 girls and 10 boys aged 10-11 years old.</p>		
Teaching module: Athletics Objectives: Introduction to high jump, Learning the "scissors" technique, strengthening legs with elastic exercises		<p>Materials: Elastic rope, cones, mattresses</p> <p>Area: school gym</p>
INTRODUCTION		
ACTIVITIES		
<ul style="list-style-type: none"> • On-site bounce • Bounce backwards • Bounce Right - Left • 3 bounces on 4th knee high knees • Bounce Forwards - Backwards, Right - Left • Hand-bounce backs alternately as we step • Relax. Inhalations - Exhalations • Extensible lower leg exercises 	10' 6' 6' 4' 4' 6' 3'	

MAIN PART

Children in phalanx per person opposite the stretched elastic rope at a distance of 8 -10 m.

- Three-step jump perpendicular to the elastic jump rope and knees to the chest
- Previous exercise except that they are taking off and landing at a predetermined point
- Crossing the rope right - left alternately with both feet along the rope
- Cross the rope perpendicular to the right foot
- Cross the rope perpendicular to the left foot
- Crossing at an angle of 45 °. Pressing with the outside (right) foot.
- Repeat the previous exercise with the left foot

• Six-step scissors. External foot pressing and landing on the stretched leg
 Competition between students about who will pass the rope with scissors without touching it at its highest point. The rope rises slowly.

Anyone who touches it is lost and is not entitled to any further effort.

(25min)

FINAL PART

Students in circular writing

- Loose running
- Free gait with inhalations - exhalations
- Extensible lower extremity exercises

3-5(min)

1.2 Space orientation

LESSON PLAN

PHYSICAL EDUCATION

35TH PRIMARY SCHOOL OF PATRAS

GRADE :1ST

The description of the group: There are 21 pupils of the 1st grade, 11 girls and 10 boys aged 6 years old.

Teaching module: Music education

Materials: newspapers, cones, drum

Objectives:

space orientation, doubt, movement skills (running, jumping, bouncing etc), balances

Area: school gym

INTRODUCTION		
ACTIVITIES		
Children move around in space, in the rhythm of music. At each stop of the music perform the trainer's prompts eg touch your nose to the wall or go near the basket or walk away from the window etc (practicing the concepts near, far etc)	5'	

MAIN PART		
1. Children hold a sheet of newspaper in their hands . (We let them know that everyone has to move on their own, without following anyone else). They walk in the rhythm of the music and read the newspaper headlines they hold in their hand. When the music stops, everyone should read a title from their sheet.	6'	Beat in the drum quarter or slow music
2. They move in space (as anyone wishes). When the music stops trying to balance the sheet of newspaper according to our own urges, sometimes on their left elbow, on their right knee, on their back, etc.	6'	Eighth in drum or music fast
3. They leave the newspaper sheets on the floor. They move again according to the rhythm of the music and when it stops we urge them to touch the sheet with a member of their body eg with their right hand or left heel etc.	6'	
4. In each stop of music we urge them to balance with their right foot, sometimes jump with their right foot over the sheet, make a limp with their left foot a turn around the sheet, etc.	6'	
5. Musical papers. It is played like musical chairs. Instead of chairs, we use newspaper sheets that hold children in their hands.	8'	
FINAL PART		

Kids in a circle: they walk all over the soles, noses, heels etc and then they stretch - breathe	5'	
EVALUATION		
Bilateral: We ask children to show left hand, right foot etc Moving Skills: We ask some kids to jump with one foot, two feet, etc., or give them a piece of paper with sketches of the skills performed. There is a right and a wrong sketch for every skill. Children must circle the right sketch. 3'		

1.3 The dance "Samarina"

LESSON PLAN

GRADE 2nd: students at the age of 7-8 years old	
Lesson: The dance "Samarina" Objectives: <ul style="list-style-type: none"> ● To learn to dance ● To develop acoustic perception and rhythmic ability. 	Materials: drum, CD player and song CD Place: The school gym

<p>DESCRIPTION OF ACTIVITIES</p> <p>Introduction Walking in space: The teacher recommends that the children walk freely around the room trying to coordinate their steps with the rhythms they hear. Each stroke must correspond to a leg support. In this way the walking of children remains rhythmic. Repeats the process sometimes with a play set. (8min)</p> <p>Main part The children accompany the song of "Samarina" with loud movements suggested by the teacher. Then the song is heard again and the children try to walk freely in the space following the rhythm of the song with claps. The children are caught in the circle with the palm of their hand and their elbows bent. Their teacher explains that the dance is performed with steps they already know (in three) performed much slower. It motivates them to observe and imitate him. They all dance together (the dance).</p>

This is repeated several times. (20min)
Final Part The teacher presents to the children the area of Epirus on the map, landscape photos and costume. Continental music can be heard at low volume during the discussion. In the end, the children repeat the dance from the folklore material. (10min)
Evaluation The teacher should check the ability of the child to dance according to the rhythmic pattern. The teacher checks if the child coordinates with the group.

PHYSICAL EDUCATION			
35TH PRIMARY SCHOOL OF PATRAS		GRADE :6th	
The description of the group: There are 22 pupils of the 6th grade, 12 girls and 10 boys aged 11-12 years old.			
Teaching module : Start running from a specific body position Objectives: to learn to start from a standing and medium position		Materials: rope Area: school gym	
INTRODUCTION			
ACTIVITIES			
Warm-up: For 10 minutes we warm up around the basketball court, do exercises and run at low speeds.		10'	
MAIN PART			
1. Explain to students what they will be taught in today's lesson. We tell them a few words about highways, about startups, and explain to them what startups will be taught in this lesson. 2. Divide the students into 2 groups, one behind the			

<p>other, and show the upright start with the strong leg in front and the other behind. After analyzing the startup and showing the teacher we are ready for practical application. With the profession "Get Positions - Ready - Go" the student runs fast to the finish line. When it finishes we correct any mistakes it has made. We show the position of the feet, (strong leg in front) the position of the hands (the opposite hand rests on the ground) and the position of the body (lowered and gradually lifted). Then we proceed to the practical application as in the previous start.</p>	25'	We need to make sure that the student has his body and hands in the correct position
FINAL PART		
Relaxing running around the basketball court, Recovery exercises	5'	
EVALUATION		
We see the posture of their feet, their bodies, the position of their hands and their acceleration. If we see something they didn't understand, we'll stick to the next lesson		

1.4 Start running from a specific body position

LESSON PLAN

1.5 Speed Roads

LESSON PLAN

PHYSICAL EDUCATION		
35TH PRIMARY SCHOOL OF PATRAS		GRADE :6th
The description of the group: There are 22 pupils of the 6th grade, 12 girls and 10 boys aged 11-12 years old.		
Teaching module : SPEED ROADS Objectives: Students will learn technique on the highways.	Materials: rope Area: school gym	
INTRODUCTION		
ACTIVITIES		
In the first 10's we do warm-ups, exercises and a few speeds.	10'	

MAIN PART		
<p>1. We gather the children and explain what they will learn in the lesson.</p> <p>2. We dilute the children, show the movement of the hands. We explain their role (balance - cursor propulsion), tell them that the forearm should form the right angle with the arm. and the palms of motion reach our jaw. Then put them with one foot in front (strong) and the other in the back to move the hands. We then proceed to the description of the movement of the legs, (the hind leg is stretched and the free one moves forward and up).</p> <p>We ask the children to make their feet move on the ground, we put in the foot and hand movements. At the end we divide the students into two groups for speed roads, taking care to apply what we have shown.</p>	25'	
FINAL PART		
Relaxing running around the basketball court, Recovery exercises	5'	
EVALUATION		
We check the movement of their feet, hands and body. The next lesson will be a repetition		

1.6 Sense of space, time

PHYSICAL EDUCATION	
35TH PRIMARY SCHOOL OF PATRAS	GRADE :2nd
The description of the group: There are 19 pupils of the t2nd grade, 9 girls and 10 boys aged 7-8 years old.	
Teaching module Sense of space, time Objectives : Motion Coordination, Speed, Agility, force, neuromuscular joint	Materials: balls and rods Area: school gym

INTRODUCTION		
Hunting with nests (stork stand, bends in 1 or hands) Hunting with couples Power in pairs (1 hand, 2 hands, back, chest, pelvis, 1 foot limp rotation)	10'	
MAIN PART		
<p>Chase with 3-4 balls Set 4 people with 4 balls, the space and the game begins. Whoever burns chases.</p> <p>Lice Hunters If one is caught he gets one lice. If the student gets 3 lices the others give a nickname.</p> <p>Magic house 2 groups with sticks at the starting point. Each group has 5 bars. One by one a student with a bar each forms it magic house. The winner is the team that ends first.</p>	25'	Do not mark from the middle and up (agility element) Do not mark above knees (speed element)
FINAL PART-EVALUATION		
Students' evaluation of the above content of the module will take place in a complex form of relay (crossing cones, jumping over bars, body crossing through wreaths) covering the goals of the module and taking into account the time in which will be performed by each student.	5'	

1.7 Olympic Games

LESSON PLAN 11

SUBJECT: Physical Education

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Topic : Olympic Games

Duration: 45 minutes

Group of pupils: The group consists of 18 students at the age of 11 (grade 6)

Teaching Aims:

- To learn about the Olympic games from the ancient times until today
- To understand the importance of sports in society and individually
- To learn and practice on how to look for information in the web
- To realize how helpful the PC can be in gathering information for any subject
- To cooperate and work in groups

Teaching tools:

Pcs

Teaching procedure:

Teacher divides the students in groups of 3. She/He asks each group to find information about the Olympic Games and then create a project on the PowerPoint programme with pictures and texts.

Teacher gives the following questions and asks students to create a presentation where somebody can find the answers:

Q1: When and where do the Olympic Games start according to the Greek mythology?

Q2: Find information about the place where the Olympic Games used to take place in the ancient times

Q3: Which buildings/monuments can you see in The Ancient Olympia?

Q4: Can you find information about the organization of the Olympic games in the ancient times?

Q5: Who was able to take place and who was responsible for the Games?

WORKING SHEETS AND WEBSITES

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1. Επισκεφτείτε την ιστοσελίδα: <http://odysseus.culture.gr>

Μεταβείτε στους παρακάτω υπερσυνδέσμους με τη σειρά που δίνονται:

Αρχαίοι Ολυμπιακοί Αγώνες , Πρόλογος

Βασισμένοι στις πληροφορίες που θα αντλήσετε από την παραπάνω ιστοσελίδα απαντήστε στις παρακάτω ερωτήσεις:

Πότε και πώς ξεκίνησαν οι Ολυμπιακοί αγώνες σύμφωνα με τη μυθολογική παράδοση;

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2. Επισκεφτείτε την ιστοσελίδα: <http://www.sicyon.com> Μεταβείτε στους παρακάτω

υπερσυνδέσμους με τη σειρά που δίνονται: Ολυμπία , Χάρτης

Βασισμένοι στις πληροφορίες που θα αντλήσετε από την παραπάνω ιστοσελίδα απαντήστε στις παρακάτω ερωτήσεις:

Προσδιορίστε τον τόπο στον οποίο γίνονταν οι Ολυμπιακοί αγώνες κατά τους αρχαίους χρόνους:

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3. Από την παραπάνω ιστοσελίδα επισκεφθείτε τους παρακάτω υπερσυνδέσμους:

τοπογραφία, 3d αναπαραστάσεις, νηπ| και απαντήστε στην παρακάτω ερώτηση:

Ποια κτίρια βρίσκονταν στο χώρο της αρχαίας Ολυμπίας;

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1.8 Optomotor synchronization

LESSON PLAN IN PHYSICAL EDUCATION	
35TH PRIMARY SCHOOL OF PATRAS	GRADE :1st
The description of the group: There are 18 pupils of the 1ST grade, 8 girls and 10 boys aged 6-7 years old.	
Teaching module Sense of space, time Objectives: Optomotor synchronization	Materials: one balloon per kid Area: school gym
INTRODUCTION	
Preparing the organism - Orientation in space Game: The colors. The children run freely in the room and with the signal they should touch a spot that will have some color. Then they do the same with another color.	5'
MAIN PART	
Space-time orientation Game: Fire - Sea - Air When we shout "fire" the children sit on the ground. When we shout "sea" they run in the movements of the swimmers and when we shout "air" they are caught two by two and run. Coordinate movements a) Each pupil has a balloon, with the signal flying in the air and trying to hit the ball with his hands not to touch it down. Then do the same with the foot. b) We ask the children to find another way to carry the balloon. Various variants (head, shoulder, knee etc) Games Children mimic the movements of various animals. They can also make the corresponding voices if they want. Children run freely and with the signal they become two - two, three - three, boy - girl etc.	Aprox. 22'
FINAL PART-EVALUATION	
Relaxation time: The kids are sitting hand in hand. We ask them to lie down and see a dream. Then they talk about it.	

8min

1.9 Knowledge, communication, collaboration, kinetic creativity

PHYSICAL EDUCATION		
35TH PRIMARY SCHOOL OF PATRAS		GRADE :1ST
The description of the group: There are 21 pupils of the 1 st grade, 11 girls and 10 boys aged 6 years old.		
Teaching module: Music education Objectives: Knowledge, communication, collaboration, kinetic creativity	Materials: newspapers, cones, drum Area: school gym	
INTRODUCTION		
ACTIVITIES	TIME	ADVICE
Kids in a circle: they walk all over the sole, on the noses, on the heels, sideways, with scissors etc Breathing exercises	5'	
MAIN PART		
1. We first mention the levels (high - medium - low) and shapes (open - closed) in children. 1. Children in Circle: The first child says his or her name by striking the syllables of his name. Then all the children together repeat the name of the child by beating their claps. The exercise is completed when all the children say their names.	2'	We urge children not to perform the same movements as other children
2. The same exercise is repeated. But now the children say their name and perform (according to their name syllables) movements with their hands.	6'	
3. The same exercise is repeated except that the children are upright and the accompanying movements are done on foot.	6'	
4. Then let them move freely around the room - as anyone wishes - always at the pace of the music. In	6'	

<p>pausing the music we ask them to perform a shape open at high level or a shape closed at mid level etc. 5. Afterwards we ask the children to pause the music to perform two or three shapes etc. in space. (We encourage children to have different shapes in each group)</p>	6'	
FINAL PART		
<p>Musical hat: Children are seated in a circle. One child wears the musical cap and moves according to the music, then gives the cap to another kid who in turn dances etc.</p>	5'	
EVALUATION		
<p>Were the children able to work together? Did they form fast couples, triplets, etc.? Did they run different shapes? (3' min)</p>		

1.10 Teaching Volley, Service and cuff learning

GRADE 6th : students at the age of 11-12 years old	
Lesson: Teaching Volley	Materials: 6 volleyballs

Objectives:

Service and cuff learning

Place: The school gym

DESCRIPTION OF ACTIVITIES**Introduction**

Preparing the body.

1. Loose run in a phalanx on the volleyball lines. Knees high, buttocks heels, lateral displacements, bends with arms, front - back, left - right. (5min)

2. Stretching Exercises: Stretches of the shoulder belt, triceps scapula, dorsal, abdominal, ankle, quadriceps, glutes, etc. (7min)

Main part

Learning Service

1. Service from below

(a) Pupils scattered on the court and stationary perform ball-free service to learn the correct swing of the ball-striking hand and the position of the other hand holding the ball

b) Same ball exercise, little ball promotion (one ball per four people). Exercise can also be done by hitting a wall

c) The same exercise and with great promotion

d) Service against the net, attempting to pass the ball over the net.

The Teacher checks :Correct body position.

Make sure the hand that strikes the ball is stretched and the middle of the forearm is looking at the ball.

2. Service from above

a) Static and scattered movement of the hand that strikes the ball and the movement of the hand that throws the ball (exercise without balls)

b) Ball-throwing and hitting synchronization exercise. Flying the ball high, the hand hitting the ball makes the move and catching the ball with the other hand in the air and at the point where the blow is made (one ball per four people)

c) One ball per four people serve from above with little promotion of the ball. Exercise can also be done by hitting a wall.

d) The same exercise and with great promotion against the friend

e) Service against the net, attempting to pass the ball over the net.

The teacher checks: Correct body position.

The hand that strikes the ball strikes it with the palm and not with the fingers. The elbow

does not bend.

3. Cuff

- (a) Statically scattered, correct body posture, right hand grip and ball-free deflection movements (front - right - left)
- (b) In quadruplets two, one crosses with the fingers and the other repels with a cuff. After four attempts the other two perform
- (c) In fours, one finger continuously crosses and the other three consecutive cuffs.
- d) In fours, one is repeatedly cuffed and the other is repeatedly cuffed with a cuff

Teacher shows the types of handbags and insist on the right way of tying. The movement is mainly by the legs

4. Game

Normal toy with emphasis on service and cuffs

This main part lasts around 28 min.

Final Part

Rehabilitation - Muscle relaxation

Relaxed running combined with breathing and relaxing exercises. Discussion with students.
(5'min)

2.1 The distribution of continents and oceans

LESSON PLAN

Subject: The distribution of continents and oceans

Group of students: 6th Grade

Teaching Aims: We understand the concepts: continent, ocean, sea

Discover the image of the earth millions of years ago (Pogaya)

We learned the names of the continents and the oceans

We compared the sizes of continents and oceans

We learn to locate them on the map and the northern sphere

We observe the distribution of continents and oceans in the two hemispheres

✓ Necessary material:

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PowerPoint, computer, projector

Alternatively: global map, general sphere, images

-For the first activity we need:

inflated balloons, glue, paper continents, markers.

-For second activity we need:

the hydrogenetic spheres

✓ Teaching Procedure:

Initially, we discuss with the kids about what they know about the continents and the oceans. In this way, we want to make use of their existing knowledge, in order to understand what is continent and what ocean, and to extract simple definitions.

At the same time, with the concept of the ocean, we introduce the concept of the sea so that the children through the comparison can better understand the two concepts.

Then we call the continents and the oceans, and with the participation of children we find their place on the world map. At the same time, we compare their sizes.

We also call on children to observe the two hemispheres and compare them in terms of land and sea distribution.

Lastly, we show the image of the earth 200 million years ago, when all the continents were united in one, the so-called Pangea. At the same time, we show the progress and the gradual separation of the continents to reach the present image of the Earth.

We ask children to think and discuss the causes of this development.

In our teaching all of the above is done with the help of a presentation in PowerPoint. However, if there is no computer or projector available, we can use maps, globe spheres, pictures (eg for the teaching of Pangea) as a teaching material.

✓ Activities/Teaching Games:

Balloons globe spheres.

We divide the children into groups of 4-5 people and we each share an inflated balloon as well as paper contours of the continents. Using the globe as a guide, we ask each group to stick the contours of the continents onto the balloons. In addition, we ask children to write the names of the continents and the oceans.

A group of children keeps the globe up and shows an ocean or a continent, while

another group must recognize the point and find out what is hiding on the opposite side of the globe.

The Teacher: Mr Kostas Pavlopoulos

2.2 The climate of Greece

LESSON PLAN

Lesson Plan

Subject: The climate of Greece

✓ **Group of students:**

The group of students consists of 21 kids, 12 girls and 9 boys at the age of 11 years old (grade 6)

✓ **Objectives:**

To be able distinguish the characteristics of the Mediterranean climate.
To discover the key factors on which the climate of a region depends.
To Recognize the different climates present in the regions of our country.
To Locate cities on the map - knowledge of their geographical location.
To Link to the Geographical - Geographic Interface - Cross - link

✓ **Materials required for the course:**

A. Materials accessible to all

The maps of the book (climate and geomorphology that give information about the temperatures of the cities of Greece)

Student-teacher book

Bar - indicator

B. Materials for a fully equipped school

Slide projector

Use the powerpoint program to teach the course

Portable or fixed computer

✓ **Steps for the teaching procedure:**

1. Teacher asks question about the causes that affect the climate (physicogeographical conditions).
2. Students put in groups the cities of Greece that have the same climate using the climate map of Greece.
3. Observing with the help of the tables, the cities that have the coldest winter and the towns that have the hottest summer, the cities with the smallest and the

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higher temperatures.

Locate these cities on the map.

Record the factors that affect the climate of each region.

4. Discussion with students about:

(a) climatic conditions prevailing at the place where they live.

(b) the characteristics of the climate in each season.

✓ Activities:

Climate questions

1. One child is going to visit the following areas in August and January: Florina, Serres, Kalamata, Heraklion. Make a list of things to take with him and what to watch.
2. Where are most of the forests in Greece and why?
3. What do we call meltemia? When do they occur and when do they weaken?
4. What role does the Pindus mountain range play in shaping the climate in the mainland of Greece?

Evaluation :

- Students complete the exercise in book on the climate of Greece (fill in empty words)
- Playing roles on how the climate affects the lifestyle of residents in different regions of Greece.

2.3 The geographical distribution of the population of Greece.

LESSON PLAN

Subject: The geographical distribution of the population of Greece.

GRADE: This lesson is taught in the 6th grade of the primary school.

Age of students: 11-12 years old

✓ MAIN OBJECTIVE:

The aim of the course is to understand the reasons for the distribution of the population and to be able to express their opinion on the subject.

This chapter "The geographical distribution of the population of Greece" can be linked to the following courses of Geography of the Elementary School:

- The major urban centers of Greece
- The cities of Greece
- The administrative division of Greece
- Geographical districts and regions of Greece
- The counties of Greece.

It is also interrelated with the following courses:

- Elementary Language: Life in the City (Describes life in the city and how the lifestyle, the topics negotiated, and the lesson of Geography we have been teaching over the last few years changed.)
 - Mathematics of the Primary: Organization of data and information (in this lesson we refer to the plans we are dealing with in the course of Geography to talk about the distribution of the population.)
 - Elementary Mathematics(grade 5): Concept of percentage (in the Geography lesson to clarify the distribution of population we use rates.)
 - Environmental Study of Primary School(grade 4):
- We know the geographical areas of Greece better
 - The geographical area where we live
 - Political map of Greece, Another look at the geographical departments

MATERIAL USED:

- the lesson (maps and layouts) can be taught using the following web pages:

http://egpaid.blogspot.com/2009/03/blog-post_18.html

<http://geogr.eduportal.gr>

http://egpaid.blogspot.com/2009/03/blog-post_12.html

<http://users.thess.sch.gr/benosm/>

- Projector

✓ The organization of activities requires:

4 laminated maps of Greece scale

Figures (playmobil, for example, people, cars, trees, animals, etc.) (about 10-15 for each group)

4 boxes where the figures will be placed

Blue tag (which will be shared by children for the activity)

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✓ TEACHING PROCEDURE:

PART ONE:

View an outline (from the internet) about the distribution of the Greek population and discuss the current situation.

Annotation of the population distribution map, scale 1: 640000 and discussion of statistical data derived from various population surveys.

PART TWO

Students comment on the factors that contributed to the population shaping. Each factor is analyzed separately.

PART THREE

The concept of "decentralization" arises. We analyze the concept and discuss data that have emerged from the inventories of recent years. We also introduce children to the concept of urbanization.

EVALUATION:

Activity for the classroom

We divide the children into 4 groups. We hand out the boxes with the figures in the groups and we ask the children to place them in different places on the map, where they consider appropriate. Then they justify and discuss their choice.

Activity for home

We ask the children to write to us from which part of Greece everyone is. Then we ask them to describe their region and present their positive parts-places in order to attract people (decentralization).

2.4 "Coasts of Greece".

LESSON PLAN

Title: "Coasts of Greece".

Class: Year 5, age range: 11-12 years old

✓ **Teaching objectives:**

To be able to Find the coastal data of Greece on the map.

To Be able to associate coastal terms with schematic representations.

To Become familiar with the term "Horizontal Division" and recognize its

elements in Greece.

To Be able to explain why Greece has a long coastline.

Duration: 45 minutes

✓ **Cross-linking:**

This lesson can be combined with chapters of history and physics.

The Corinthian isthmus, for example, could be linked to the lesson of history, as we could teach the historical significance and usefulness of the isthmus over the years.

Also, the Euripus Strait could be linked to the study of the environment and physics by making a detailed reference to the phenomenon of changing the direction of the waters.

✓ **Teaching Procedure:**

First, by entering the class, we give the children the stimulus for the lesson by reading them the poem by K. Varnalis (in the book).

«να ταξιδεύουν στον αγέρα τα νησάκια,

οι κάβοι, τ' ακρογιάλια σαν μεταξένιοι

αχνοί και με τους γλάρους συνοδιά

κάποτ' ένα καράβι ν' ανοίγουν να το

πάρουν οι ουρανοί...» Kostas Varnalis (Greek poet)

(10 minutes)

Then, we show through powerpoint several photos showing peninsula etc. that we can find on the

site: <http://photography.nationalgeographic.com/photography/photogalleries>

Alternatively, we give similar photos to children from magazines or newspapers.

We give the children the word, asking if they have seen, close or through television, magazines, and / or cinema such places and what they look like or differ.

Then let the children give their own definitions and then give them the definitions of the book to find possible mistakes but also right.

(20 minutes)

Activity

According to the activity of the book, we work with the children around Greece, helping them to recognize the country's coastal features. (15 minutes)

Extra activity for the class or for homework

We divide students in two groups to make two thematic collages with photos.

The first team will make a collage with characteristic beaches and steep beaches. The second group is a collage of photographs and texts that show the relationship of the sea with Greek mythology.

Evaluation

For evaluation the teacher can use the site:

<file:///C:/Users/peny/Downloads/%CE%A7%CE%B5%CF%81%CF%83%CF%8C%CE%BD%CE%B7%CF%83%CE%BF%CE%B9-%CE%B1%CE%BD%CF%84%CE%B9%CF%83%CF%84.htm>

Or give the students worksheets with questions to answer

Can you complete the proposals with the appropriate words?

- The Aegean Sea stretches between the shores of _____ and _____.
- The Ionian Sea stretches between the shores of _____ and _____.
- The Libyan Sea stretches south of _____.
- The Aegean is divided into smaller segments: _____, _____, _____, _____, and _____ Seas.
- Greece has _____ horizontal partition.

1.Suggest the right answer

Most Greek islands are located in the Ionian Sea.

Piraeus is the port of Athens.

Rhodes belongs to the Ionian Islands.

The largest island in Greece is Crete

Can you highlight the right answers

The Ionian Islands spread out ...

in the Aegean Sea.

in the Ionian Sea.

in the Cretan Sea.

2.5 Oceans and seas

LESSON PLAN

TOPIC: OCEANS AND SEAS

DURATION: 45 MINUTES

The group is pupils at the age of 11 years old, 6th grade of primary school

Aims: Children are expected:

- To be able to understand the round shape of the earth
- to be familiar with the concept of size of oceans in world comparison
- to learn the names of the seas and the oceans and see their position on the world map and on the globe
- to understand that the continents are surrounded by the oceans
- to learn about the biggest islands
- to discriminate the difference between the trait and the canal

Suggested resources:

- world map
- geophysical map
- globe
- computer
- pictures
- worksheets

Teaching procedure:

INTRODUCTION(5 minutes):Teacher discusses with the pupils the topic and become aware of their experiences on it.

MAIN COURSE(20-25 minutes): Teacher shows the pupils the globe and the world map.

Teacher asks questions about the seas and the oceans giving major information about them.

Children find the biggest seas and the place of their country on the world map. They find out the seas that surround their country.

Children name the seas and the oceans and discuss about the difference of them.

Children watch the following video:

<https://www.youtube.com/watch?v=fM7tEhm0B58>

children find on the map the biggest islands and name them.

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EVALUATION(10-15 minutes): Children watch and play

<https://www.youtube.com/watch?v=20z1HwdpvFE>

Then they complete worksheets.

HOMEWORK: Teacher gives the pupils the following project. Find an ocean and a continent whose name is connected with the Greek mythology and write down about the myth.

Name of Teacher: Mr. Kostas Pavlopoulos

2.6 GEOLOGICAL LANDSCAPES – learning about Portugal’s geological landscapes

Lesson plan – GEOLOGICAL LANDSCAPES – learning about Portugal’s geological landscapes

The description of the group

This group is a 7th grade class with 21 students, 15 boys and 6 girls, aged between 11 and 15 years. In this class there are 4 students under the portuguese decree law 54/2018, regarding Inclusive Education that benefit from selective measures.

Although they are somewhat talkative, the students in this class are mostly participative and committed. They show interest in group and experimental activities, achieving better results when the theme of the lesson relates to their interests and experiences.

The time of the lesson

50 minutes

Aims

- Consolidation of the concepts/contents associated to the typology of rocks and forms of relief of the surrounding landscape of the country through the exploration of electronic presentations and interactive exercises. **(A, D)**
- Research on the characteristics of the surrounding landscape of the school. **(B C D)**
- Characterization of the surrounding landscape of the school with emphasis on the dominant rocks and the type of relief. **(A, C, D, E, H, I)**
- Presentation and discussion of results. **(A, B, E, F, I)**

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- Exploring different forms of information available on the Internet.
- Searching for information, securely, on the Internet.
- Performing a research and analysis of information obtained on the Internet on a given topic.

Teaching aids

- A PowerPoint presentation
- Internet - google maps
- The students' books

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Presentation of a PowerPoint with the geological landscapes in the country.	T - S	The teacher presents a PowerPoint with pictures, explanation and locations of the several geological landscapes in the country, asking student witch landscapes are familiar or have visited.	15 minutes
Sudents, in pairs, relate each geological landscape magmatic volcanic, magmatic plutonic, sedimentary and methamorphic with its main rock type.	S - S	Consulting the student's book, students, in pairs, research and relate each geological landscape with its main rock, applying previous knowledge given in the 3 th and 5 th grade.	20 minutes
Sharing the results of the research.	S - S/T - S	Each pair presents to the classroom the results of the research, comparing results and correcting each other.	15 minutes

Extra activities

- Students investigate the geological characteristics of the surrounding landscape of the school, trying to classify it in one of the geological landscapes given in class.

Further activities

- Watching and discussion of the documentary: "Almada, between the river and the sea."

References

- CUNHA, R., GUIMARÃES, O. and SALSA, J. (2016). *Cientic* - 7th grade, students's book, 3rd edition. Porto Edit., Porto.

Internet sources

- <https://www.portoeditora.pt/espacoprofessor/paginas-especiais/cienTIC/>: ppt presentation about geological landscapes
- <https://www.google.pt/maps/@38.5472182,-9.1858036,151m/data=!3m1!1e3>

2.7 GEOLOGICAL LANDSCAPES – natural and geological patrimony of the school district

Lesson plan – GEOLOGICAL LANDSCAPES – natural and geological patrimony of the school district

The description of the group

This group is a 7th grade class with 21 students, 15 boys and 6 girls, aged between 11 and 15 years. In this class there are 4 students under the portuguese decree law 54/2018, regarding Inclusive Education that benefit from selective measures.

Although they are somewhat talkative, the students in this class are mostly participative and committed. They show interest in group and experimental activities, achieving better results when the theme of the lesson relates to their interests and experiences.

The time of the lesson

50 minutes

Aims

- Characterization of the surrounding landscape of the school's district with emphasis on the dominant rocks and the type of relief. (A, C, D, E, H, I)

Teaching aids

- Documentary “Almada, between the river and the sea”.
- The students's notebook

Course of the lesson

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Activities/Aids	Interactions	Procedures	Time
Homework correction	T - S	The teacher registers who did the homework. Students present their answers and correct in big group.	5 minutes
Viewing and discussing of the documentary "Almada, between the river and the sea".	T - S	Students view the documentary, stoping and discussing the fauna and flora it. They are asked to relate with previous knowledge identifying the geological landscape and rock types, taking notes in their note book.	45 minutes

Extra activities

- Students will answer in the notebook, wich landsape and rock types they've identified in the documentary, being able to see it again at home, trough youtube, if necessary.

Further activities

- Resolution, in pairs of the documentary's exploration work sheet
-

References

- CUNHA, R., GUIMARÃES, O. and SALSA, J. (2016). *Cientic* - 7th grade, students's book, 3rd edition. Porto Edit., Porto.

Internet sources

- <https://www.portoeditora.pt/espacoprofessor/paginas-especiais/cienTIC/>: ppt presentation about geological landscapes
- <https://www.google.pt/maps/@38.5472182,-9.1858036,151m/data=!3m1!1e3>

2.8 The distribution of continents and oceans

Lesson Plan in Geography

Subject: The distribution of continents and oceans

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Group of students: 6th Grade

Teaching Aims:

We understand the concepts: continent, ocean, sea

Discover the image of the earth millions of years ago (Pogaya)

We learned the names of the continents and the oceans

We compared the sizes of continents and oceans

We learn to locate them on the map and the northern sphere

We observe the distribution of continents and oceans in the two hemispheres

Necessary material:

PowerPoint, computer, projector

Alternatively: global map, general sphere, images

-For the first activity we need:

inflated balloons, glue, paper continents, markers.

-For second activity we need:

the hydrogenetic spheres

Teaching Procedure:

Initially, we discuss with the kids about what they know about the continents and the oceans. In this way, we want to make use of their existing knowledge, in order to understand what is continent and what ocean, and to extract simple definitions.

At the same time, with the concept of the ocean, we introduce the concept of the sea so that the children through the comparison can better understand the two concepts.

Then we call the continents and the oceans, and with the participation of children we find their place on the world map. At the same time, we compare their sizes.

We also call on children to observe the two hemispheres and compare them in terms of land and sea distribution.

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Lastly, we show the image of the earth 200 million years ago, when all the continents were united in one, the so-called Pangea. At the same time, we show the progress and the gradual separation of the continents to reach the present image of the Earth.

We ask children to think and discuss the causes of this development.

In our teaching all of the above is done with the help of a presentation in PowerPoint. However, if there is no computer or projector available, we can use maps, globe spheres, pictures (eg for the teaching of Pangea) as a teaching material.

Activities/Teaching Games:

Balloons globe spheres.

We divide the children into groups of 4-5 people and we each share an inflated balloon as well as paper contours of the continents. Using the globe as a guide, we ask each group to stick the contours of the continents onto the balloons. In addition, we ask children to write the names of the continents and the oceans.

A group of children keeps the globe up and shows an ocean or a continent, while another group must recognize the point and find out what is hiding on the opposite side of the globe.

3.1 Talking about Christmas' traditions and culture in Portugal and other countries

LESSON PLAN

- **The description of the group**

This group is a 7th grade, class A, from Escola Básica Elias Garcia, Sobreda, in Portugal. There are 20 students, 14 girls and 6 boys, aged between 11 and 13 years old. There are 2 students with special needs included in the group. In general, there are students that participate enthusiastically and express their

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opinions easily which creates a very dynamic class.

This is a lesson about Portuguese Christmas's traditions and other countries around the world, specifically, Italy, Greece and Poland.

✓ The time of the lesson

45 minutes

✓ Aims

- Students will talk about Christmas' traditions (food, songs, historical persons – Portuguese king D. João IV)
- Students will identify some Christmas' traditions
- Students will exchange information about the theme of the lesson
- Students will present Portuguese Christmas' traditions.

Teaching aids

- Students will read an article about the theme of the lesson.

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Students read some parts of an article about Portuguese Christmas' traditions and culture	T/S	Teacher explains the activity and leads a <i>brainstorming</i> about the theme of the lesson	15 minutes

Brainstorming about
the theme of the
lesson

Students, in small
groups (3/4

students), choose
the theme they want
to do their research

S - S

Students take notes about
what they have chosen to do

10
minutes

Students tell their
choices to the
teacher and
colleagues

T - S

Each student takes notes about
the different group choices

Students in each
group think about 3
main questions to
guide the
information search

S-S

Each group write their
proposals and present them to
the rest of the class

10
minutes

Students set the final
details to expand
their research

T-S

Students and teacher set the
final items to improve the
research.

10
minutes

✓ Extra activities

Each group of students will research at home or in school library about the theme of the lesson. They will talk with their parents, relatives or other persons in their community about some traditions to achieve their work proposals.

✓ Further activities

- In a week, they have to present in class their work progress in order to make the final project, with the help of ICT lessons, to present to the class.
- Students will translate all the information into English in the English

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class.

- Students will also search about Italian, Greek and Polish Christmas' traditions.

references ;

<https://sapiencia.ualg.pt/bitstream/10400.1/5665/1/Tradi%C3%A7%C3%B5es%20do%20Natal%20Portugu%C3%AAs.pdf>

Internet sources :

- <https://www.vortexmag.net/a-origem-e-significado-de-10-tradicoes-de-natal/>
- <https://www.e-konomista.pt/artigo/pratos-tipicos-de-natal/>
- https://www.youtube.com/watch?v=yOOsPecxFG8&start_radio=1&list=RDyOOsPecxFG8&t=1768
- https://pt.wikipedia.org/wiki/Hino_Portugu%C3%AAs
- <http://bloglanostraitalia.blogspot.com/2011/12/as-tradicoes-natalicias-na-italia.html>
- <https://www.turismogrecia.info/blog-turismo/tradicoes-e-costumes-gregos-de-natal/>
- <http://mystory.aiesec.pt/o-retrato-de-uma-so-cultura-mas-varias-tradicoes-diferentes-o-natal-na-polonia/>

3.2. Talking about Christmas' traditions and culture in Portugal and other countries

The description of the group

This group is a 7th grade, class A, from Escola Básica Elias Garcia, Sobreda, in Portugal. There are 20 students, 14 girls and 6 boys, aged between 11 and 13 years old. There are 2 students with special needs included in the group. In general, there are students that participate enthusiastically and express their opinions easily which creates a very dynamic class.

This lesson will continue the same theme about Christmas time and the work that have begun a

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week ago.

The time of the lesson

45 minutes

Aims

- Students will present Portuguese Christmas' traditions
- Students will present the information using different technological approaches, e.g. PowerPoint or video presentation, oral presentation, or other means.

Teaching aids

- Computer

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Students present the result of their research	S/S T/S	Each group tells the group the result of the work they have done; successful work; doubts...	20 minutes
Students set the final details of their presentation and go to the computer to finish the work	S - S T-S	Each group with the teacher's help writes the final texts and chooses the pictures to illustrate their work	25 minutes

Extra activities

Each group of students will finish some details in order to complete the work.

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Further activities

- Students can decide to work on a video to present the information
- Students will translate all the information into English in the English class
- Students will have also the ICT teacher's help to improve their work.

References

- <https://sapiencia.ualg.pt/bitstream/10400.1/5665/1/Tradi%C3%A7%C3%B5es%20do%20Natal%20Portugu%C3%AAs.pdf>

Internet sources

- <https://www.vortexmag.net/a-origem-e-significado-de-10-tradicoes-de-natal/>
- <https://www.e-konomista.pt/artigo/pratos-tipicos-de-natal/>
- https://www.youtube.com/watch?v=yOOSPecxFG8&start_radio=1&list=RDyOOSPecxFG8&t=1768
- https://pt.wikipedia.org/wiki/Hino_Portugu%C3%AAs
- <http://bloglanostraitalia.blogspot.com/2011/12/as-tradicoes-natalicias-na-italia.html>
- <https://www.turismogrecia.info/blog-turismo/tradicoes-e-costumes-gregos-de-natal/>
- <http://mystory.aiesec.pt/o-retrato-de-uma-so-cultura-mas-varias-tradicoes-diferentes-o-natal-na-polonia/>

3.3 Greek art in the 5th century

LESSON PLAN

Subject: Greek art in the 5th century BC: identify key features

✓ The description of the group

This group is a 7th grade class, from Escola Básica Elias Garcia, in Portugal. There are 28 pupils, 19 girls and 9 boys, aged 12 to 14 years old. There are 3 girls and 1 boy with special needs included in the group. Most of the pupils in

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this class have Music lessons in a Music school as a complement to the regular curriculum.

They are very interested students and reveal curiosity about historical events.

It is a group that is very fond of asking questions and presenting their ideas.

✓ The time of the lesson

50 minutes

✓ Aims

- Situate historical events in time
- Find in space historical situations
- Analyze historical documents
- Select and organize information
- Identify the main features of Greek art: architecture, sculpture and painting
- Power point elaboration
- Make oral presentation of works
- Elaboration of an exhibition

✓ Teaching aids

- The students' books
- The students' activity books
- A PowerPoint presentation
- Internet
- Library book's

✓ Procedures

- Students in groups of 4 research the characteristics of Greek art

- Groups identify characteristics of Greek architecture, painting and sculpture
- The students in group of 2 do research and the powerpoint during 2 lessons;
- They must research and present the main features of Greek art. Each group must choice two greek monuments

✓ Extra activities

- Students will finish their work at home or at school in other place like library or study room.

Further activities

- Power point's presentation
- Selection of information for elaboration of an exhibition

References

- The Portuguese Curricular Goals of Basic Education

Internet sources

- <https://www.culture.gr/>
- <https://www.pbs.org/empire/thegreeks/htmlver/>

3.4 – Talking about historic places and monuments in Lisbon

LESSON PLAN

✓ The description of the group

This group is a 7th grade, class A, from Escola Básica Elias Garcia, Sobreda, in Portugal. There are 20 students, 14 girls and 6 boys, aged between 11 and 13 years old. There are 2 students with special needs included in the group. In

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general, there are students that participate enthusiastically and express their opinions easily which creates a very dynamic class.

This is the first lesson about historic places and monuments in Lisbon aiming to create a touristic and cultural tour in Lisbon, in the old town area – Baixa de Lisboa (traditional and colourful neighbourhoods) and Zona Ribeirinha in Belém (famous for the Discovery monuments and famous custard tarts – Pastéis de Belém). This lesson will prepare a study visit to Lisbon with foreign colleagues in next month of March.

✓ The time of the lesson

45 minutes

✓ Aims

- Students will talk about historic places and monuments in Lisbon in the areas referred above
- Students will identify historic places and monuments
- Students will exchange information about the theme of the lesson
- Students will search for historical information about places and monuments in Lisbon
- Students will create their own touristic tour in Lisbon to prepare a study visit with the foreign colleagues.

✓ Teaching aids

- Brainstorming about the theme of lesson
- An YouTube video about monuments in Lisbon
- The students' History book.

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
		Teacher presents, explains the activity and leads a <i>brainstorming</i> about the theme of the lesson	10 minutes
Students watch a YouTube video about monuments in Lisbon	T - S	While watching the video, students confirm the names of the monuments and they became aware of their historical relevance and other information	5 minutes
Students, in small groups (3/4 people), choose the name of two monuments they want to do their research	S - S	Students write the name of the monuments	5 minutes
Students tell their choices to the teacher	T - S	Each student takes notes about the different group choices	5 minutes
Students in each group think about 3 or 4 main questions to guide the information search	S-S	Students write their proposals and present them to the rest of the class	5 minutes
Students set the final details to expand their research	T-S	Students and teacher set the final items and create the template in order to present the information regarding each monument	15 minutes

✓ Extra activities

Students will use in their research their History book and Websites, such as Lisbon Tourism or YouTube channel, and they will present their final work at the date arranged.

✓ Further activities

- Students will translate all the information into English in the English class and they will have also the ICT teacher's help.
- The students, using the publisher application, will make a flyer as a result of their work.

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✓ References

- Maia, Cristina e outros, Novo Viva a História – 7º ano, Porto, Porto Editora
Internet sources
- <https://www.youtube.com/watch?v=rBjKdoXEzvE> (4' 03'')

3.5 The Fall of Constantinople

LESSON PLAN: HISTORY

COURSE: The Fall of Constantinople

Group of students: 5th grade

Teaching Duration: 45 minutes (approximately)

Teaching style: Interactive-group-participative

Teaching Method: Interactive learning- Dialogue

Teaching procedure: Presentation-Analysis-Synthesis

Teaching objectives:

- To introduce students to the events before the fall of Byzantium and to identify the internal and external factors that led Byzantium to decline by assessing their significance.
- To Understand the importance of Byzantium for European culture.
- To Compose action plans and communicate
- To Evaluate and judge historical information with internal testimonies and external criteria

Teaching Methods used:

Historical insight

Brainstorm

Questions answering

Discussion and Teamwork

Teaching Procedure

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First Part: Connection with previous knowledge(10 min)

The teacher starts the lesson using previous knowledge to connect the parts of the chapters. He /she asks the students the following questions:

- Where did the Ottoman Turks come from?
- Who originally settled and who was their leader?
- What factors contributed to the development of the military power of the Ottomans?
- What is the state of Byzantium in the last hundred years of his life?
- When did the Ottomans arrive until 1391 and what was the attitude of the Balkan peoples and Byzantium towards them?

Presentation of the new chapter/lesson (15 minutes)

The presentation begins with brainstorming. The teacher asks students to say when they hear the word Fall and write down the answers on the board.

There follows a historical narrative from The Teacher in which the three main parts of the chapter are presented with the help of Powerpoint.

Third phase of teaching - Investigation of sources (25 minutes)

We divide students into 4 groups according to their interests (historically responsible engineers-tactical war, biographers, folks)

- We share the worksheet in each group (They contain sources, images, questions)
- We polish during each group's research and facilitate research.
- Each group's representative announces the results of the survey.
- Follow their comment.

Assessment of teaching practice:

During the lesson, the teacher and his students perform the assessment of teaching practice through a reflective process that takes place:

Ask Questions to start the course.



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During the lesson he/she aims at the implementation of the activities (formative evaluation) with the aim of reconfiguring them.

Follows a constructive discussion.

In the end he/she uses Workflows, queries and answers.

3.6 Talking about historic places and monuments in Almada

LESSON PLAN

The description of the group

This group is a 7th grade, class A, from Escola Básica Elias Garcia, Sobreda, in Portugal. There are 20 students, 14 girls and 6 boys, aged between 11 and 13 years old. There are 2 students with special needs included in the group. In general, there are students that participate enthusiastically and express their opinions easily which creates a very dynamic class.

This is the first lesson about historic places and monuments in Almada, the city our school belongs to. This lesson will prepare a study visit to Almada with foreign colleagues to be held next march.

The time of the lesson

45 minutes

Aims

- Students will talk about historic places and monuments in Almada
- Students will identify historic places and monuments
- Students will exchange information about the theme of the lesson
- Students will search for historical information about places and monuments in Almada
- Students will create their own touristic tour in Almada with the Council's help.

Teaching aids

- *Brainstorming* about the theme of lesson
- A YouTube video about monuments in Almada
- The students' History book

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Course of the lesson

Activities/Aids	Interactions	Procedures	Time
		The teacher explains the activity and leads a <i>brainstorming</i> about the theme of the lesson	10 minutes
Students watch a YouTube video about monuments in Almada	T - S	While watching the video, students confirm the names of the monuments and they become aware of their historical relevance and other information	5 minutes
Students, in small groups (3/4 students), choose the name of two monuments they want to do their research about	S - S	Students write the names of the monuments	5 minutes
Students tell their choices to the teacher	T - S	Each student takes notes about the different group choices	5 minutes
Students in each group think about 3 or 4 main questions to guide the information search	S-S	Students write their proposals and present them to the rest of the class	5 minutes
Students set the final details to expand their research	T-S	Students and teacher set the final items and create the template in order to present the information regarding each monument	15 minutes

Extra activities

- Students will use in their research their History book and Websites, such as Almada Tourism and Council or YouTube channel, and they will present their final work at the deadline date.
- This activity will be supported with information by a tourist guide from the Almada touristic Office.

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Further activities

- Students will translate all the information into English in the English class and they will have the ICT teacher's help
- Students, using the publisher application, will make a *flyer* as a result of their work.

References

- Maia, Cristina e outros, *Novo Viva a História* - 7º ano, Porto, Porto Editora

Internet sources

- http://www.m-almada.pt/xportal/xmain?xid=cmav2&xpgid=genericPage&genericContentPage_qry=BOUI=5771022&actualmenu=5770956
- <https://www.vortexmag.net/os-12-melhores-locais-para-visitar-em-almada/>

3.7 The Roman Art of Classical Antiquity: identify key features

LESSON PLAN

The description of the group

This group is a 7th grade class, from Escola Básica Elias Garcia, in Portugal. There are 28 pupils, 19 girls and 9 boys, aged 12 to 14 years old. There are 3 girls and 1 boy with special needs included in the group. Most of the pupils in this class have Music lessons in a Music school as a complement to the regular curriculum.

They are very interested students and reveal curiosity about historical events.

It is a group that is very fond of asking questions and presenting their ideas.

The time of the lesson

Project name : Let's share the culture and history using modern techniques and methods of learning teaching, cofounded by the Erasmus+ Programme of the European Union.

50 minutes

Aims

- Situate historical events in time
- Find in space historical situations
- Analyze historical documents
- Select and organize information
- Identify the main features of Roman art: architecture, sculpture and painting
- Power point elaboration
- Make oral presentation of works
- Elaboration of an exhibition

Teaching aids

- The students' books
- The students' activity books
- A PowerPoint presentation
- Internet
- Library book's

Procedures

- Students in groups of 4 research the characteristics of Roman art
- Groups identify characteristics of Roman architecture, painting and sculpture
- The students in group of 2 do research and the powerpoint during 2 lessons
- They must research and present the main features of Roman art. Each group must choice two Roman monuments

Extra activities

- Students will finish their work at home or at school in other place like library or study room.

Further activities

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- Power point's presentation
- Selection of information for elaboration of an exhibition

References

- The Portuguese Curricular Goals of Basic Education

Internet sources

- <https://www.roman-empire.net/>
- <https://www.conimbriga.pt>

3.8 The olympic games of ancient greece and nowadays: understanding its importance

LESSON PLAN

The description of the group

This group is a 7th grade class, from Escola Básica Elias Garcia, in Portugal. There are 28 pupils, 19 girls and 9 boys, aged 12 to 14 years old. There are 3 girls and 1 boy with special needs included in the group. Most of the pupils in this class have Music lessons in a Music school as a complement to the regular curriculum.

They are very interested students and reveal curiosity about historical events.

It is a group that is very fond of asking questions and presenting their ideas.

The time of the lesson

50 minutes
50 minutes

Aims

Project name : Let's share the culture and history using modern techniques and methods of learning teaching, cofounded by the Erasmus+ Programme of the European Union.

- Situate historical events in time
- Find in space historical situations
- Analyze historical documents
- Select and organize information
- Understand how the ancient olympic games were born
- Research the olympic events
- Make oral presentation of works
- Elaboration of an exhibition

Teaching aids

- The students' books
- The students' activity books
- Internet
- Library book's

Procedures

- Formation of working groups
- One group will research the duration, periodicity, and rewards of the current and Greek Olympics
- Another group will research the type of evidence of the Greek and current Olympics
- Another group will research the meaning of the symbols of the olympic games
- Organization of a debate on the similarities and differences between the Greek Olympic Games and those of today
- Debate on similarities and differences between the Greek and current Olympic Games and written record of key findings

Further activities

- Selection of information for elaboration of an exhibition

References

- The Portuguese Curricular Goals of Basic Education

Internet sources

- <https://www.culture.gr/>



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of the European Union



- <https://www.olympic.org>.

3.9 The Olympic Games in Ancient Greece and Today: Role Play

The description of the group

This group is a 7th grade class, from Escola Básica Elias Garcia, in Portugal. There are 28 pupils, 19 girls and 9 boys, aged 12 to 14 years old. There are 3 girls and 1 boy with special needs included in the group. Most of the pupils in this class have Music lessons in a Music school as a complement to the regular curriculum.

They are very interested students and reveal curiosity about historical events.

It is a group that is very fond of asking questions and presenting their ideas.

The time of the lesson

50 minutes

Aims

- Situate historical events in time
- Find in space historical situations
- Analyze historical documents
- Select and organize information
- Understand how the ancient olympic games were born
- Research the olympic events
- Make oral presentation of works
- Organize a role play

Teaching aids

- The students' books
- The students' activity books
- Internet
- Library book's

Procedures

- Viewing a documentary about the latest Olympic Games
- Biography preparation of athletes

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- Role play interviews with athletes who participated in the olympic games in ancient greece and today

References

- The Portuguese Curricular Goals of Basic Education

Internet sources

- <https://www.culture.gr/>
- <https://www.olympic.org>.

4.1 Developing listening and reading skills

LESSON PLAN

Time: 45 min

Class: 6th No of students: 13 Age of students: 12/13 Level: A2

✓ **Aims of the lesson** (communicative/other):

Developing reading skills: familiarizing students with new grammatical constructions connected with buying a ticket; introducing and practicing new vocabulary connected with travelling;

developing listening skills (gist and specific information - recently taught words and constructions);

developing speaking skills-consolidating recently taught material; revising how to talk about past, present and future

developing writing skills- consolidating recently taught material; revising how to talk about past, present and future

✓ **Materials used:** student's book; blackboard; flashcards

Stage	Aim	Procedure (teacher's and learners' tasks)	Materials	Groupings and patterns of	Time
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Project name : Let's share the culture and history using modern techniques and methods of learning teaching, cofounded by the Erasmus+ Programme of the European Union.

Lead-in to a listening activity	Introduction to the topic of the listening material	<ol style="list-style-type: none"> 1. Teacher asks Ss if they have ever been travelling by train. 2. T gives Ss flashcards with new constructions that may be found in the listening material 3. T and Ss discuss unfamiliar constructions 	Flashcards	interaction T → class Ss → Ss T → class	5 min
Listening activity	Developing listening skills: ✓ gist; ✓ recently taught words;	<ol style="list-style-type: none"> 1. Ss listen to a track to understand the gist of it 2. Ss listen to the material one more time, simultaneously reading the transcripts and searching for recently taught material 	Computer Student's books	Individual work	3 min
Post-listening activity And lead-in to a speaking activity	Revising new constructions and practicing new vocabulary connected with travelling	<ol style="list-style-type: none"> 1. T draws a mind map (with new words and grammatical constructions that may be found in the listened material) on the 	Blackboard Notebooks	T → class Ss → Ss T → class	9 min

		blackboard and asks students about words, constructions (their usage and meanings). T writes them down 2. Ss write down the mind map in their notebooks.			
Speaking activity	Developing speaking skills-consolidating recently taught material; revising new material.	1. T explains a task. 2. Ss try to imagine that they go to Oxford for one day and they produce a short dialogue connected with buying a ticket. 3. Each student provides one sentence and the whole class delivers completed dialogue. T is an observer and tries to help his students if they need so.	Notebooks and students' books (if one needs it to check a word or a construction)	T → class Ss → Ss T → class	5 min
Lead in to a reading	Introduction to the topic of the	T revises new words connected	-----	T → class	3 min

activity	reading material	with travelling and explains words from the text the students are going to read.			
Reading activity	Developing reading skills-fluency	Ss read a short text connected with travelling (recently taught vocabulary is there).	Students' books	Individual work	3 min
Post- reading activity Writing activity	Developing writing skills-consolidating recently taught material Revising how to talk about past, present and future.	<ol style="list-style-type: none"> 1. T asks Ss to answer some questions connected with the recently read text. T and explains unfamiliar words. 2. T asks their students what they remember about present simple, present continuous and be going to. gives some instructions how to answer questions (short revision about how to talk about past, present and the future). 3. Students answer their questions. They write their answers in notebooks. They work in pairs. 4. T asks some students to read their 	Notebooks Students' books (if needed)	T → class Ss → Ss T → class	7 min

		answers. Ss check whether they did the task correctly.			
Post-reading activity	Revising how to talk about past, present and the future.	<ol style="list-style-type: none"> Each S reads one sentence from the task and tries to choose correct form of the tense. In case of any doubts, T gives instructions. 	Student's books	T → class Ss → T Ss → Ss T → class	5 min
HOMEWORK	Revising how to talk about past, present and the future; consolidating recently taught material	Ss have to write a short text about their trip to London with the implementation of words and grammatical constructions provided in class.			

4.2 Vocabulary

LESSON PLAN

Time: 45 min Class: 4th No of students: 12 Age of students: 10/11 Level: A1

Aims of the lesson (communicative/other):

Vocabulary: the numbers 20–100

Functions: asking for and giving personal information (name, surname, age, locker number)

Speaking: giving and receiving personal information in a dialogue

Materials used: student's book; blackboard; flashcards (nine cards with numbers 20–100 in written form); sticky notes

Stage	Aim	Procedure (teacher's and learners' tasks)	Materials	Groupings and patterns of interaction	Time
Lead-in	Introduction to the lesson	1. T asks their Ss to open their	Students' books	T → class Ss → T	7 min

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	topic.	<p>students' books and to look at the picture that presents children at school.</p> <p>2. T asks his students where the children are in the picture presented in lesson 6. Elicits 'at school'.</p> <p>3. T asks the Ss what they think the children are doing. Elicits "meeting each other for the first time"</p>		T → class	
Introduction of new functions (asking for and giving personal information (name, surname, age, locker number))	Developing the four competences; introducing and practising new vocabulary	<p>1. T asks his Ss to look at the exercise 1 form the students' book (it is a dialogue between children from the picture Ss looked at recently).</p> <p>2. T reads the dialogue to Ss and presents new functions.</p> <p>3. T and Ss discuss new functions.</p> <p>4. Ss read the dialogue aloud – each student reads one sentence.</p>	Students' books	T → class Ss → T T → class	7 min

Lead-to a listening activity	Introduction to the topic of the listened material	<ol style="list-style-type: none"> 1. T presents the task the Ss are going to do. 2. T explains unfamiliar words from the listened material. 	Student's books	T → class Ss → T T → class	3 min
Listening + lead-to speaking activity	Developing listening skills (for detailed information)	<ol style="list-style-type: none"> 1. Ss are going to listen a dialogue similar to the one from ex.1. 2. T gives away one sticky note for every student and asks his Ss to write down those constructions which the class has been recently taught. (They may take a look in their students' books if they need so). 3. T asks his Ss which constructions they wrote on their sticky notes ☺ a short discussion about recently taught material. 	Sticky notes	T → class Ss → Ss T → class	6 min
Speaking activity	Developing speaking skills: giving and receiving personal information in a dialogue.	<ol style="list-style-type: none"> 4. T explains a task. T asks his students to produce a short dialogue similar to the one from their 	----- -	T → class Ss → Ss T → Ss	7 min

		<p>students' book.</p> <p>5. Ss work in pairs.</p> <p>6. T is an observer and helps his Ss if they need so.</p>			
Revision of vocabulary (numbers 1–20)	Revising material from previous classes.	T shows Ss flashcards with numbers from 1 to 20. They have to respond orally what they see on flashcards.	Flashcards	T → class Ss → Ss T → class	3 min
Introduction of new vocabulary.(numbers 20-100)	Introducing and practising new vocabulary	<p>1. T gives each student one flashcard: each contains one number in a written form.</p> <p>2. Ss have to show their flashcard to the whole class and then the teacher presents new number (orally and in a written form).</p> <p>3. Ss write down the numbers in their notebooks.</p>	Flashcards Blackboard Notebooks	T → class Ss → Ss & T T → class	8 min
Happy goodbye	Consolidating recently taught material	T says a number between 20 and 100 to the Ss. Each student has to hold up the correct number of fingers to represent the	-----	T → class Ss → Ss & T T → class	4 min

		number. For example: 85 – the Ss first show eight fingers and then five.			
HOMEWORK	Practicing new functions: giving and receiving personal information in a dialogue		Workbook, page 13		

4.3 developing listening skills

LESSON PLAN

Time : 45 min Class: 7th No of students: 17 Age of students: 13/14 Level: B1

Aims of the lesson (communicative/other): Revising and practising recently taught grammatical points; developing listening skills: Ss can identify specific detail in a radio programme; developing speaking skills: talking about using technology.

Materials used: Students' Books; CD; CD player; notebooks;

Stage	Aim	Procedure (teacher's and learners' tasks)	Materials	Groupings and patterns of interaction	Time
Lead-in: review of verb patterns	Revising and practising recently taught grammatical points.	4. T tells Ss to work alone. 5. T dictates some of these sentence stems: <i>I'm looking forward to...</i> <i>I don't mind...</i> <i>I am planning...</i> <i>Last week I forgot...</i> <i>I don't want...</i> <i>I hate...</i> <i>I would love...</i>	Notebooks	T → class Individual work Ss → Ss (in pairs) Ss → Ss & T	15 min.

		<p>6. Ss should complete the sentences so that they are true for them. They must use a verb with –ing or a to-infinitive and not just a noun.</p> <p>7. When Ss have written their sentences, T puts them in pairs. Ss take turns to read aloud one of their endings (without saying sentence beginning) while their partner guesses the sentence beginning it matches with. T gives them time limit.</p> <p>8. When there's no time left, T invites Ss to share some of their ideas with the rest of the class.</p>			
Lead- in to the lesson topic	Introduction to the lesson topic; Developing speaking skills: talking about using technology	T discusses with the Ss a topic: “Do you think you spend too much time on your phone or on the computer?”	-----	T → class Ss → class	4 min.
Reading activity- quiz	Developing reading and speaking skills: talking about using technology	<p>1. T asks Ss to do the quiz form their Students’ Books.</p> <p>2. Ss compare their results with the rest of the class.</p>	Students’ Books	T → class Individual work Ss → class	4 min

		Short discussion.			
Lead- in to a listening activity	Introduction to the topic of the listened material	<ol style="list-style-type: none"> 1. T explains the task 2. Ss have to copy the Vocabulary box from their Students' Books. 3. Ss have to fill the gaps in the vocabulary box with the words from the quiz. 	Students' Books Notebooks	Individual work	3 min
Listening activity	Developing listening skills: Ss can identify specific detail in a radio programme	Ss listen (twice) to the track and check whether they filled the box correctly.	Notebooks CD CD player	Individual work	4 min
Post-listening activity: discussion about time expressions from (further expressions + those from the track)	Developing speaking skills; checking Ss' comprehension of the track; Consolidating recently taught grammatical points: time expressions.	<ol style="list-style-type: none"> 1. When Ss have finished, T discusses further time expressions. 2. T writes them on the blackboard, Ss have to come up with examples how to use them. 3. Ss write their ideas and time expressions in their notebooks. 4. T asks Ss to do (in pairs) task in which they have to answer the questions from Students' Books)with the implementation of time expressions). 	Blackboard ; notebooks	T → class Ss → T & Ss Individual work	6 min.
Lead- in to a listening activity 2 (the same track)	Introduction to the material Ss are going to listen to.	<ol style="list-style-type: none"> 1. T reads the task to the Ss. 2. T explains what Ss are about to do. 	Students' Books	T → class	1 min.
Listening	Developing	1. Ss listen only the	CD player	T → class	6 min

activity 2	listening skills: Ss can identify specific detail in a radio programme	first part of the track they have just listened to. 2. Ss choose correct answer to the question: "What is the programme about?" (T asks the whole class about the answer). 3. Ss listen to the second part of the programme and decide which sentences are true or false. (T asks the whole class about the answers).	CD Students' Books	Individual work Ss → T & Ss	
HOMEWORK	Developing writing skills: talking about using technology; Consolidating recently taught vocabulary and grammatical points.	Ss have to write 5 sentences on the topic: "How important is technology in your life? What technology do you use and what do you like doing?" (Ss have to use 3 time expressions).			2 min

4.4 developing reading skills

LESSON PLAN

Class: 5th No of students: 21 Age of students: 11/12 Level: A1+

Aims of the lesson (communicative/other): developing reading skills: familiarizing students with new vocabulary connected with weather and seasons; developing listening skills: for detailed information; developing speaking skills: asking and answering questions about the weather; developing writing skills: consolidating recently taught material

Materials used: student's book; blackboard; sticky notes for students to draw weather icons

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(ten for each group of five students); sticky notes; the map of Europe.

Stage	Aim	Procedure (teacher's and learners' tasks)	Materials	Groupings and patterns of interaction	Time
Lead- in to a lesson topic	Introduction to new vocabulary- developing speaking skills	T checks what weather vocabulary his Ss are familiar with by saying some of the 'weather' words and telling the students to mime what they represent. <i>Example:</i> HOT (students fan themselves); WET (students mime rain falling with their fingers)	----- -	T → class Ss → Ss T → class	5 min.
Vocabulary presentation	Familiarizing students with new vocabulary connected with weather and seasons	T presents new vocabulary connected with seasons and weather. T reads new words aloud Ss repeat them. Ss look at the pictures and new words presented in task 1 in their students' books.	Students' books.	T → class	5 min
Vocabulary practice	Developing speaking skills by consolidating recently taught vocabulary	T writes all the 'weather' words on the board in jumbled order, adding the four seasons at the top of the board. T prepares the flashcards. T gets a volunteer student to come to the board. T gives him/her a vocabulary flashcard and asks	Blackboard Flashcards	T → class T → S S → T	10 min

		<p>him/her to put it in the correct place on the board. Then T asks him/her to draw a line joining the weather word with the flashcard and the corresponding season. T continues until the board is a mass of lines (T and Ss use colour to distinguish between the words of each season) with different students coming to the board.</p>			
Lead-in to a listening activity	Introduction to the topic of the listened material	<ol style="list-style-type: none"> 1. T presents the task the Ss are going to do. 2. T explains unfamiliar words from the listened material. 3. T puts his students into groups of five. T gives ten sticky notes to each group and gets them to copy the pictures in exercise 4 (listening exercise), one icon for each sticky note. 	Students' books; Sticky notes	T → class Ss → Ss	7 min
Listening activity	Developing listening skills: for detailed information (identifying weather in four dialogues)	<ol style="list-style-type: none"> 1. When Ss listen for the first time, T gets them to work in their groups to place the sticky notes with the icons on the table in front of them in the order in which they hear the 'weather' words in the listened material. 2. When Ss listen for the second time, T asks them to write 'weather' words in the order in which they hear them in their notebooks. 	Students' books; Sticky notes Notebooks	T → class + individual work	3 min
Speaking activity	Developing speaking skills: asking	<ol style="list-style-type: none"> 1. T shows the map of Europe with different weather icons in 	The map of Europe	T → class Ss → T T → class	10 min

	and answering questions about the weather	<p>different Europe countries to his Ss.</p> <p>2. T asks his Ss: "What's the weather like in Spain/Italy/France/Poland?" etc.</p> <p>3. Ss are to identify the icons and answer the questions.</p>			
Vocabulary practice; writing activity	Consolidating recently taught language; developing writing skills	<p>1. T asks his Ss to write four sentences in their notebooks about the weather in four seasons in Poland.</p> <p>2. Ss write sentences in pairs.</p> <p>3. Each pair presents two sentences.</p>	Students' books Notebooks	T → class Ss → Ss Ss → class & T	5 min
HOMEWORK	<p>Consolidating recently taught material</p> <p>Developing writing and reading skills</p>		Workbook, page 10.		

4.5 Vocabulary – everyday object

LESSON PLAN

Time: 45 min Class: 5th No of students: 21 Age of students: 11/12

Level: A1+

Aims of the lesson: **Vocabulary:** introduction and revision: everyday objects, numbers, days of the week **Grammar:** revising possessive adjectives, possessive 's, questions with Is it ...? and Whose ...? **Speaking:** asking and answering yes/no questions with possessive 's and Whose ...?

Materials used: Students' Books; notebooks; CD; CD player; everyday objects; workbook

Stage	Aim	Procedure (teacher's and learners' tasks)	Materials	Groupings and patterns of interaction	Time
Lead-in to a lesson topic	Introduction to the topic of the lesson; Warm-up	9. Ss have a vocabulary race. T tells his students to work in groups of four. 10. T tells them to write in their notebooks a list in English of all the objects they have in their schoolbags. This might include a few of the items from exercise 1 from their SB. 11. T asks groups which group have written the longest list.	Notebooks Students' Books	T → class Ss → Ss (in groups of four) T → class	10 min.
Vocabulary & listening exercise	Introduction of the vocabulary: everyday objects Developing listening skills.	1. T asks his Ss to look at the exercise 1 from their SB. 2. Ss listen to a voice that reads a list of words presented in the ex.1. 3. Ss repeat words after the voice (3 times)	Students' Books CD CD player	T → class Individual work	5 min.
Vocabulary exercise	Revising recently taught vocabulary:	1. T asks his Ss what do they have in their backpacks. 2. Every student has to	Student's Books Everyday	T → class Ss → T	10 min.



	<p>everyday objects.</p> <p>Developing speaking and writing skills</p>	<p>point at one thing and say its name in English.</p> <p>3. After this activity, T asks his Ss to draw a picture illustrating each word (from their SB) on the list in their notebooks.</p> <p>4. Ss do this with their course books closed so that they try to remember the meaning of the words on their lists.</p>	<p>objects</p> <p>Notebooks</p>	<p>T → class</p> <p>Individual work</p>	
Reading activity	<p>Revising grammar:</p> <p>possessive adjectives, possessive 's, questions with Is it ...? and Whose ...?</p> <p>Developing reading and speaking skills.</p>	<p>1. Ss read a dialogue from their SB that contains grammatical constructions they are revising. Ss read it aloud- role-play.</p> <p>2. T asks his Ss to come up with similar dialogue to this from the exercise and to practice it in pairs.</p>	<p>Student's Books</p>	<p>T → class</p> <p>Ss → Ss</p> <p>T → class</p> <p>Ss → Ss (in pairs)</p>	8 min
Game	<p>Revision of recently taught material: grammar + vocabulary</p>	<p>1. T prepares exercise 4 by writing the short answers <i>Yes, it is.</i> and <i>No, it isn't.</i> on two pieces of A4 paper.</p> <p>2. T places them on the opposite sides of the classroom.</p> <p>3. T says some sentences about objects in the classroom and tells the Ss to turn to or point at the piece of paper with the</p>	<p>Sheets of paper;</p> <p>Classroom objects</p>	<p>T → class</p> <p>Ss → Ss</p> <p>Ss → T</p>	10 min.

		correct answer <i>Yes</i> or <i>No</i> . Example: T: Is it Ania's pencil case? Ss turn to or point at the correct answer/side of the classroom.			
HOMEWOR K + goodbye			Workbook , page 6		2 min.

4.6 Revision grammar: was/were, Past Simple

LESSON PLAN

Time: 45 min Class: 7th No of students: 18 Age of students: 13/14

Level: B1

Aims of the lesson:

Revision of the material form 6th class: VOCABULARY: countries and languages;
 GRAMMAR: was/were; Past Simple; irregular verbs;

Materials used: Student's Books; tests; sheets of paper;

Stage	Aim	Procedure (teacher's and learners' tasks)	Materials	Groupings and patterns of interaction	Time
Short revision of irregular verbs	Revision of recently taught material	12. T asks his Ss to look at the Vocabulary box with irregular verbs 13. Ss work individually	Vocabulary box	T → class Individual work	5 min.
Short test form irregular verbs	Evaluation of Ss' knowledge and their individual work	1. T gives Ss sheets of paper. 2. T explains what Ss are supposed to do on the test. 3. Ss write their tests.	Tests	T → class Individual work	10 min.
Lead-in to the lesson topic; revision of the	Introduction of lesson topic and	1. T divides his Ss in the groups of four. He gives each group	Sheets of paper (one per group)	T → class Ss → Ss (in	15 min.

vocabulary: countries and languages	revision of what Ss already know. Developing speaking skills.	a sheet of paper. Each piece of paper presents one country, its culture and language whereby people who live there talk. 2. T asks Ss to prepare answers to 5 questions about the country they have. 3. Ss present their answers to the whole class.	notebooks	the group of four) Ss → class	
Reading activity	Revising grammar: past simple; Revising vocabulary: countries and languages Developing reading skills	1. Ss read a text from their SB. They are supposed to underline the words they do not understand. 2. T asks about unfamiliar words. He explains them; Ss write them down in their notebooks.	Students' Books	Individual work Ss → T T → class	5 min
Writing activity (after reading the text)	Revising grammar: past simple; Revising vocabulary: countries and languages Developing writing skills.	1. T explains a task to the Ss 2. Ss are supposed to write 3 things about the main character of the text. 3. T asks volunteers to read their sentences aloud.	Students' Books Notebooks	T → class Individual work Ss → class	4 min
Listening activity	Revising grammar: past simple; Revising vocabulary: countries	1. Short intro to the listened material given by the T. 2. Ss listen to the track. 3. Ss ask T about some words, T explains	Students' Books CD CD player	T → class Individual work Ss → T	6 min

	and languages Developing listening skills.	them. 4. Ss listen to the track one more time. 5. After listening Ss do the T/F task from their Students' Books (in pairs) 6. Ss check the task with the T and the whole class	Notebooks	Individual work Ss → Ss Ss → Ss & T	
HOMEWORK	Revising grammar: past simple; irregular verbs	Task 5 from SB.			

4.7 Talking about everyday technology

LESSON PLAN

Time: 45 min Class: 7th No of students: 18 Age of students: 13/14

Level: B1

Aims of the lesson: familiarizing Ss with vocabulary connected with everyday technology and adjectives of opinion □ a student can talk about everyday technology

Materials used: board, notebook; Students' Books; CD; CD player;

Stage	Aim	Procedure (teacher's and learners' tasks)	Materials	Groupings and patterns of interaction	Time
Lead-in	Topic introduction	14. T writes the word TECHNOLOGY vertically on the board. Using the first two letters, T makes the words <i>computer</i> and <i>internet</i> . 15. T puts Ss into pairs and asks them to make more words with the other letters of TECHNOLOGY . 16. T elicits ideas and writes the best	Board; notebooks	T → class Ss → Ss (in pairs) Ss → T	7 min.

		ones on the board.			
Lead-in (2)	Topic introduction Developing speaking skills.	T asks Ss questions about everyday technology and encourages a class discussion about taking photos.	----- -	T → class Ss → Ss Ss → T	3 min.
Vocabulary presentation	Introduction of the vocabulary Developing listening skills; Developing writing skills	<ol style="list-style-type: none"> 1. T asks his Ss to match photos with sentences and write them down in their notebooks. 2. Then, T invites Ss to describe what they can see in each of the photos. 3. T checks Ss' understanding of the phrase <i>be up to mischief</i>. 4. T asks S to look at vocabulary box. 5. Ss look at words and listen to a voice that reads these words. Ss repeat vocabulary and do the task connected with the listened material (writing activity). 	Students' Books Notebooks CD CD player	T → class Individual work Ss → Ss & T T → Ss	7 min.
Reading activity	Practising new vocabulary	<ol style="list-style-type: none"> 1. T asks his Ss to read a short text. Each S reads one sentence. 2. Ss have to underline unfamiliar words. 3. After reading the text, T explains unfamiliar words. 4. Ss do writing task connected with the text (in pairs). 	Student's Book Notebooks	T → class Individual work Ss → Ss (in pairs)	7 min.
Listening activity	Practising new vocabulary	1. Lead-in: T asks Ss to read the expressions that may come in handy while listening	CD CD player	T → class Individual work	6 min.

		activity. 2. Ss listen to the track. (twice) 3. Ss do the tasks connected with the listened material. Each S delivers one answer.	Students' Books Notebooks	Ss → Ss & T	
Vocabulary presentation: adjectives of opinion	Introduction of new vocabulary	1. T puts Ss into pairs and tells them to imagine that they have been to the cinema. 2. The pairs take turns to ask <i>How was the film?</i> And to answer using one of the adjectives written in the table from task 9. Ss have to read those words with an appropriate intonation: e.g. a very enthusiastic intonation if they are saying <i>amazing</i> or <i>awesome</i> . 3. After this task, T asks Ss to write down the table with words from ex. 9. They have to put each word in a correct column. 4. Ss listen to the track and check whether they have put the words correctly.	Students' Book Notebook CD CD player	T → class Ss → Ss (in pairs) Individual work	8 min.
Writing activity	Vocabulary practice: adjectives of opinion.	1. T asks Ss to write two things that are: useful, awesome,...etc. 2. Ss deliver their ideas.	Students' Book Notebooks	T → class Individual work Ss → Ss	5 min.
HOMEWORK			Workbook, page 5		2 min.

4.8 The animal school – A bright world

LESSON PLAN

Subject: The animal school - A bright world'

The description of the group: There are 19 pupils from the C class, 8 girls and 11 boys aged 8-9 years old at a high learning rate.

The lesson is about the difference. Children are encouraged to accept and respect differences through a song.

Teaching time: 45 minutes (1 teaching hour)

Linguistic objectives:

Children are expected:

- to practice and consolidate vocabulary from previous lessons: stone, box, next, flower, tree, etc.
- to identify the written form of the words (words recognition)
- to be able to produce the written form of the word.

Pedagogical aids:

- to challenge prejudice and promote community cohesion
- to promote the idea of uniqueness and cooperation.

Course of the Lesson:

Activities /Aims	Interactions	Procedures	Time
		The teacher asks the children to talk about the story of the animal school and what they have liked. The aim is to activate the students and reflect on the moral of the story before introducing the song. Ask the children whether they think that all animals are the same and whether all children are the same.	10'
		The children listen to the new song on the CD twice while looking at the pictures.	10'
		Check the children's	5'

		understanding of the new vocabulary by asking relevant questions e. g. Are we all the same or different? Can you help me? Can I help you?	
		The children listen to the song again and then they sing along and dance.	10'
		Ask the children to play a memory game. They are required to look at the pictures for 1' minute and then close the book and try to recall the items.	5'
		Students play ' I spy with my little eye..' game. This activity will help students to recycle vocabulary items from previous units. This can be either a pair work or a group word activity.	5'

Suggested resources:

- Story cards
- Pictures from previous stories of the book
- Board markers
- CD, CD player

4.9 Learning numbers 1-20

LESSON PLAN 8

SUBJECT: ENGLISH

THEME: Learning numbers 1-20

The group includes pupils at the age of 7 years old, 2nd class of primary school.

Time of the lesson: 3-4 teaching hours.

Aims: Children are expected:

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- To learn to count from 0-20
- To learn to answer in the question: “How many....are there?”
- To be able to use plurals
- To exercise simple mathematical abilities
- To develop their artistic ability and hand dexterity

Suggested resources:

- Carton
- Beans
- Straws
- Crayons
- Stick
- Scissors
- Plaster
- CD/ CD player

Teaching procedure:

Step 1 : We learn the chant “one two three four five, once I caught a fish alive...”

Then we listen to a song with numbers from 1-20 on the CD player. We explain that every five numbers we are going to make a different movement (e.g. clap hands, wave hands, stamp feet etc)

Step 2: The teacher gives to the students a worksheet, which has many numbers and ask them to colour in each number the way she/he says. (e.g. colour nine yellow)

Step 3: Teacher hands out carton, beans, a straw, stick and a pair of scissors and some plaster to the pupils and asks them to draw a number (different for each one) on the carton, cut it out and stick the same amount of beans on the number. Then we stick the straw on the back part of the number.

Step 4: Teacher asks questions “How many beans are there?” Students answer and ask each other the same or similar questions such as “ My number is 8. What is your number? “How many beans have you got?” etc..

Step 5: Teacher asks students to stand in a row and put their numbers in order. Then we all count aloud from 1-20.

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GAME: Teacher asks all students to close their eyes and asks one pupil to hide his number. Then she/he asks the others: “ Which number is missing?” Students say the number.

ENGLISH TEACHER: Mrs. Haviara Eleni

4.10 Christmas

SUBJECT: ENGLISH

THEME: Christmas

The description of group:

It's a young children group. They are 10 years old. There are 9 children: 7 girls and 2 boys. They are elementary. They can write and read simple text in the English language. They have attended to primary school.

They like singing, playing games, moving, painting and doing another physical activities.

Their week point is acting.

They are curious, happy, enthusiastic and energetic group.

It's a second lesson about Christmas.

The time of lessons: 50 minutes

Aims:

- Children can name Christmas items: Christmas tree, Santa Clause, (jingle) bell, present, reindeer, carol,
- Children know and understand words and phrases like:
 - Happy Christmas!, We wish you Merry Christmas!,
 - turn around, clap your hands, stamp your feet, jump up high, say ok., wave bye, bye,
- Children can sing songs: “Jingle bells”, “Christmas tree”,
- Children understand general idea of Christmas film,
- Children can give one's best wishes.

Teaching aids:

- ✓ flashcards with pictures of Christmas,
- ✓ CD and CD recorder or mobile phone with the records,
- ✓ worksheets,
- ✓ crayons and scissors,
- ✓ film about Christmas and worksheets (you tube: Santa's Christmas: Learn English with subtitles - Story for Children "BookBox.com"),
- ✓ presentation about Christmas and computer, worksheets (you tube: Christmas – Talking Flashcards),
- ✓ small cards with Christmas pictures for children,

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- ✓ instrumental music ,
- ✓ text about Christmas in Great Britain and crossword ,
- ✓ paper Christmas tree with hiding pictures in the windows,
- ✓ big and small paper trees, presents, and bells, many colourful small bells,
- ✓ card with the Santa Close for pair,
- ✓ quiz about Christmas,
- ✓ small flashcards with the Christmas pictures for children,
- ✓ songs: Jingle bells, Christmas tree, Merry Christmas.

Course of the lesson:

	Activities/Aids	Interactions	Procedures	Time
1.	Starter routine: sing the “Hello song” / CD recorder with the record	T-S	Follow the procedure of earlier units.	1 minute
2.	The game “What's in the sack?” / the sack, picture of items connected with Christmas	T-S	The teacher has a sack and the children (one by one) take one pictures connected with Christmas. They have to name it.	2 minutes
3.	Sing the “Jingle bells” song / CD recorder with the record	T-S	Firstly, the teacher remains the song and than the teacher and the children sing together with the acting	2 minutes
4.	Presentation of Christmas in Britain / presentation and computer, pictures and names on the floor	T-S, individual work	Children watch the presentation and than match pictures and names.	3 min
5.	The game “Christmas mimes” / small cards with Christmas pictures for children	S-S	One child shows one picture to another and says: What is this?. Second child answers: This is (a Christmas tree).	2 minutes
6.	Christmas dance / instrumental music	T-S	Ss dance with the music. When music is stopped children have to imitate Santa close or Christmas tree.	2 minute
7.	Table time: text about Christmas in Great Britain and crossword	individual work	The children should read the text in silence and do the crossword about Christmas.	5 minutes
8.	Sing the “Christmas tree” song again / CD recorder with the record	T-S	The teacher and the children sing together.	2 minutes
9.	Game: 'Surprising Christmas' / paper Christmas tree with hiding pictures in the windows	T-S	The teacher puts paper Christmas tree with hiding pictures on the flour and	2 minutes

			children open the windows with pictures and guess.	
10.	Play: 'Let's make a Christmas tree' / big and small paper trees, presents, and bells, many colourful small bells	T-S, S-S	Ss compare Christmas items: big/small, colour than put small colourful bells on the tree	3 minutes
11.	Sing the "Jingle bells" song / CD recorder with the record	T-S	Firstly, the teacher remains the song and than the teacher and the children sing together with the acting	2 minutes
12.	The game The Santa Close says..." / card with the Santa Close for pair	S-S pairs work	When the child says to do sth, another child can't do it. When the Santa Close asks child doing sth, he/she has to do it.	2 minutes
13.	Table time: quiz about Christmas	individual work	The children do the activities on their worksheets	8 minutes
14.	Film time: film about Christmas and worksheets	S-S, pair work	Ss watch the film and do before-, while- and after-filming activities.	7 minutes
15.	Memory / small flashcards with the Christmas pictures for children	S-S in pairs	The children play in pairs. They have to find a pair.	3 minutes
16.	Sing the "Merry Christmas" song / CD recorder with the record	T-S	The teacher remains the song and than the teacher and the children sing together.	1 minute
17.	Acting: "Best wishes"	S-S group work	Ss walk around the classroom and give each other best wishes.	2 minutes
18.	Bye-bye routine: sing the "Bye-bye song" / CD recorder with the record	T-S	The teacher sings with the children.	1 minutes

Extra activities:

- ☐ The game "Find the (Santa Close)" - the teacher develops the flashcards in all classroom and says: Find the Santa Close. Where is the Santa Close? And the children have to find the Santa Close.
- ☐ Memory – you need double flashcards with Christmas items. The children have to find the pair.
- ☐ "Crazy reindeer" - the teacher says: I can see crazy reindeer! And the children imitate the crazy reindeer.
- ☐ "True or false" - the teacher shows the picture of sth and says: It's a sth. The children

say: “yes” or “no”.

- ☐ “Head to head” - The children are walking around. If they hear ““Head to head” for example, each child has to try finding a pair.
- ☐ The game: “The Santa Close says...” - The teacher has a puppet and plays with the children. When the teacher says for children to do sth, the children can't do it. When the puppet asks children to sth, they have to do it.
- ☐ Another Christmas songs.

Further activities:

Next time the children will learn about New Years Eve festival.

ENGLISH TEACHER: Alicja Soszka;

4.11 Talking about sports / Expressing preferences

Lesson plan – Talking about sports / Expressing preferences

The description of the group

This group is a 6th grade class, from Escola Básica Elias Garcia, in Portugal. There are 24 pupils, 13 girls and 11 boys, aged 11 to 13 years old. There are 2 girls with special needs included in the group. Most of the pupils in this class have Music lessons in a Music school as a complement to the regular curriculum.

They are a group of very vivid pupils who like to give their opinions and ideas. They are curious about the world around them and willing to learn new things. They tend to like learning English and are most of the times enthusiastic about the tasks and works they are asked to perform.

This lesson is about sports and expressing likes and dislikes.

The time of the lesson

45 minutes

Aims

- Students will talk about sports
- Students will learn the names of sports in English
- Students will exchange information about sports
- Students will express their sports preferences
- Students will use the verb “to like” in the Present Simple

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Teaching aids

- A PowerPoint presentation
- Flashcards with the names and pictures of sports
- The youtube video - *Sports song - What do you like?*
- A worksheet about sports (with solutions)
- The students' books
- The students' activity books

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Presentation of a PowerPoint with pictures connected with different sports	T - S	The teacher presents a PowerPoint with pictures of different sports When they see the picture the students say the name of the sport in English and confirm it when the name appears	10 minutes
Students, in pairs, write the names of the sports in a self-corrective worksheet	S - S	Teacher gives a worksheet (with the solutions for students to check their work after having done it) and in pairs students write the names of the sports	5 minutes
Song - <i>Sports song - What do you like?</i>	T - S	Teacher and students (in big group) sing together the song <i>Sports song - What do you like?</i>	10 minutes
Text from the students' book <i>We love sport!</i>	Individual work	Students read in silence the text from the students' book <i>We love sport!</i>	5 minutes
Comprehension of the text - answering some questions on the text	S - S	In pairs, students write the answers for some questions on the text	5 minutes
A game - <i>What sport am I thinking about?</i>	S - S	A student thinks of a sport (that he/she likes / doesn't like) and mimes it in front of the class, saying "I like... / I don't like...". The other students try to guess what sport he/she is referring to.	10 minutes

Extra activities

Students will search on the Internet pictures about different sports and will build a picture dictionary on sports. They can also make drawings, instead of using the pictures from the Internet, to build the picture dictionary.

Further activities

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- Next time students will present their picture dictionaries to the rest of the class.
- They will learn and practice how to express preferences.

References

- Elsworth, Steve and Rose, Jim, Look - 6th grade, students's book, Pearson, Longman
- Elsworth, Steve and Rose, Jim, Look - 6th grade, students's activity book, Pearson, Longman

Internet sources

- <https://www.youtube.com/watch?v=tgUSHk6JaTY&t=200s>

4.12 ALL ABOUT ME: Personal interests, likes and dislikes

ALL ABOUT ME: Personal interests, likes and dislikes

Aims

- To help learners focus on fluency when speaking
- To develop learners' communication skills
- To develop learners' listening skills

Age/level: Young learners aged 11+

Time: 45 minutes

Materials: One copy of the worksheets per learner

Introduction

This lesson provides learners with a live listening on the topic of the teacher's personal interests and opinions. The learners then use this as a model to talk about similar topics with their classmates, using basic tenses and a variety of structures.

Procedure

1. Lead in (5 minutes)

Write three sentences on the board about yourself. Adapt the following: I've got an older sister. I love books. I really like going swimming.

- Tell learners that these sentences are about you. Elicit questions they need to ask to find out more about these facts, e.g. How old is your sister? What's her name? How often do you go swimming?

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- Write the questions on the board. Invite learners to ask you these and other questions. Answer their questions and explain that if a question is very personal, you can respond with 'I'd rather not answer that!' You could drill this response, as learners may need to use it later in the lesson.

2. Display a copy of worksheet 1 on the board, or hand out copies, but tell the learners that they shouldn't write anything yet.

- Explain that they are going to listen to you completing the sentences with your own ideas and they need to listen and ask you questions or give a response after each sentence.
- Read out your finished sentences one by one (you might prefer to prepare these beforehand) and invite the learners to put up their hands to ask you questions or respond. (Feed in quick corrections and language as necessary.)
- You could also make notes of any common errors for a class correction session later.

3. Pair work: What can you remember about the teacher? (5minutes)

Stop displaying the worksheet, or have learners turn over their copies.

- Ask learners to work in pairs and make notes of anything that you said about yourself. Set a time limit of two minutes to keep this task snappy.
- Ask two or three pairs to read their notes to the class and ask others if they agree and whether they can add anything.

4. Writing: All about you (5–10 minutes)

Hand out worksheet 1 if the learners don't already have it.

- Ask learners to complete the sentences with their own ideas about themselves.
- Give learners about five minutes (or longer if necessary). Discourage them from reading what their neighbours have written as they are going to talk about their sentences later.

5. Speaking: All about each other (20–30minutes)

Set up the classroom so that the learners are in two rows facing each other

- Learners now have one minute to talk to the person directly facing them about the first sentence only. They should take turns to read out their finished sentence to each other and ask follow-up questions or respond as they did previously with the teacher

- Have learners all move one place to the left so that they are now facing a different person (and there is a new 'listener' with uneven numbers). Repeat as before with new pairs talking about the second sentence. Stop them again after about a minute.
- Continue in the same way with the rest of the sentences or until learners run out of steam. Monitor and encourage learners to keep speaking English if necessary.
- With a very small class you can do this activity as a group. Individuals take turns to read their completed sentences and the others chip in with responses and questions. With a very large class, split learners into two or more groups.

6. Pair and group work:

What can you remember about each other? (5–10 minutes)

- Learners work in pairs to make notes on anything they can remember about the various people they spoke to. Don't worry if they can't remember much at this stage.
- After you have given learners some time, put pairs together to make groups of four. Learners continue to pool their information and add to their notes.
- Ask each group to feed back to the class by saying two things about a classmate, e.g. 'Sara has cornflakes for breakfast. She's going to her cousin's party next week.'
- If you want to focus on grammar, you could ask learners to identify various tenses or structures in their sentences before moving on to more explicit grammar work.

All about me worksheet 1

At the weekends.....

For breakfast I.....

When I'm older I think I'll.....

I listen to music when.....

Learning English is,.....

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The best day of the week is.....

At home I have to.....

I don't really like.....

The best sport is.....

4.13 People at work

Lesson Plan

The Theme of the lesson: *People at work*

The description of the group:

It's a group of teenagers. They are 20: 6 boys and 14 girls. They are between 12 and 15 years old. They attend the 7th grade, class A at Elias Garcia School in Sobreda. They have some difficulties in speaking and writing.

It's the first lesson about jobs.

The students already know the present simple of the verbs.

The time of the lesson: 45 minutes

Aims:

- ☐ To help students build a **vocabulary** of useful and relevant English words:
 - *People at work: actor, artist, chef, doctor, entrepreneur, footballer, gardener, hairdresser, mechanic, model, musician, police officer, scientist, shop assistant*
- ☐ To develop a thorough understanding of English **Grammar** in use:
 - *Present continuous*
- ☐ To develop reading, writing, listening and speaking skills.

Teaching aids:

- a photo of a famous footballer;
- the flashcards with different jobs;
- the cards with the name of the jobs connected with flashcards;

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- Student's book;
- Your Turn 7 iTool;
- the projector;
- the classroom computer.

Course of the lesson:

Activities	Interactions	Procedures	Time
1. Starter routine: The teacher shows a photo of a famous footballer	T-S	The teacher asks : "who is the person?" "What do you know about him ?"	2 minutes
2. warm up: Watching a video about people at work	T-S	Students watch the video. Teacher and students sing the jobs descriptions together.	5 minutes
3. Matching flashcards and cards with the name of the jobs	S-S	The teacher asks the students to put flashcards on the wall and give each student a card. Students match the cards and name the pictures	5 minutes
4. Pair work: Playing a guessing game	S-S	The teacher tells the students they are going to play a guessing game. students choose a job, but they don't tell their partner. Their partner can ask three <i>Yes/No</i> questions to find information about their partner's job. Then, they must guess what they are. (Students must use the present simple they've already learned.) <i>A: Do you work in a shop ?</i> <i>B: No, I don't.</i> <i>A: Is your job interesting?</i> <i>B: yes, it is.</i>	8 minutes

5. The teacher projects photos telling the students what the people are doing	T-S	While projecting the photos from the student's book the teacher says: "the mechanic is repairing a car". "the hairdresser is cutting someone's hair".	5 minutes
6. Students try to find what is in common in the sentences : <i>am /is are /..ing form</i>	T-S	After listening to the teacher, students find what is in common in each sentence : <i>is /are , -ing</i> in common	2 minutes
7. Teacher explains the use and rule of <i>the present continuous</i> .	T-S	Firstly students listen and then write the use (<i>sentences which are happening in the moment. The use of time expressions like now, at the moment, today</i>) and rule of the Present Continuous (<i>verb to be + verb + ing</i>)	5 minutes
9. Practice exercises	S-Individual work	Students do and correct the exercises which are in the student's book.	8 minutes
10- watching a video	T-S	Students watch a video: " Why is Volunteering Important?"	2 minutes
11- Speaking activity	S-S	Students give their opinions about the video	3 minutes

Intercultural domain: Understanding their socio-cultural environment and the socio-cultural environment of others in order to understand different life styles (Identify jobs, what people do at work, volunteer jobs)

Extra activities:

Test yourself: (test in the student's book)

Students can test the target vocabulary and grammar and check their progress.

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Further activities:

Students will search a website about volunteering (the teacher can suggest or not) and write a text about the volunteer work they can do at their school (*tell stories to children; prepare visual materials; prepare bulletin boards ; help with cooking projects; check-out books from the library.....*).

References:

Course consultant: Vanda Santos, 2016. Your turn 7 Student's book, Oxford University Press

Course consultant: Vanda Santos, 2016. Your turn 7 Teacher's book, Oxford University Press

Your Turn 7 iTools

Internet sources:

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

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

<https://www.youtube.com/watch?v=FcnIQkF-FMY>

4.14 Food

Lesson Plan

Subject: English Theme: Food

The description of the group: 6-7 year old students (A' class), very vivid, enthusiastic and willing to learn.

Aims:

- To identify fruit
- To express likes

Vocabulary:

bananas, grapes, strawberries, oranges, apples.

Structures:

I like.....

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I don't like.....

Teaching aids:

- CD, CD player
- Plastic or real food
- Flashcards
- Crayons
- Scissors
- A4 paper

Suggested procedure:

Step 1 (5 ')

Use real fruit or the flashcards to introduce the vocabulary. Point to or hold up each fruit and say bananas, grapes etc. Say the words once more and have students repeat after you.

Step 2 (10 ')

The students listen to the song "Yummy, yummy, yummy, I've got fruit in my tummy". Ask them to point to the fruit they listen to each time.

Step 3 (5 ')

Students listen to the song again. Try to encourage them to sing along. Remember, the more they listen to the song, the more confident they get.

Step 4 (5 ')

Go through all the fruit in the pictures pointing to each one and asking students "What are they?" Encourage students to answer: They're (grapes).

Step 5 (5 ')

Hold up the flashcard of bananas and say, "I like bananas". Have the students repeat after you. Do this with the rest of the fruit. They have students take turns say which fruit they like.

Step 6 (10 ')

Play a blindfold game. Blindfolded students try to guess by feeling it which fruit the teacher holds.

Step 7 (5 ')

Ask students to draw their favourite fruit.

4.15 Teen Scene

The Theme of the lesson: *Teen Scene*

The description of the group:

It's a group of teenagers who attend the 9th grade, class D at Elias Garcia School in Sobreda. They are 28: 16 boys and 12 girls, between 14 and 15 years old.

They have some difficulties in speaking and writing.

It's the first lesson about the Theme.

The students already know the first conditional.

The time of the lesson: 50 minutes

Aims:

- ☐ To help students build a **vocabulary** of useful and relevant English words related to teens stress:
Bullying; bad grades; deadlines; relationship; housework; peer pressure; physical changes
- ☐ To develop a thorough understanding of English **Grammar** in use:
 - *Second conditional*
- ☐ To develop reading, writing, listening and speaking skills.

Teaching aids:

- photos ;
- Student's book;
- Your Turn 9 iTool;
- A school newspaper" Belton Secondary School times"
- A film about teenagers stress <https://www.youtube.com/watch?v=27Z-mfzgSyA>
- the projector;
- the classroom computer.

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Course of the lesson:

Activities	Interactions	Procedures	Time
1. Starter routine:	T- S	The teacher shows the students some photos where we can see teenagers with some problems and introduces the theme	5 m
2. warm up: the Teacher ask students to describe the pictures	T-S	Students describe the pictures	5 m
3. Speaking activity	T-S	The teacher gives some key words (<i>bullying; bad grades; deadlines ...</i>) and asks the students to match the titles with the photos	5 minutes
4. reading activity	S-S	The teacher tells the students to read an article from a school newspaper called "stressed out?" Students read the text loudly.	5 minutes
5. reading comprehension	T-S	The teacher asks the students some questions about the text	5 minutes
6. Grammar : Second conditional	T-S	The teacher writes on the board some sentences from the text where the second conditional was used <i>Ex: " If I didn't keep up with fashion, some people would criticize me"</i>	5 minutes
7. Teacher explains the use and rule of <i>second conditional</i> in context	T-S	The teachers explains the use and rule of the second conditional. Students listen to the teacher's explanation and then write the use and rule of the second conditional (imaginary or improbable situation)	10 minutes

Ex : *If I had my own space, my sister
wouldn't get under my skin*

9. Practice exercises	S-Individual work	Students write their own sentences about imaginary situations	5minutes
10. Speaking activity	S-S	Students compare their sentences	5 minutes

Intercultural domain: Understanding their socio-cultural environment and the socio-cultural environment of others in order to understand teenagers' problems

Further activities:

The teacher suggests a video about teen stress and asks the students to bring the main ideas of the video to present it next class

References:

Course consultant: Vanda Santos, 2016. Your turn 7 Student's book, Oxford University Press

Course consultant: Vanda Santos, 2016. Your turn 7 Teacher's book, Oxford University Press

Your Turn 7 iTools

Internet sources:

<https://www.youtube.com/watch?v=27Z-mfzgSyA>

4.16 Simple Present Tense

Subject: Simple Present Tense
Theme: Talking about daily morning routines

The description of the lesson

In this lesson students practice using the **present simple tense** to talk about **morning routines**. Students practice describing what they do each morning, play fun games and activities, sing a song and do a writing practice worksheet..

This group is a 4th grade, class D, from 35th primary school of Patras.. There are 20 students, 11 girls and 9 boys. In general, there are students that participate enthusiastically and express their opinions easily which creates a very dynamic class.

The time of the lesson

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45 minutes

Aims

- Use the present simple form of the verb, e.g. "I eat breakfast at 7 o' clock."
- Use "s" or "es" for 3rd person singular form (he, she, it), e.g. "He puts on his shoes", "She brushes her teeth"
- For negatives, use the present simple form of the verb "do" as follows: do/does + not + infinitive without to, e.g. "I don't go to school on Saturdays", "She doesn't drink tea in the morning"
- For questions, use the present simple form of the verb "do" as follows: do/does + subject + infinitive without to, e.g. "Do you eat breakfast every morning?", "Does Freddy wake up early?"

Teaching aids

flashcards, worksheets, song and classroom reader.

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Teach the morning routines verbs . Start with a guessing game. Before class <u>print out the flashcards for morning routines</u>	T/S	Start with an easy one - "brush my teeth" - look at the card but don't show it to anyone. Do the action for brushing your teeth and ask "What am I doing?". It's ok if the students answer in their first language - whoever answers first is the winner. Try and elicit the English or if not, teach "brush my teeth". For the next card, the winner can look at the card and do the action. Again, elicit / teach the English. Continue until all the cards / actions have been guessed.	10 minutes
Practice the morning routines verbs	T - S	Put the cards randomly on the board (stick on with blue-tak or	

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		<p>tape) and draw a circle around each card. Start by chorusing each card quickly (Teacher: "wake up", Students: "Wake up"). Go through chorusing all the cards at least three times, getting quicker and quicker as you go. Next, point to a card and say "What's this?". Get everyone to say the card together. Point to each card and get the class to shout out the verbs together as you touch each card. Finally, remove one card from the board - the circle it was in will still be there. Point to the empty circle and again say "What's this?" - get everyone to shout out together the missing card. Point to other cards and elicit them, slowly removing all the cards from the board leaving just their circles. See if everyone can remember the words without any cards being there!</p>	10 minutes
Play "Flashcard touch" on the board	S - S	<p>Put the cards back on the board, at a height that everyone can reach. Model the game first - select a student and say "Touch put on my shoes". The student should go to the board and touch the correct card. Then get the student to do the same for you. When everyone has got the idea put them in pairs and get each pair to stand at the other end of the room. In pairs, each student says a verb phrase as their partner runs to the board and touches the right card.</p>	10min
Do "Morning Routines" Drawings	T-S	<p>Give out a large sheet of paper (e.g. A3) to each student and model the activity. Draw things you do in the morning (e.g. brush your teeth, eat toast, watch TV) - it doesn't have to be just the activities from the flashcards / song, anything that you do is good. Then encourage each</p>	15 minutes

student to draw what they do. As they are drawing, go around the class asking questions (e.g. What's this? Do you really eat chocolate for breakfast?, etc.). At the end, get everyone to stick their sheet of paper on the classroom walls. Pair up students and get them to try and guess what the pictures are.

Extra activities

5. Sing "The Morning Routines" song

Put the morning routine flashcards up on the board in the order of the song, or alternatively, use our song poster. Get everyone to stand up and teach the actions and gestures for the song (see Gestures and activities to use with "The Morning Routines Song" below). Then play the song and get everyone to sing and do the actions along with you. Play twice so everyone gets the hang of it.

Lyrics for "The Morning Routines Song"

Chorus:

Good morning! Good Morning!

It's time to wake up.

Good morning! Good Morning!

I have to get up.

Verse 1:

I wash my face (wash, wash, wash),

I brush my hair (brush, brush, brush),

I get dressed (dressed, dressed, dressed),

There's such a lot to do!

Chorus:

Good morning! Good Morning!

It's time to wake up.

Good morning! Good Morning!

I have to get up.

Verse 2:

I eat my breakfast (eat, eat, eat),

I brush my teeth (brush, brush, brush),

I put on my shoes (put on, put on),

There's such a lot to do!

It's time to go to school.

[\(download MP3 here\)](#)

Gestures for "The Morning Routines Song"

As you sing the song, follow these actions:

- "Good morning! Good Morning!" – stretch your arms up (as if just waking up)
- "It's time to wake up" – point at imaginary wrist watch for "It's time to" and open your hands in front of your eyes for "wake up" (to gesture opening your eyes)
- "I have to get up" – do an energetic star jump on "get up".
- "I wash my face (wash, wash, wash)" – gesture washing your face
- "I brush my hair (brush, brush, brush)" – gesture brushing your hair
- "I get dressed (dressed, dressed, dressed)" – gesture getting dressed
- "There's such a lot to do!" – gesture wiping your forehead and looking tired out
- "I eat my breakfast (eat, eat, eat)" – gesture eating breakfast
- "I brush my teeth (brush, brush, brush)" – gesture brushing your teeth
- "I put on my shoes (put on, put on)" – gesture putting on your shoes
- "It's time to go to school." – point at imaginary wrist watch for "It's time to" and wave goodbye for "go to school".

4.17 Time and weather

The description of the group

This group is a 6th grade class, from Escola Básica Elias Garcia, in Portugal. There are 24 pupils, 13 girls and 11 boys, aged 11 to 13 years old. There are 2 girls with special needs included in the group. Most of the pupils in this class have Music lessons in a Music school as a complement to the regular curriculum.

They are a group of very vivid pupils who like to give their opinions and ideas. They are curious about the world around them and willing to learn new things. They tend to like learning English and are most of the times enthusiastic about the tasks and works they are asked to perform.

This lesson deals with talking about the weather.

The time of the lesson

45 minutes

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Aims

- Students will use the expression “How's the weather in... ?”
- Students will look for information about the weather conditions in different parts of the globe using an online weather forecast
- Time and weather

Teaching aids

- A PowerPoint presentation with new vocabulary about different weather conditions: rainy, foggy, sunny, windy, cold, mild, hot....
- The youtube video - *How's the weather today?*
- The students' books
- The students' activity books

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Presentation of a PowerPoint with pictures connected with different weather conditions	T - S	The teacher presents a PowerPoint with pictures of different weather conditions When they see the picture the students say in English the weather conditions the pictures represents and confirm it when the expression appears	10 minutes
Song - How's the weather today?	T - S	Teacher and students (in big group) sing together the song How 's the weather today?	10 minutes
Teacher gives the students a worksheet with different towns / cities from different countries	S - S	Students in pairs choose 6 cities / towns	5 minutes
Search information on an online weather forecast website	S - S	In pairs students will look on weather forecast websites information to fill in the worksheet with information about the weather conditions on the cities chosen, on a daily and on a weekly basis	20 minutes



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Extra activities

Students will build a cartoon about the weather forecast around the world, on a daily / weekly basis, with drawings and pictures according to the information they gathered on the weather forecast websites.

Further activities

- Next time students will present their cartoons to the rest of the class.

References

- Elsworth, Steve and Rose, Jim, Look - 6th grade, students's book, Pearson, Longman
- Elsworth, Steve and Rose, Jim, Look - 6th grade, students's activity book, Pearson, Longman

Internet sources

- <https://youtu.be/qUXB2q-Zfvs>

4.18 “WE ARE PIRATES”

LESSON PLAN 3

SUBJECT: ENGLISH

THEME: “WE ARE PIRATES”

The group is pupils at the age of 8 years old, 3rd class of primary school

Time of the lesson: 45 minutes

Aims: Children are expected:

- To learn nouns related to the subject: door, map, box, pirate, bag
- To learn verbs: open. Stop, fight
- To ask and answer questions showing possibility: Can you..? Yes, I can.., No. I can't..
- To learn lexical chunks : It's mine! Friends don't fight
- To encourage dramatization and pairwork

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- To develop communication skills
- To be able to convey the moral of the story : Friends don't fight

Suggested resources:

- CD and CD player
- Story cards
- Board markers
- The students' book
- The students' activity book

Activities/Aims	Interactions	Procedures	Duration
Listening of the lesson	S	Students listen to the lesson twice	5'
Students tick the activities they can do on a worksheet	T-S	Teacher gives a worksheet with several activities to tick	10'
Students write sentence using the verb can	T-S	Teacher checks and correct	5'
Checking comprehension of the text answering some questions	T-S	Teacher asks questions and students answer first orally and then write down the answers	10'
"We are pirates"	T-S	Students listen to the song and then sing it with their teacher	5'
Flashcards with the words of the text	T-S	Teacher shows the cards and students read	5'

		them aloud	
ing game	S-S	ent mimes in front of hiw classmates what he can do and the rest try to guess by asking questions such as "Can you swim?"	5'

4.19 Learn English With sport

Rationale

The following learning unit is specifically designed for students attending the third year of Middle School. The following lesson focuses on sports, a topic which most students are interested in. My personal experience has proven to me that it is a topic which generates a great deal of enthusiasm among students. Sport has always fascinated the masses due to its unique aptitude of combining people's need for physical activity and recreation with the need for socialising and competition. Wherever there is sport, there is passion: everybody has come across this expression and knows that this is not a mere saying but, in my opinion, simply the truth. Through this learning unit students will also learn more about the so-called Rainbow Nation, its people and its past, thanks to the autobiographical account of my childhood in this country

The lesson plan

Title	Learn English With sport
The school	The following learning unit is suitable for students attending the third year of a Middle School (scuola secondaria di primo grado).
The class	The class is composed of 20 students (11 females, 9 males) aged 13 to 14.
General purpose	The purpose of the following learning unit is to motivate students to learning English in a fun environment
Reasons motivating the choice of the topic	The reasons for choosing sports as the topic of my learning unit are as follows: <ul style="list-style-type: none"> - Motivation: this project allows students to explore a topic which is of interest to many students. Sports are a shared cultural passion that can bring students together and help develop a positive attitude towards language learning as tool

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	<p>which will enable them to achieve their goals in their future (travelling, living and working in a foreign country);</p> <ul style="list-style-type: none"> - Promotion of culture and values: sports can bring students together across the divisions of region, race, and religion in athletic competition that is a powerful source of national pride and solidarity. Through international sports events (football world cup, olympic games), we see the proliferation of messages of international understanding, cultural tolerance and mutual respect; - 2010 football world cup in south africa: since the 2010 world cup is around the corner I thought I might fit the upcoming event into the learning unit. By sharing my childhood memories of south africa with my students, this learning unit will allow them to gain some background information about south africa's recent history under apartheid and the post apartheid years
Learning objectives	students will <ul style="list-style-type: none"> - Gain awareness of the role of sport as a powerful tool for community development, intercultural exchange and communication - Learn vocabulary relevant to sports - Develop social skills and interaction skills by working together in group activities; - Develop both their receptive (reading and listening) and productive skills (speaking and writing) in order to communicate effectively with a variety of audiences and for different purposes; - Use the internet to collect information about south africa; - Be engaged with authentic materials and cultural investigation.
Time management	Third-year students study English three hours a week . The following learning unit is designed to take two-hour lesson (120 minutes) plus extra time for homework (approx. 2 hours)
Lesson setting	The last session of the learning unit is carried out in the computer lab
Skills involved	Students develop both their receptive (reading and listening) and productive skills (speaking and writing) in order to communicate effectively with a variety of audiences and for different purposes.

Methodological approach	The learning unit unit' s based on a: <ul style="list-style-type: none"> - Communicative approach: this lesson is based on the notion of the students as communicators, naturally endowed with the ability to learn languages . It seeks to provide students with the target language system in classroom interaction and in real-world situations ; - Luic approach: students are split up in groups and work togheder in order to achieve the same aim. Students who cooperate have more positive attitudes towards studying and are more self-confident. Cooperative learning is built on the concept of peer collaboration and this approach is very successfull in language learning. Moreover, cooperation promotes cohesinevess, i.e. when students work together they help each other and do not care about their cultural background.
Materials and resources	Please see the grid below providing a detailed description of the materials and resources involved in the lesson
Assessment and evaluation	Immediate feedback on the activities and homework.

4.20 The selfish and greedy hippo

LESSON PLAN 9

SUBJECT: ENGLISH

THEME: The selfish and greedy hippo

The group includes pupils at the age of 7 years old, 2nd class of primary school.

Time of the lesson: 45 minutes.

Aims: Children are expected:

- To revise known vocabulary
- To learn new vocabulary
- To practice on understanding a text through listening
- To practice on speaking
- To realize the negative consequences of being selfish and greedy

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Suggested resources:

- Pictures of the story
- Cd/Cd player
- Worksheets
- crayons

Teaching procedure:

Step 1 : Children listen to the story “The greedy and selfish hippo” on the CD palyer

The teacher shows the children pictures of the story, so that they understand the story better. Teacher asks “What’s this?” Where do they live? What colour is the dog/cat/cow?

Step 2: Teacher hands out worksheets with animal masks and explains that they are going to act out the dialogue. Pupils first draw and cut their own mask. Then they learn one simple line each and they act out the story wearing their masks on.

Step 3: They write down or on board the new vocabulary and repeat the new words.

ENGLISH TEACHER: Mrs. Haviara Eleni

4.21 Food – Healthy choices; Ordering food.

English Lesson Plan

The Theme of the lesson: *Food – Healthy choices; Ordering food.*

The description of the group:

It’s a group of teenagers. They are 20 - 6 boys and 14 girls. They are between 12 and 15 years old. They attend the 7th grade, class A at Elias Garcia School in Sobreda. They have some difficulties in speaking and writing.

The students already know the basic vocabulary about food.

The time of the lesson:

90 minutes

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Aims:

- ☐ **To help students to realize how healthy they are.**

Vocabulary : food; drinks; ingredients; menus; healthy food; fast food;

- ☐ **To develop a thorough understanding of English Grammar in use:**

- *Countable and uncountable nouns; How much...? How many...? some/any*

- ☐ **To develop reading, writing, listening and speaking skills.**

Teaching aids:

- A vocabulary PowerPoint;
- A grammar PowerPoint ;
- A video;
- A teen online magazine;
- A quiz;
- Student's book;
- Your Turn 7 iTool;
- the projector;
- the classroom computer.

Course of the lesson:

Activities	Interactions	Procedures	Time
1. Starter routine:	T-S		
The teacher asks the students about their food choices		Students talk about their food habits and food choices	5minutes
2. warm up:			
Watching a video about healthy eating	T-S	Students watch the video and make a list of healthy and unhealthy food	5 minutes

3. The teacher shows an article from a teen magazine online	T-S	Students give their opinions about the article they saw. Students may agree or disagree with each other	10 minutes
4. The teacher gives the students a quiz about “ <i>healthy eating</i> ”	S-Individual work	Students make the quiz . Then, check how healthy they are and compare the results with their classmates	15 minutes
5. The teacher presents a grammar PowerPoint	T-S	Students take notes about the use of the grammar structures: <ul style="list-style-type: none"> • <i>Countable and uncountable nouns;</i> • How much...? How many...? • some/any 	10 minutes
6. The teacher asks the students to read loudly a text from the student’s book	S-Individual work	Students read the text and answer the questions on the text.	10 minutes
7. Grammar practice exercises	S-Individual work	Students do and correct the exercises from the exercise book.	10 minutes
10- “ <i>My favourite type of restaurant</i> ”	S- Group work	Students make groups of three or four according to their favourite type of restaurant and write a menu.	10 minutes
11- Role play “ <i>At the restaurant</i> ”	S- Group work	Students make a dialogue – “ <i>Ordering food</i> ” Role play : “can I take your order, please?” Yes, “I’d like(a chicken salad), please.”	15 min

Extra activities:

Students will collect traditional Christmas recipes and expose them in the classroom.

Resources:

Your turn 7 Student's book, Oxford University Press

Your turn 7 Exercise book, Oxford University Press

Internet sources:

- 🔗 <https://www.youtube.com/watch?v=jwWpTAXu-Sg>
- 🔗 kidshealth.org/en/teens/food-fitness/
- 🔗 www.cookingteens.com/
- 🔗 <https://www.seventeen.com/teen-recipes/>

December 2017

4.22 Modes of transportation

Lesson Plan

Subject: English Theme: Modes of transportation

The description of the group: There are 25 pupils from the 2nd grade class, 12 boyw and 13 girls aged 8-9 years old. They are a group of very vivid nad active pupils who like learning new things.

The lesson is about means of transportation. The children learn the means of transportation which are used in Greece, in other countries and all over the world.

Duration: 3 teaching hours (45 minutes each)

Teaching Aims:

- Children will learn vocabulary about means of transport and travelling
- Learn to say in english how to go to school
- Be able to use phrases like “How can I/you get there?” “by bus, by train, on foot, etc”
- Be able to use questions like “what is it? It’s an airoplane, a car, etc” “Yes, it is./ No, it is;n”
- Be able to speak in the target language whether a particular mode of transport moves the road, water or in the air
- Be able to describe means of transportation using related vocabulary
- Be able to decide which means of transport is appropriate to use in each case

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- Be able to pronounce the English words and phrases correctly
- Be able to use phrases like I'm driving, I'm sailing....
- Travelling through imagination

Teaching Aids :

- PowerPoint presentation
- Flash cards
- Toys/means of transport
- Posters/ worksheets for painting
- Story cards
- Board marker, cd player, cds, scissors
- Youtube videos/songs

Course of the Lesson:

Activities/Aims	Interactions	Procedures	Time
Presentation of a PowerPoint with pictures connected with different means of transport	T-S	Teacher shows different pictures to the students and let the students identify the various means of transport.	10'
Use of Flash cards	S-S	Students work in pairs. One takes out a card and asks the other what is on the card	10'
Teacher shows different toys (cars, buses, trains etc)	T-S	Students identify the means of transport. Teacher asks what is it. Students answer. Teacher asks "How can I get to Athens?" Students answer by car, by train...etc. Teacher helps students to answer questions by using phrases "Car is faster, It is fun /easy/cheap...etc.	10'
Match the word with the picture	T-S	The first column will consist of a picture of the various modes of transportation and the second will have the names written in the target language. Students colour in and match.	10'

pping questions and answers	T-S	er asks “What is it?/ Is it a ship/boat?/ What colour is this? nts give the right answers	5’
g the song	T-S	er and students sing together the song “The wheels on the bus”. Students repeat and learn phrases and words	5’

Extra activities:

Students work in pairs with flash cards. Students make a sentence by using the word showed.

Students create a poster with the various means of transport and describe them to the class in English. eg: This a boat . It is blue and white.

Students search on the internet pictures about means of transport during the old times until nowadays and display them in the class.

Internet sources:

<https://www.youtube.com/watch?v=XKpBW4ZBIYQ>

<http://www.dreamenglish.com>

<https://www.youtube.com/watch?v=U8v16WEVszM>

Author/ English Teacher: Mrs. Marigo Georgopoulou

4.23 “STORIES CREATE MAGIC: GRANNY, THE TEDDY BEAR”

LESSON PLAN 4

SUBJECT: ENGLISH

“STORIES CREATE MAGIC: GRANNY, THE TEDDY BEAR”

The group is pupils at the age of 11-12 years old working with a story created by Greek fifth grade pupils of our school.

Time of the lesson: 45 minutes

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Aims: Children are expected:

- To be able to talk about and exploit stories
- To grow their imagination and creativity
- To use the Past Simple Tense
- To learn and use vocabulary related to the particular topic

Objectives/Aims	Activities	Resources	Duration
Students express their opinions and likes about the stories they read	T-S	Teacher asks if pupils read stories/ what kind of stories they like to read.	5'
Students predict the plot of the story by looking at pictures.	T-S	Teacher explains they are going to read a story made from pictures. Teacher shows 3 pictures and the title and asks the pupils to make predictions about the story	10'
Teacher introduces new words	T	Teacher writes ideas on the board and introduces new words which will help with the main task.	5'
Students gain comprehension of the story and answering questions.	T-S	Teacher provides a handout of the first paragraph of the story and instructs to scan it in order to answer	10'

		questions.	
the rest of the story.	S-S	nts work in groups to guess what happens next.	5'
nts listen and discuss	T-S	er provides the following paragraph and students check their predictions.	5'
nts are expected to consolidate the Past Simple Tense	S-S	nts move from receptive to productive stage through role playing.	5'

4.24 What's the weather like?

LESSON PLAN

This lesson is about the weather.

The time of the lesson

45 minutes

Aims

- Students will learn how to talk about the weather conditions.
- Students will learn vocabulary connected with the weather.

Teaching aids

- A PowerPoint presentation
- Flashcards with different weather conditions
- The YouTube videos - *How's the weather?* and *The weather song*

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- The students' books
- The students' activity books

Course of the lesson

	Interactions	Procedures	Time
Presentation of a PowerPoint with pictures and vocabulary connected with the weather	T - S	The teacher presents a PowerPoint with pictures of different weather conditions The students repeat the name of the different weather conditions when they see the pictures.	10 minutes
Video - <i>How's the weather?</i> Students watch a video about the weather.	T - S	The teacher presents a video about the weather and the students watch and repeat the vocabulary.	5 minutes
Students, in pairs, complete a matching exercise (pictures and words connected with the weather) on the ss' book. They then ask and answer about the pictures.	S-S	Teacher gives a worksheet (with the solutions for students to check their work after having done it).	5 minutes
In pairs, students look for information on a weather forecast website - http://www.bbc.com/weather/ in order to fill in a worksheet about the weather in different cities of the world.	S-S	Students look for information on http://www.bbc.com/weather/ and fill in the worksheet "What's the weather like today? in different cities of the world.	20 minutes
Song - A weather song	T - S	Teacher and students (in big group) sing together the song <i>The weather song</i> .	5 minutes

Extra activities

Students will...

... build a picture dictionary about vocabulary connected with the weather, with drawings from their own or using pictures from the Internet.

or

... make a week weather forecast for their region, using information from a weather website.

or

... make a week weather forecast in different parts of the world, using information from a weather website.

References

Project name : Let's share the culture and history using modern techniques and methods of learning teaching, cofounded by the Erasmus+ Programme of the European Union.

- Elsworth, Steve and Rose, Jim, Look - 6th grade, students's book, Pearson, Longman
- Elsworth, Steve and Rose, Jim, Look - 6th grade, students's activity book, Pearson, Longman

Internet sources

- https://www.youtube.com/watch?time_continue=48&v=rD6FRDd9Hew - How's the weather ?
- <https://www.youtube.com/watch?v=ygryGkGpgUs> - A weather song
- <http://www.bbc.com/weather/> - BBC Weather

5.1 Portuguese traditions-“Cantar as janeiras” (Singing “Janeiras”)

Lesson plan: Portuguese traditions-“Cantar as janeiras” (Singing “Janeiras”)

Description of the group

This group is a 6th grade class, from *Escola Básica Elias Garcia*, in Portugal. There are only 10 pupils, 5 girls and 5 boys, because the remaining students belonging to this class already attend music lessons in a Music school as a complement to the regular curriculum. This group is very heterogeneous in terms of musical aptitude but they have great pleasure in making music together.

Duration of the lesson

90 minutes

Aims

- To develop musical skills: voice (singing in tune, together, earing the other ones), rhythm, expressiveness;
- To promote critical thinking
- To promote our traditional music culture

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Teaching aids

- <https://pt.wikipedia.org/wiki/Janeiras>
- <https://www.youtube.com/watch?v=mHngFbpXdjE>
- <https://youtu.be/Da-4leonyV4>
- Voice and body
- Keyboard
- Soprano recorder,
- Traditional drums

Procedures

- Show different videos of popular groups singing "janeiras";
- Teaching and learning a song:
 - The teacher sings the song, without words, and at the end she contextualizes the song in the minor tonality and triple meter;
 - Voice: warm-up;
 - The students repeat, after the teacher, tonal patterns in minor tonality;
 - The students repeat after the teacher rhythmic patterns in triple meter (chanting and with body percussion)
 - The teacher sings the song again and asks the students about the number of melodic phrases;
 - The students learn the song, repeating always after the teacher, phrase by phrase;
 - The teacher presents the words of the song, chanting with the correct rhythm;
 - The students repeat chanting the words;
 - The teacher sings the whole song again (with words) and the children repeat;
 - Mind any tuning/rhythm problems that may rise and fix them through vocal and rhythmical exercises.
- Teaching and learning the *ostinato*:
 - The teacher shows students the *ostinato* that drums will do;
 - Rehearsal of the *ostinato*;
 - Rehearsal of the *ostinato* with singing;
- Teaching and learning the melody in the soprano recorder:
 - The students play the D minor scale (which they already know) in the natural mode;
 - The teacher plays every musical phrase (4) in the soprano recorder and students repeat;

Extra activities

- Students may search on the Internet, or other resources, information about this tradition in our country.
- Students should study the melody in soprano recorder at home.

Further activities

- Rehearse putting everything together, paying attention to *tempo*, intonation and the overall sound quality
- Make a recording video

6.1 Christmas cards

CONTENT	AIMS	PROCEDURES	TIME
<p>Expressive Drawing</p> <p>Drawing as an expressive process of representation and graphic techniques.</p> <ul style="list-style-type: none"> • The point. • The line. • The texture. • The form. 	<p>1. Differentiate basic materials of technical drawing in the representation and creation of forms.</p> <p>1.1: Drawing simple objects which students can observe using basic technical drawing materials (paper, pencil, smooth pencil, ruler, compass).</p> <p>1.2: Comprehension of the sense of scales in artistic productions, in real objects and in the evolving surroundings (reduction, amplification, real size).</p> <p>2. Know how to use working tools, different materials and representation.</p> <p>2.1: Selecting writing instruments and supporting materials according to the characteristics of the draw (paper: texture, absorption features; grammage, hardness).</p> <p>2.2 Know how to use correctly different materials and representation techniques in the creation of forms and searching adequate materials such as a pen</p>	<p>A small scale observation drawing exercise.</p> <p>The point, the line and its texture in the representation.</p> <p>Experience different graphics with the same model.</p> <p>Classroom sessions:</p> <ul style="list-style-type: none"> - Observation drawing - Drawing in a small scale - A memory drawing. 	<p>90 minutes</p>

6.2 Talking about Portuguese art - Manuelino and Renaissance trends

Lesson plan – Talking about Portuguese art - *Manuelino* and Renaissance trends

The description of the group

This group is an 8th grade, class A, from Escola Básica Elias Garcia, Sobreda, in Portugal. This group is, in general, the same of the last schoolyear. There are 19 students, 14 girls and 5 boys, aged between 11 and 13 years old. There are 2 students with specific needs included in the group. In general, there are creative students that participate enthusiastically and express their opinions easily which creates a very dynamic class.

This is a lesson about *Portuguese Art - Manuelino and Renaissance trends* aiming to create a touristic and cultural PowerPoint with some examples of the Portuguese art of the 15th and 16th centuries.

The time of the lesson

50 minutes

Aims

- Students will remember information about the Renaissance and specifically the renaissance art
- Students will search for historical information about the lesson subject
- Students will identify *Manuelino* as an example of Portuguese art in the 15th and 16th centuries
- Students will exchange information about the theme of the lesson
- Students will create, in a collaborative work, their own cultural PowerPoint.

Teaching aids

- *Brainstorming* about the lesson theme
- An YouTube video about the *Manuelino style*

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- The students' History book.

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Brainstorming about Renaissance		Teacher explains the activity and leads a <i>brainstorming</i> about the lesson theme; The group remembers information about the Renaissance period and art	10 minutes
Students watch a YouTube video about <i>Manuelino</i>	T - S	While watching the video, students confirm the names of the <i>Manuelino's</i> monuments, symbols and they become aware of their historical relevance and about other information	5 minutes
Students, in small groups (3 students), choose the name of two monuments/symbols they want to do their research about	S - S	Students write the name of the monuments	5 minutes
Students tell their choices to the teacher	T - S	Each student takes notes about the different group choices	5 minutes
Students in each group think about 3 or 4 main questions to guide the information search	S-S	Students write their proposals and present them to the rest of the class	10 minutes
Students set the final details to expand their research	T-S	Students and teacher set the final items and create the template in order to present the information regarding each monument	15 minutes

Extra activities

Students will use in their research their History book and Websites, such as Museums sites or YouTube channel, and they will present their final work at the deadline date.

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Further activities

- Students will translate all the information into English.
- Students will choose the layout to set the information (a PowerPoint presentation)
- The final product will be presented by the pupils to the group.

All the work will be done autonomously by the different groups and will be supported by the History teacher. All doubts will be solved in the next 2 lessons.

References

- Cirne, Joana e outros, *Viagem na História* - 8, Porto, Areal Editores

Internet sources

- <https://www.youtube.com/watch?v=kUJ1stvsbBQ> (3' 17")

7.1 Freezing and melting

SUBJECT: Physics

THEME: Freezing and melting

The group is pupils at the age of 10 years old, 5th class of primary school

Time of the lesson: 45 minutes

Aims: Children are expected:

- ☐ To explore how a substance can change from solid to liquid and back again.
- ☐ To investigate how a change in temperature can change the state of a substance.

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- ☐ To experience that when a substance changes from a solid to a liquid, the amount (weight) does not change.
- ☐ To learn about the melting point and the temperature at which the solid melts to become a liquid
- ☐ To learn about the Freezing Point and the temperature at which the solid freezes and becomes a solid
- ☐ To be able to use scientific vocabulary

Suggested materials:

- ☐ Butter, chocolate, gases, thermometer, saucepan

Course of the lesson:

Activities/Aims	Interactions	Procedures	Time
Discussion on things that melt and freeze	T-S	The students think and suggest substances from daily life that melt or freeze. Ask the students to identify the chocolate as a solid, liquid or gas. Ask them how we can convert it into a liquid.	5'
Developing questions and a hypothesis for the experiment	T-S	As a class, develop a question and hypothesis for this experiment. Write these out on chart paper and post them in the room near to the scientific inquiry process sheet so students are able to make a connection to what they are doing in this experiment. Review the scientific inquiry process. This information is already displayed on chart paper and hung in the classroom. Go over and explain the steps in relation to this experiment	10'
Start the experiment. Students observe and predict	T-S	Teacher places the chocolate bars into the saucepan and stirs as it melts. Ask the students to predict how long it will take the chocolate to melt. A student puts the thermometer to measure the temperature of melting chocolate. Then place the chocolate liquid in silicone cups.	10'
Making conclusions	T-S	Students discuss how the melting chocolate will become solid again. Teacher asks what is going to happen if we put the liquid in the fridge and why. Teacher puts the cups in the fridge.	5'
Checking For Understanding	T-S	Teacher shows cards with materials that melt or freeze and students name the change. Eg. Butter in a pan(melting), kid holding an ice-cream(melting), a lighting candle(melting), water in the fridge (freezing) etc.	10'
Enjoying the lesson	T-S	Each student has a little chocolate from those that they have made during the experiment.	5'

8.1 Using MS Paint

ICT Lesson - Using MS Paint

The description of the group

It's a group of teenagers. They are 20: 6 boys and 14 girls. They are between 12 and 15 years old.

They attend the 7th grade, class A at Elias Garcia School in Sobreda.

This lesson is about PowerPoint presentation and the students have already used this tool.

The time of the lesson

90 minutes

Aims

- Students will learn that MSPaint can be used to create pictures
- Students will use MS Paint to create pictures
-

Teaching aids

- Computer
- MS Paint Program installed on the computer
- MS Paint tutorial

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Introduction	T-S	The teacher explains the activity to the students	5
Look at examples of pictures made with MS Paint.	T-S	Teacher show examples of pictures created with MS Paint	5
Demonstrating the program and showing what it can do.	T-S	Teacher show how to use MS Paint	20

Save and retrieve their work.	T-S	Teacher show how to save and retrieve their work	5
Work with lines. Insert Text. Work with the shapes tools - rectangle, square, circle, oval etc. Work with colors. Fill forms with colors. Use the undo command to fix a mistake. Delete part of a image.	S	Students will experience the several tools of MS Paint	50
Save and retrieve their work.	S	Students will record and open the work done	5

Extra activities

Children will participate on the contest “Artistas digitais” (<http://artistas.ccems.pt/>)

Further activities

Children will use Paint to illustrate their works

References

Help and support of MS Paint

Internet sources

MS Paint tutorial - http://penta3.ufrgs.br/tutoriais/paint/exibir_final.htm

8.2 Using GoogleDocs

A lesson plan

ICT Lesson - Using GoogleDocs

Project name : Let’s share the culture and history using modern techniques and methods of learning teaching, cofounded by the Erasmus+ Programme of the European Union.

The description of the group

It's a group of teenagers. They are 20: 6 boys and 14 girls. They are between 12 and 15 years old. They attend the 7th grade, class A at Elias Garcia School in Sobreda.

This lesson is about PowerPoint presentation and Childrens have already used this tool.

The time of the lesson

90 minutes

Aims

- Children will create a new folder.
- Children will share a folder.
- Children will create a new document.
- Children will receive an invitation to a shared document.
- Children will edit a shared document.
- Children will upload a document into a folder.

Teaching aids

- One computer with Internet access.
- A Google account for each student.
- Provide each student with a document for uploading.

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Introduction	T-S	The teacher explains the activity to Children's	5
Create a new folder.	T-S	Teacher demonstrates how to create a new folder	5
Create a new folder.	S	Children will create a new folder.	10
Share a folder.	T-S	Teacher demonstrates how to share a folder	5
Share a folder.	S	Children will share a folder.	10
Create a new document.	T-S	Teacher demonstrates how to create a new document	5
Create a new document.	S	Children will create a new document.	10
Receive an invitation to a shared document.	T-S	Teacher demonstrates how to receive and accept an invitation to a shared document.	5
Receive an invitation to a shared document.	S	Children will receive and accept an invitation to a shared document.	5
Edit a shared document.	T-S	Teacher demonstrates how to share a document.	5
Edit a shared document.	S	Children will edit a shared document.	15
Upload a document into a folder.	T-S	Teacher demonstrates how to upload a document into a folder.	5
Upload a document into a folder.	S	Children will upload a document into a folder.	5

Extra activities

Children will practice with Google Docs

Further activities

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Children will use GoogleDocs to collaborate with their colleagues in doing schoolwork

Internet sources

<https://canaltech.com.br/internet/como-usar-o-google-docs/>

8.3 students present themselves through a powerpoint presentation

A lesson plan

ICT Lesson _ students present themselves through a
powerpoint presentation

The description of the group

It's a group of teenagers. They are 20: 6 boys and 14 girls. They are between 12 and 15 years old. They attend the 7th grade, class A at Elias Garcia School in Sobreda. This lesson is about PowerPoint presentation and the students have already used this tool.

The time of the lesson

45 minutes

Aims

- Students will talk about themselves
- Students will use the Power Point to write a little presentation about themselves
- Students will insert their presentation in a PowerPoint of the whole class
- Students will insert links on the Global PowerPoint

Teaching aids

Project name : Let's share the culture and history using modern techniques and methods of learning teaching, cofounded by the Erasmus+ Programme of the European Union.

- Computer
- PowerPoint

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Introduction	T - S	The teacher explains the activity to the students and show them the first slide of the Global Presentation	10 minutes
Make a presentation	S	Students write about themselves an insert one or more pictures	10 minutes
Personalizing the presentation	S	Students choose a theme and insert effects, transitions an animations	10 minutes
Global presentation	T-S	One by one, students will insert their work on the global presentation with the help of the teacher	15 minutes

Extra activities

At home students will make a presentation about their family

Further activities

Next time students will make a presentation about Portugal.

References

- Corominas, Agustí. (1994) La comunicación y su integración en el currículo. Institut de Ciències de l'Educació de la Universidad de Barcelona, España.

8.4 Students build their own portfolio using Padlet

ICT Lesson _ Students build their own portfolio using Padlet

The description of the group

It's a group of teenagers. They are 20: 6 boys and 14 girls. They are between 13 and 16 years old. They attend the 8th grade, class A at Elias Garcia School in Sobreda. In this lesson the students will learn how to use Padlet, a web 2.0 tool.

The time of the lesson

100 minutes

Aims

- Students will talk about their situation at school
- Students will use Padlet to start a Portfolio
- Students will start to organize their Portfolio
- Students will insert some contents to the Portfolio

Teaching aids

- Computer
- Internet
- Padlet

8.5 Using MovieMaker

LESSON PLAN

The description of the group

It's a group of teenagers. They are 20: 6 boys and 14 girls. They are between 12 and 15 years old. They attend the 7th grade, class A at Elias Garcia School in Sobreda. This lesson is about PowerPoint presentation and the students have already used this tool.

The time of the lesson

90 minutes

Aims

- Students will learn that MovieMaker can be used to create movies
- Students will use MovieMaker to create a Movie

Teaching aids

- Computer
- MovieMaker Program installed on the computer
- Manual

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Introduction	T-S	The teacher explains the activity to the students	5
Look at examples of movies made with MovieMaker	T-S	Teacher show examples of movies created with MovieMaker	5
Demonstrating the program and showing what it can do.	T-S	Teacher show how to use MovieMaker	20
Save and retrieve their work.	T-S	Teacher show how to save and retrieve their project and how to save the project as a movie	5
Importing images and videos; Save the project; Choose the theme Edit the movie; Add transitions; Add animations; Remove transitions and animations; Edit embedded videos; Add titles, subtitles; Insert the sound; Record narration	S	Students will experience the several tools of MovieMaker	50
Save and retrieve their work.	S	Students will record and open the work done as a project and as a movie	5

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Extra activities

Children will use MovieMaker to create a movie about their family

Further activities

Children will use MovieMaker to create a movie a proposed theme

References

iTIC 7-8 : tecnologias de informação e comunicação : 7º e 8º anos, 3º ciclo do ensino básico / Carla Cardoso. - 1ª ed., 1ª reimp. - Porto : Areal, 2014

Internet sources

MovieMaker tutorial - <http://penta3.ufrgs.br/tutoriais/WindowsMovieMaker/apresentacao.htm>



Course of the lesson

Activities /Aids	Interactions	Procedures	Time
Introduction	T - S	The teacher explains the activity to the students and shows them the tool Padlet	10 minutes
Start to use Padlet	S	Students will open an account on Padlet	10 minutes
How to use Padlet	T- S	The teacher explains how to insert pictures, text, videos, links, etc	30 minutes
Organize and insert elements	S	Students will start to choose an organization of Padlet and insert contents	50 minutes

Extra activities

Students will explore the several options of personalization. They can insert titles, descriptions, choose a background image, etc.

Further activities

Throughout the year students will build their own portfolio by choosing the works they consider more relevant.

References

<http://files.beandresoares.webnode.pt/200000853-a0803a17a0/tutorial%20Padlet.pdf>

https://padlet.com/ricardobcandido/novastecnologias_usp_2018_1



https://padlet.com/ricardobcandido/novastecnolgias_usp_2018_1

9.1 Talking about Food/ Expressing preferences

Lesson plan 5 – Talking about Food/ Expressing preferences

The description of the group

This group is a 8th grade class, from Escola Básica Elias Garcia, in Portugal. There are 19 pupils, 14 girls and 5 boys, aged 13 to 14 years old.

This lesson is about food, expressing likes and dislikes and express himself in a restaurant.

The time of the lesson

50 minutes

Aims

- Students will talk about food and about going in a restaurant.
- Students will express their wishes learning the expressions to propose and order in a restaurant.
- Students will express their preferences.
- Students will exchange information about food.
- Students will represent (in groups of 3) the texts elaborated by themselves in a: “Jeu de rôle”.

Teaching aids

- Menu created by the students;
- Accessories: glass, plate, knife, fork, money or credit card (to pretend);
- Computer (music, projection of the name of the restaurant); They can also project the menu.

Course of the lesson

- The students represent the text previously prepared to the class.
- One student is the waiter; the other two are the customers.

- The waiter receives customers, asks what they want to eat, drink, the dessert...
- The customers must ask for “l’entrée”, “le plat principal”, “les boissons”, “le dessert”, l’addition.
- While eating, they must appreciate the food, expressing their opinions and preferences. Each group has 6 minutes to do his presentation and the other students can make questions at the end of each presentation.

References

Luísa Pacheco, Giuseppina Tagliavini, “Magie des mots 2”

Internet sources

<https://www.ila-france.fr/blog/comment-dites-vous-expressions-restaurant>

9.2 People at work

French lesson

Lesson Plan 3

The Theme of the lesson: People at work

The description of the group:

It’s a group of teenagers. They are 23: 14 boys and 9 girls. They are between 14 and 15 years old. They attend the 9th grade, at Elias Garcia School in Sobreda. They have some difficulties in speaking and writing.

It’s the first lesson about jobs.

The time of the lesson: 90 minutes

Aims:

- ☐ To help students build a **vocabulary** of useful and relevant French words:
 - *People at work: cuisinier, serveur, coiffeur, joueur, jardinier, boulanger, pharmacien, architecte, conducteur, musician, infirmier, pilote...*
- ☐ To develop a thorough understanding of French **Grammar** in use:

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Le present (présent de de l'indicatif)

- ☑ To develop reading, writing, listening and speaking skills.

Teaching aids:

- The flashcards with different jobs;
- The cards with the name of the jobs connected with flashcards;
- Video and images;
- Student's book;
- The projector;
- The classroom computer.

Course of the lesson:

1. Matching flashcards and cards with the name of the jobs:

The teacher asks the students to put flashcards on the wall and give each other a card. Students match the cards and name the pictures.

2. Pair work:

Playing a guessing game:

The teacher tells the students they are going to play a guessing game. The students choose a job, but they don't tell their partner. Their partner can ask three *Yes/No* (*oui/non*) questions to find information about their partner's job. Then, they must guess what they are. (Students must use le "présent de l'indicatif"; they've already learned.)

A: Tu travailles dans un hôpital??

B: Non, je ne travaille pas dans un hôpital.

A: Ton travail est intéressant?

B: Oui, il est intéressant.

3. The teacher projects photos telling the students what the people are doing:

While projecting the photos from the student's book the teacher says:

" Le professeur enseigne les élèves".

" Le cuisinier fait un plat typique".

4. Watching a video:

Students watch a video: “Vicky et ses amis- un boulot pour Théo”.

Students give their opinions about the video.

5. Pictures and small texts:

Students observe pictures and short texts about job offers.

They do some exercises and after they make some simple phrases:

6. The teacher introduces some adjectives to characterize the profile sought for each job offer

“J’aime être styliste parce que je suis créatif, sérieux et motivé”.

J’aime être ingénieur parce que je suis dynamique et rigoureux.

7. The teacher present a text.

Students listen to the text “ Qu’est-ce que tu veux faire plus tard?”. They underline the unknown vocabulary and respond to a short oral questionnaire.

8. Practice exercises of understanding and expression

Students do and correct the exercises which are in the book.

Intercultural domain: Understanding their socio-cultural environment and the socio-cultural environment of others in order to understand different life styles (Identify jobs, what people do at work, what they need to do a work)...

Extra activities:

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Test yourself: (test in the student's book)

Students can test the target vocabulary and grammar, and check their progress.

Further activities:

The students will study the futur (future simple).

Students will search a website about (the teacher can suggest or not) the jobs and write a text about what about the profession they would like to pursue in the future.

References:

Students book : Gioseppina Tagliavini, Magie des Mots 3

Internet;

Library.

9.3 Learning About and With French Films

Lesson plan 1: Learning About and With French Films

Description of the group

This group is a 9th grade class, from *Escola Básica Elias Garcia*, in Portugal. There are 21 students, 12 girls and 9 boys. This group is very heterogeneous in terms of french aptitude but they have great pleasure in making search and creative works using new technologies.

Duration of the lesson

50 minutes.

Aims

- To promote research and treatment of information;
- To promote critical thinking;
- To allow the acquisition of vocabulary and phasic structures;
- To promote writing and skills,
- To promote traditional and modern films of french culture.

Teaching aids

- Internet;
- Library.

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Procedures

- The students, in group of 3, do research, they selected and organized information about movies, filmmakers, actors, genres, prizes, among others, during this lesson;
- Each group had a different movie;
- They create the argumentative texts and biographies in this class.

Extra activities

- Students will finish their work in the next class, at home or at school in other place like library or study room.
- There, they search images, create slogans and the visual presentation of the work.

Further activities

- They make an advertising poster of the film of their choice;
- They make the film technical sheet and create the director's biography.

References

Gioseppina Tagliavini, Magie des Mots 3

Internet Sources

- Bandes Annonce :
- <https://youtu.be/cXu2MhWYUuE?t=27>
- <https://youtu.be/zkUh0ixZkx4?t=30>
- <https://youtu.be/41QSbNDOPHg?t=13>
- <https://youtu.be/4dK6AvGerPA?t=3>
- <https://youtu.be/Goy8YMc3KHg?t=2>
- <https://www.youtube.com/watch?v=hRjtIg1NM84>

... and others chosen by the students.

9.4 Talking about Food/ Expressing preferences

Lesson plan 4– Talking about Food/ Expressing preferences

The description of the group

This group is an 8th grade class, from Escola Básica Elias Garcia, in Portugal. There are 19 pupils, 14 girls and 5 boys, aged 13 to 14 years old.

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This lesson is about food, expressing likes and dislikes and express themselves in a restaurant.

The time of the lesson

90 minutes.

Aims

- Students will talk about food and about going in a restaurant;
- Students will learn the names of the food in French;
- Students will exchange information about food;
- Students will express their preferences;
- Students will express their wishes learning the expressions to propose and order in a restaurant;
- Students will write a text to be represented in a following class: “Jeu de rôle”.

Teaching aids

- A PowerPoint presentation;
- Flashcards with the names and pictures of food;
- The youtube video - “Eating in Paris” ;
- The students’ books;
- The students’ activity books.

Course of the lesson

Activities/Aids	Interactions	Procedures	Time
Presentation of a PowerPoint with pictures connected with different foods.	T - S	The teacher presents a PowerPoint with pictures of different foods. When they see the picture, the students say the name of the food in	10 minutes

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		French and confirm it when the name appears.	
Students, in pairs, write the names of the foods in a table.	S - S	In pairs students write the names of the foods in a table, systematizing in “entrée”, “plat principal” and “dessert”.	5 minutes
Expressing likes and dislikes about food	T-S	Students will express their preferences using the expressions: “J’ adore”, “j’ aime”, “je n’aime pas”, “je déteste” about the food.	10 minutes
Movie “Eating in Paris”, <i>Classic Mr Bean</i>	T - S	Teacher and students watch a movie; Students answer some questions	10 minutes
Text from the students’ book : “ <i>Deux Amis au restaurant</i> ”	Individual work	Students heard the recording of the text and read in silence the text from the students’ book “ <i>Deux Amis au restaurant</i> ”.	5 minutes
Comprehension and answering some questions about the text	T- S	In pairs, students write the answers for some questions on the text. Teacher and students correct this work.	20 minutes
Text Production	S - S	In groups of 3, students write a text using the expressions to propose and order: “Qu’est-ce que vous voulez?”, “Et pour boire?”, “Je voudrais”, “Pour moi, s’il vous plaît”, “L’addition”, among others... That are written in their books. The students train and study the dialogue they created to represent it in the next class “jeu de rôle”.	20 minutes 10 minutes

Extra activities

At home:

- Students will study the text they created;
- They will make a “menu” with different foods, drinks...
- They must arrange accessories like plates, forks, money... to make his work more believable.

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Further activities

- Next class students will present their work to the rest of the class, playing a “jeu de role”.
- They will learn and practice how to express preferences, how to ask and speak in a restaurant...

References

Luísa Pacheco, Giuseppina Tagliavini, “Magie des mots 2” .

Internet sources

- <https://www.youtube.com/watch?v=QiaSe3Nc4ck>
- <https://www.ila-france.fr/blog/comment-dites-vous-expressions-restaurant>

10.1 My traditional dishess

LESSON PLAN

My traditional dishes

Situation:

create a group of bloggers with some of your classmates and collect information about the traditional dishes of your town. As final product you have to create an E-book collecting all the recipes related to the tradition of San Marco in Lamis, a town in the National Park of Gargano.

Target:

students aged 13

Objectives:

- to popularize the use of wild food/uncultivated vegetables which are no longer consumed;

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- to encourage conservation by popularizing traditional recipes;
- to encourage dialogue between students and innovators and thus encourage the spirit of innovation and creativity;
- to improve English language and digital skills.

What to do:

STEP 1: collect information about the task asking about the recipes to parents, grandparents or looking on internet. Find out how popular they were and why they are not consumed so much nowadays. The questions that can help you are the following ones:

Which is the most typical food of my town?

Which food do we not eat now?

What are the typical names of the recipes?

Write down the recipes in English.

STEP 2: write an e-book with all the collected recipes, write a title and add photos.

How to work:

Time:

10 hours for the STEP 1; 5 hours for the STEP 2

Materials:

- ✓ Computer
- ✓ Internet
- ✓ Smart phone

LESSON PLAN

My traditional dishes

The same lesson plan can be introduced to the students on a padlet to make it more interesting and innovative.

Example of Final Product:
<https://www.storyjumper.com/book/index/34568666/585151c3dddbf>

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https://padlet.com/annamaria_scrimieri/f5dthsyc32ij

11.1 “Stories in historical places” / Planning and writing narrative texts in native language

Lesson plan – “Stories in historical places” / Planning and writing narrative texts in native language

The description of the group

This group is a 7th grade class, from Escola Básica Elias Garcia, in Almada, Portugal. There are 21 pupils, 6 girls and 15 boys, aged 12 to 15 years old. There are 3 pupils (2 boys and 1 girl) with special needs included in the group. The diversity is one of the group main characteristics and it is simultaneously a threat and an opportunity.

Most of the pupils in this class need to develop writing skills and this is one of the main goals of these lessons. Writing skills are abilities which will help pupils to put their ideas into words in a meaningful form. At the same time, it is aimed to improve narrative writing and research abilities (digital and no digital support) about historical places from the administrative county where the school is located.

The time of the lessons

Three lessons of 50 minutes

Aims

Plan and write a narrative: plot, characters, narrator point of view, setting...

Develop writing skills - Proper writing structure, sentence formation, punctuation, paragraph breaks, sentence break, use a consistent tense and clear language

Research information about selected historical places/monuments

Know historical places from the administrative county where the school is located

Discuss and present ideas

Create conceptual maps and summarize information

Develop collaborative work

Teaching aids

A PowerPoint presentation about an historical place/monument – “Solar dos Zagallos”

Reading and analysing parts of a narrative located in “Solar dos Zagallos”

A conceptual map with the elements in a narrative

Use the board to present the narrative extent / number of words

The students’ books

Library book’s

Course of the lessons

Activities/Aids

Interactions

Procedures

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Time

First lesson

Presentation of a PowerPoint with pictures and the history of “Solar dos Zagallos” (historical place/monument).

Brainstorming - how to locate a narrative in a historical place – the relevance of research.

Reading and analysing parts of a narrative located in “Solar dos Zagallos.”

T - S

The teacher presents a PowerPoint with pictures of the exterior and interior features of “Solar dos Zagallos” and summarizes the history of the place.

Pupils present their ideas about how to include this information in a narrative text

Teacher reads parts of a narrative located in “Solar dos Zagallos”.

20 minutes

Students, in pairs, research on books and on the Internet historical places/monuments to locate their narrative.

T - S

S - S

Teacher suggests books and internet sites for the research

Pupils take notes about the historical place where they want to set the scene of the story and make a ppt with ancient and actual pictures of the chosen place.

15 minutes

Teacher and pupils build a conceptual map with other needed elements of narrative texts - plot, characters, conflict, narrator point of view and language specificities.

T - S

Teacher and students (in big group) build a conceptual map – The elements of a narrative text.

15 minutes

Second Lesson

Students, in pairs, plan the narrative (options and decisions).

S-S

In pairs students plan to tell narrative from the first- or third-person perspective

They create an engaging topic sentence and present any major characters involved in the story

Finally, they plan to write a narrative of at least 8 paragraphs.

20 minutes

Students produce their narrative.

Individual work

The narrative is written based on the notes about the selected historical place and following the plan made in pairs.

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30 minutes

Third lesson

Reviewing and presenting the narratives.

S – S

T – S

In pairs, students review their texts and try to improve the form and the content.

Three volunteers present their work to the group.

20 minutes

30 minutes

Extra activities

Students can visit the different places and monuments where they want to locate their stories.

They can also make maps of those places.

Further activities

Other students may present their works to the rest of the class.

The final works can be partially translated in English classes.

Part of the work can be developed in IT classes (Making a ppt with photos /images of the place where they want to locate the narrative).

References

The Portuguese Curricular Goals of Basic Education

Internet sources

<https://www.teachingenglish.org.uk>

<https://msu.edu/course/cep/886/Writing/page1.htm>

<https://www.dge.mec.pt>

<https://www.visitarportugal.pt/d-setubal/c-almada/almada>

11.2 “One book, many readers” – talking with fellow students from different European countries about reading experiences – A Christmas Carol by Charles Dickens

Lesson plan – “One book, many readers” – talking with fellow students from different

Project name : Let’s share the culture and history using modern techniques and methods of learning teaching, cofounded by the Erasmus+ Programme of the European Union.

European countries about reading experiences – A Christmas Carol by Charles Dickens

The description of the group/activity

This group is a 7th grade class, from Escola Básica Elias Garcia, in Almada, Portugal. There are 21 pupils, 6 girls and 15 boys, aged 12 to 15 years old. There are 3 pupils (2 boys and 1 girl) with special needs included in the group. The diversity is one of the group main characteristics and it is simultaneously a threat and an opportunity.

Most of the pupils in this class need to develop and train reading and communication (talking and listening) skills.

The group is already aware that this lesson is developed within the project “One book, many readers” and knows the rules and goals of this kind of reading experience. The project partners are reading the book “A Christmas Carol” by Charles Dickens in their national languages and after, through Skype video calls, they discuss and share ideas on the contents of the book. This time students will talk about the main character Ebenezer Scrooge.

The time of the lesson
50 minutes

Aims

- Promote the student’s relationship to reading
- Read at a higher level
- Develop analytical thinking
- Organize, share and articulate ideas
- Use digital skills and develop ICT competences
- Interact and relate to fellow students from different backgrounds
- Learn collaborative work
- Improve foreign language competences

Teaching aids

- Retrace with students the definition of main character and the reasons that allow us to see Ebenezer Scrooge like a main character
- Show excerpts of movies with different actors playing the role of Ebenezer Scrooge (youtube)
- Flashcards with words, expressions and quotes that can/ or can’t be used in the psychological characterization of this character
- Help the students to interact with their peers from different countries (using Skype video call)
- Propose the creation of a blog to share ideas and works about the book

Course of the lesson

Activities/Aids

- Interactions
- Procedures
- Time
- Discussion about the definition of main character/
Ebenezer Scrooge as a main character

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T - S

Teacher and students talk about the role of a main character in a story

Pupils present their ideas and give examples.

They explain why Ebenezer is a main character

5 minutes

Students and teacher watch on youtube excerpts of movies with different actors playing the role of Ebenezer Scrooge

T - S

Students decide which is the best interpretation and justify their point of view with, at least, two arguments

minutes

In pairs, students select the flashcards with words, expressions and quotes that can/ or can't be used in the psychological characterization of Ebenezer Scrooge

S – S

T - S

Teacher and students, after choosing the right flashcards, summarize on board the information and the conclusions about this character.

15 minutes

Students and teacher engage on a skype video call with partners of the project “One book, many readers”.

T – S

S - S

After the compliments, student representatives from the different countries share their ideas/conclusions about Ebenezer Scrooge. They talk about different activities that were developed and select those that are considered more interesting.

Teachers suggest the creation of a blog linked to the project.

30 minutes

Extra activities

Students can create a blog where they summarize the different activities developed within the project.

Further activities

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Reading and analysing parts of the book.

The blog can be developed in ICT classes (Making a ppt with photos /images of the place where they want to locate the narrative).

References

The Portuguese Curricular Goals of Basic Education

Internet sources

<https://www.biography.com/video/charles-dickens-full-episode-2073085321>

[http://www.planonacionaldeleitura.gov.pt/data/listas/18_setimo_ano_leitura_orientada\(10\).pdf](http://www.planonacionaldeleitura.gov.pt/data/listas/18_setimo_ano_leitura_orientada(10).pdf)

**All of the lessons` plans were created by the teachers from schools in:
Rębków, San Marco in Lamis, Sobreda and Patras. They have been
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European Union.**

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