

Greek Association of Alzheimer Disease and Related Disorders



Methodological Guide

E.L.So.M.C.I. project

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This Methodological Guide is accompanied by a Work-Pack for each country (Total: 5 Work-packs). The work-pack contains teaching material for the learners of each country. There is also a Test-book for each country (Total: 5 Test-books).

INTRODUCTION

Overview of E.L.So.M.C.I. Project

Main Goal

This educational program aims at teaching English to people with Mild Cognitive Impairment and using English songs as a main tool for the teaching process.

Background

MCI is considered to be the preclinical stage of dementia. People suffering from MCI need to improve their cognitive abilities (memory, attention, perception, etc.) in order to avoid the deterioration of their condition (Gauthier et al. 2006). Learning a foreign language is a good way for cognitive enhancement. However, since these people have deficits in their memory and attention abilities, it is not very easy for them to learn a foreign language through a conventional teaching method. For that reason, we should apply other, innovative approaches and methodologies that will help them to remember more easily.

The methodology of this educational program is based on innovative teaching approaches such as “Communicative Language Teaching” (Richards and Rodgers 2001: 153-174) and “Natural Approach” (Krashen and Terrell 1983). Moreover, it borrows some elements from “(De) suggestopedia” (Lozanov 1978) and the method of “Neuro-linguistic Programming (NLP)” (Bandler and Grinder 1982). These methods place great emphasis on verbal communication, creation of a positive environment in class, reduction of stress and encouragement of learners to learn step by step in a natural and pleasant way. It is a very effective method for the patients since it enhances their memory and knowledge, boosts their psychological wellbeing and improves their quality of life.

Specific Aims

The main aim of this educational program is to enhance people’ cognitive abilities (like memory) and prevent from Alzheimer’s disease. This aim is divided into the following objectives:

1. Improvement of the people with MCI’ memorization ability using songs.
2. Help of the teaching process through songs. The material that would be taught in a conventional lesson becomes more interesting when it is related to a song. In this way the participants learn more easily.
3. Reduction of stress and increase of positive emotions. Many people with cognitive decline suffer from depression or stress disorder. The songs we will choose reduce stress both through the calming music, and through the lyrics that convey positive messages and emotions.
4. Socialization of the people with MCI and creation of the sense that they belong in a group.

5. Improvement of the people with MCI' quality of life, since they will socialize and obtain useful knowledge, as well as their stress will be reduced.
6. Prevention from Alzheimer's disease.
7. Familiarization with English Language through phrases that are related to communication and verbal expression.
8. Exposure to British and American culture.
9. Increase of people with MCI' knowledge regarding vocabulary, grammar, syntax and other aspects of English language through a pleasant learning process.

MAIN OUTPUTS:

- Development of the methodology related to the workshops
- Development of an open online education course for professionals

Methodological Guide Overview

What is included?

This Guide includes the design and development of the goals of the workshops. In more details, it includes the:

- Key competences related to the exploitation of workshops and critical points in which trainees should improve after the training.
- Key factors for getting successful knowledge transference to professionals in terms of training approach.
- Evaluation and determination of workshops to be included in the Training Program (content of the lessons, learning method, tools needed).
- Evaluation and determination of specifications and approach of the workshop techniques and training activities.

The main Methodology of the Workshops has been adapted in specific needs of different countries and extended its usability not only with people with MCI but for older persons with cognitive deficits in general. This Methodology includes:

- The linguistic material that focuses on communication in English (for the learners) and preparation of the lesson plan for each lesson.
- The final songs that are going to be taught in class.
- The tasks and activities that are going to be used for each unit (interactive activities, emphasis on communication, participation of the people with cognitive symptoms, and usefulness of the linguistic material).

- A Lesson plan, including the tasks for the tests that the participants are going to take after each lesson and after each song as well as for the evaluation of all psychometric tests of all participants before and after their participation in the educational program.
- Videos for the better understanding of the words and expressions that are included in the lyrics of the songs.

DESIGN OF WORKSHOPS STEPS

Template of the workshop

A. Objectives/ Aims of the workshops

1. Maintain patients' cognitive functions.
2. Support the teaching process with the use songs.
3. Reduce stress and increase positive emotions.
4. Improve participants' socialization and sense of belonging to a group.
5. Prevent from Alzheimer's disease.
6. Familiarise learners with English language using phrases related to communication and verbal expression
7. Improve learners' vocabulary, grammar, syntax and other aspects of English language through a pleasant learning process.

B. Participants' profile and their role

Participants with Mild Cognitive Impairment

- The main participants who will take part in these workshops will be people with Mild Cognitive Impairment (MCI).
- MCI is considered to be the preclinical stage of dementia and is a controversial clinical entity, initially conceptualized as a transitional zone between normal aging and dementia.
- The most commonly used criteria for MCI—also known as Mayo criteria—were proposed by Petersen (2004). These criteria require (1) a memory complaint, (2) normal activities of daily living, (3) normal general cognitive function, (4) abnormal memory for age and (5) absence of dementia. These criteria have been modified to expand the original MCI concept, including impairments in cognitive domains other than memory.
- People with MCI suffer also of the existence of deficits in activities of daily living (Jekel, et al, 2015).

- People suffering from MCI need to improve their cognitive abilities (memory, attention, perception, etc.) in order to avoid the deterioration of their condition (Gauthier, et al, 2006).

C. Recruitment process

1. Where we can find the participants

Dementia and Alzheimer associations/care services providers and other institutions can help us find people with MCI. Also, health professionals, who take care of people with dementia (PWD) like psychologists, social workers, occupational therapists, medical doctors – geriatrics, psychiatrist, medical rehabilitation, and neurologists can contribute to the recruitment process and find people with MCI.

2. How to attract them in getting involved

People with MCI who will participate in the proposed project will be encouraged to get involved as they will be benefited by it. These people due to their cognitive decline may face difficulties in attending the workshops. For this reason, the workshop will be designed in such way to enable also them participate in all the lessons. Most of them attend other programs and they refer a benefit of them. So, it is easy to pursue them to follow an innovative program which will help them even more. Health professionals need to explain to people with MCI the possible benefits of taking part in this kind of intervention. More specifically:

- cognitive and psychological enhancement,
- improvement of behavioral symptoms and socialization,
- practice of their memory, perception, and other cognitive functions,
- learning of English vocabulary and grammar,
- learning of English songs and elements of British/ American culture,
- come in touch with another culture which is different from their culture,
- improving their abilities,
- preventing from deterioration of their deficits that could lead to AD or other forms of dementia,
- improve their well-being,
- feeling that they belong to a group.

3. Evaluation process

Assessment of participants

The health professionals/dementia practitioners will evaluate the cognitive abilities and the mood of the participants through a neuropsychological assessment. One assessment will be held **before** the workshops and one second assessment will be organized **after the end** of the workshops.

The most appropriate tools that can be used for this process are:

Cognitive dimensions

- Mini Mental State Examination (MMSE)
- Montreal Cognitive Assessment (MoCA)
- Clock Drawing Test (CDT) Mini-Cog (contains CDT)

Depression and Anxiety symptoms

- Geriatric Depression Scale (GDS)
- Beck Depression Inventory (BDI)
- Hamilton Anxiety Rating Scale (HAM-A)
- Beck Anxiety Inventory (BAI)
- State-Trait Anxiety Inventory (STAI)

Functional status

- Functional Cognitive Assessment (FuCAS)
- Functional Rating Scale for Dementia (FRSSD)

Behavioral Symptoms

- Neuropsychiatric Inventory (NPI)

Assessment of the workshops

Feedback is needed for the workshops after the end of the program, with key questions regarding the impact, the expectations, and the future things to be done according to their needs. Multiple aspects of the workshop will be evaluated. A proposal for the Satisfaction Assessment of the workshops can be the **WHOQOL Bref/ WHO 5 Wellbeing Index** which can assess the quality of life of people with MCI. Participants are going to answer some questionnaires regarding the level of satisfaction and support during the workshop. Based on their feedback we will improve our future workshops. The project E.L.So.M.C.I has developed two questionnaires, one for the learners and one for the teachers/trainers (Appendix 1)

D. Duration and Physical requirements of the workshop

1. Duration

Each workshop will be held one time per week and will last approximately 1-1,5 teaching hours.

2. Space characteristics

The location should be easily accessible to attract more participants. The space must be familiar for elderly people/people with MCI in order to let them feel comfortable and

participative. The space where the workshop is performed should be large enough (depending on the number of participants) to accommodate the corresponding number of participants. It should be equipped with round tables for the groups and with comfortable chairs, to facilitate the visualization and dialogue between people. It is recommended that participants be seated around a round table since the linear location may lead to the isolation of one or more members, negatively affecting the level of interaction. The environment should be cozy and quiet. We need also appropriate working materials in the designated space for cognitive stimulation. Also, in the main hall there should exist a projector and screen view able by everybody.

E. The procedure of the Workshop

Before starting each workshop, the trainers need to collect all the demographic details of each participant (Appendix 2). In Table 1 is presented all the Lessons and the elements of each Unit of the workshops.

The next steps of each workshop is the following:

1. Discuss some elements of theory and give some examples.
2. Then teach the song which contains an example of the theory.
3. We may teach a song in one lesson or two, depending on its length. (So the same process can apply to a whole song or half of it the first time and the other half of it the next time).
4. The participants will write the translation of each line and of the separate words in the song.
5. We will explain how the theory is realized in the song.
6. We can transcribe the pronunciation of the lyrics (International Phonetic Alphabet would be ideal for the transcription of pronunciation), but since people with MCI are not usually familiar with it, we can invent a way to use our native alphabet to make pronunciation comprehensible. For example, in Greek we can use low case “σ” for “s” and capital “Σ” for “sh”. Each partner can use a system to teach pronunciation with the help of their native alphabet.
7. We will watch the video with the song and associate the images with the lyrics.
8. Also, we can listen to the song/watch the video and sing along.
9. When the people with MCI go home they can listen to the song and see the animated video as many times as they like either in youtube or in the material –memory stick- we’ ll give them.
10. Through repetition they can learn the song, understand its meaning. Understand theory and improve their pronunciation.
11. At the next lesson that follows, again they watch the video and sing along.

12. Then they - half of them- will continue with some other activities of the Day Care center or at their homes. People with MCI are more relaxed after singing and they can participate better to the interactive activities.

13. The next time they will write a test on the vocabulary and the patterns of the song.

The test will be divided in two parts.

In the first part the learners are given the English lyrics of the song and they have to write the translation of each line in their native mother-language.

After finishing the first part, the instructor takes the tests and gives them the second part.

In the second part there are two columns. The one has words of the lyrics of the song in English. The words are found in random order. In the second column the learner must write the translation of each English word/ phrase also in random order. This task is more difficult because the people with MCI must try to remember the words separately.

More suggestions

More linguistic material can be used in the learning process to make the lesson more interesting and to help learners acquire useful vocabulary and expressions for everyday communication in English. For that reason, we have gathered such expressions based on frequency of use. You can use the expressions that have to do with “Personal information” when you think learners are ready. You can use them in small dialogues or in chain drills. We suggest that you use these expressions after the second Unit.

Similarly, we have gathered vocabulary related to “Places” and “How to ask for and give directions”. Learners can use this material for everyday situations, especially when they travel, or when a foreigner asks them questions about directions. We suggest that you use this material after unit 8 and 9 respectively.

This methodological guide is accompanied by images that help learners understand the English Alphabet, as well as other images concerning greetings, verbs in present progressive, etc.

Moreover, there is a video with illustrations for each song that is included in the teaching material, that helps learners remember vocabulary and grammatical rules more easily.

Table 1. Lessons and elements of each Unit of the workshops

UNITS	LESSONS
UNIT 1	Lesson 1.1. English alphabet
a) Alphabet	Lesson 1.2. Consonant digraphs
	Lesson 1.3: “You are my sunshine”
b) Consonant Digraphs	Lesson 1.4: test: “You are my sunshine”
UNIT 2	Lesson 2.1: Hello!
Phrases we use when we	Lesson 2.2: How to introduce myself and how to introduce others
	Lesson 2.3: Table of useful phrases



meet new people	Lesson 2.4: Test on Unit 2
UNIT 3	Lesson 3.1: Numbers 1 – 12
a) Numbers	Lesson 3.2: Song “rock around the clock” Lesson 3.3: Test
b) Time	Lesson 3.4: How to tell the time in English Lesson 3.5: Numbers 13 -19, 20-99 and 100 - 999
UNIT 4	A) Colours
a) Colours	B) Singular - plural Lesson 4.1: Colours
b) Singular - Plural	Lesson 4.2: Song: “what a wonderful world” Lesson 4.3: Test on colours and on the lyrics of the song “what a wonderful world.” Lesson 4.4: Nouns: plural Lesson 4.5: Test on plural
UNIT 5: Present Progressive	Lesson 5.1: Introduction to present progressive Lesson 5.2: Song: “I’m singing in the rain” Lesson 5.3: Test on the song Lesson 5.4: More verbs in present progressive Lesson 5.5: Test on present progressive
UNIT 6: Present Simple	Lesson 6.1: Introduction to present simple Lesson 6.2: Song: “An English man in New York” Lesson 6.3: Test on the song Lesson 6.4: Routines Lesson 6.5: Simple present: subordinate clauses – main clauses – song “the wonder of you” Lesson 6.6: Test on the song “the wonder of you”
UNIT 7: Exceptions to the rules of Present Progressive	Lesson 7.1: Song: “Here comes the sun” Lesson 7.2: Test on the lyrics of the song Lesson 7.3: State verbs – Song: “Fly me to the moon” Lesson 7.4: Test on the lyrics of the song Lesson 7.5: Exception of exception: verb “feel”. E.g. song “I’m feeling good”. Lesson 7.6: Test on the lyrics of the song
UNIT 8: Travelling - Hope	Lesson 8.1: Travelling Lesson 8.2: Song: “Somewhere over the rainbow” Lesson 8.3: Test
UNIT 9 Imperative - Friendship	Lesson 9.1: Imperative Lesson 9.2: Imperative: Song: Stand by me Lesson 9.3: Test on the song
UNIT 10: Simple Past - How to tell a story	Lesson 10.1: Introduction to Simple Past Lesson 10.2: Song: The little drummer boy Lesson 10.3: Test on the lyrics of the song



UNIT 1

LESSON 1.1. ENGLISH ALPHABET

Lesson plan

Aim: To familiarize students with the English Alphabet, the phonemes, some examples of words and their pronunciation.

Steps

Use the table of the alphabet to explain each letter, how it is named, and how it is pronounced in various words. Pay attention to the consonants, since they have more stable realization of sounds. For the vowels, you must explain that the way they are pronounced is not that stable, and they have to do with the specific word. So they must be careful with that.

It would be helpful to show flashcards or other images (e.g. from the internet) when you want to refer to a specific letter, capital and lower case, as well as to specific words in which the letter is found.

It would be nice to sing the ABC song at the end, to break the ice of the first lesson. It is better to do so to groups with no prior knowledge of English. Or, if already they know English, you can ask them: do you remember that song we learnt when we were students of A Junior? Let's sing it again!

"ABCDEFGH IJKLMNOP QRS TUV WXYZ

Now I know my ABCs

Next time won't you sing with me?"

For the next lesson, ask learners to study the table of the alphabet and copy each letter, capital and lower case and one example of a word for each letter once.

In the Learner's Work-Pack, there is a table of the English alphabet (with explanations for each country).

LESSON 1.2. CONSONANT DIGRAPHS

Start the lesson with some questions about the letters of the alphabet. Show them a flashcard of a letter each time and ask the students to tell you the name of the letter. Similarly, you can do the same with the examples of words. Show them an image of a specific thing and ask them to tell you how it is called. We do not want to push them too much, so they can look at the table and give the answers if they don't remember. We want to give them the opportunity to say something even if they have not learnt it by heart.

Then give them the consonant digraphs of English and explain how they are pronounced.

Ch → ΤΣ → Cherry /ΤΣέρι/ (κεράσι)
κ → chaos /κέος/ (χάος)

th → θ → theatre /θίατ(ε)(ρ)/ (θέατρο)
δ → the /δε/ (ο, η, το)

ph → φ → elephant /έλεφαντ/ (ελέφαντας). "Ph" is used instead of "f", when the word is of Greek origin. Other examples: Physics, Photo, Phrase etc.

wh → γου → When? /γουέν/? (πότε;)
(χ) → Who? /(χ)ου/? (ποιος;)

sh → Σ (harsher than s) → fish /φιΣ/ (ψάρι)

S and SH differ. They are not the same. To explain how different they sound let the students listen to the song "You are my sunshine" once. Then explain what the word "sunshine" means and ask each one of them to repeat after you "sunshine" with the correct pronunciation.

LESSON 1.3: "YOU ARE MY SUNSHINE"

Aim: To teach the song "You are my sunshine".

Objectives: 1) To clarify on the difference between the letter "s" and the digraph "sh"

2) to teach vocabulary



3) to provide some positive messages and soothe students' psychology with the calming melody of the song.

Steps

- 1) Watch the video of the song with the lyrics and the images related to the lyrics.
- 2) Explain each word/ phrase of the song separately
- 3) Give them the transcription of pronunciation for the whole song and for each word/ phrase separately
- 4) Give them the translation of the lyrics as well as of each word/ phrase separately.
- 5) Listen to the song again and encourage the students to look at the transcription of pronunciation and sing along with you.
- 6) Watch the video of the song again and pay attention to the lyrics.
- 7) Ask one of them to pantomime on what the lyrics say. Encourage other students to pantomime using the lyrics of the song, too.
- 8) Inform students that at the next lesson they will write a test on the lyrics of the song and they must know what the lyrics mean.

LESSON 1.4: TEST: "YOU ARE MY SUNSHINE"

See Test-book.

UNIT 2

LESSON 2.1: HELLO!

Aim: To give the students some useful phrases for their everyday communication in an English-speaking environment.

Objectives: Help students learn how to

- i) greet in English
- ii) introduce themselves
- iii) introduce other people
- iv) say goodbye

Lesson 1

Ask the students how they greet a friend in their native language when they see him/her



- i) in the morning
- ii) in the afternoon
- iii) in the evening

Make a table on the whiteboard with the same time intervals and write the corresponding greetings. Also add two more lines and write "in general" as a title. Add the right way of greeting

- a) in the morning → Good morning
- b) in the afternoon → Good afternoon
- c) in the evening → Good evening
- d) in general → Hello
- e) in general (informal) → Hi

Ask the students to copy the table with the greetings. Also explain what these phrases mean in their native language and repeat them many times in order to learn how they are pronounced.

Then play with these greetings:

Show them the image of a sun and draw a clock on the table and show that it is 8 o' clock. Ask students to greet each other according to the time. Use other morning times too. Do something similar for "good afternoon". Later, instead of the image of a sun use the image of a moon. Ask them to say "good evening". Then change the hands of the clock and the images of the sun and the moon for each student and ask them to say the correct greeting.

After that, add that there is a type of greeting that is more general and can be used at any time. This is "Hello". Ask them to say "hello" to each other. Also add that "hi" can be used, but it is more informal, and we use it mainly with our friends and relatives. Ask them to say "hi" to each other. In the same lesson we can also teach students some ways to say "goodbye".

So, you can teach them phrases like:

"Well, I think it's time for me to go. Goodbye!". You can also add more phrases with the same use, like "Bye bye!", "Bye", "See you!". You can also say that when we leave a place, and it is evening/night, we say "good night!". Act out some dialogues in order to use all the phrases the students learned today.

LESSON 2.2: HOW TO INTRODUCE MYSELF AND HOW TO INTRODUCE OTHERS

Aim: to teach students how to introduce themselves and how to introduce others.

Steps: Ask the students what phrases they use in their native language when they want to introduce themselves. Then give them the English equivalents. Such phrases can be:

- 1) Hello! My name is Maria.
- 2) Let me introduce myself. I'm John.
- 3) Hi! I'm George.

You can also say that after introducing ourselves we can ask the other person:

"What's your name?"

Then ask the students to tell you what phrases they use when they want to introduce someone to their friends/relatives/colleagues. Then give them some English phrases they can use for the same reason if they are in an English-speaking environment.

Such phrases can be e.g.

- a) Let me introduce you to my friend James.
- b) This is James.
- c) Have you met James?

Also, you can ask them to tell you some phrases they use in their language when they meet a new person. After their brainstorming, give them some English phrases they can use for the same reason and explain what they mean. Such phrases can be:

- a) Nice to meet you!
- b) How do you do?!
- c) Very nice to meet you!
- d) Pleased to meet you!
- e) It's a pleasure to meet you!

Also, give them ways to answer back to the above phrases:

- a) Nice to meet you, too.
- b) How do you do?!
- c) Likewise!
- d) Pleased to meet you, too!



Then, act out some dialogues. Give them some scenarios and ask them to introduce themselves and to introduce others using phrases they learnt at the lesson. For next time, ask them to write 2 small dialogues (no more than 4 lines each) using the phrases they learnt in the lesson.

For the next lesson ask them to have a big piece of paper (A3).

LESSON 2.3: TABLE OF USEFUL PHRASES

Aim: To organize the phrases the students learnt and create a table they can look at in order to revise what they learnt.

Steps:

Ask students to read out the dialogues they wrote at home. Whenever necessary correct their mistakes.

Then ask the students to take the A3 piece of paper, divide it in 6 columns and write 6 titles.

- i) How to greet someone
- ii) How to introduce myself
- iii) How to introduce other people.
- iv) How to say “nice to meet you”
- v) How to answer back to “nice to meet you”
- vi) How to say “goodbye”

When they complete the table ask them to act out some dialogues with phrases from the table. You can give them some scenarios to imagine, for instance, that they are at a conference, and they meet some new people. What will they say?

Ask them to keep the table and stick it on a surface they can look at often. (For instance, on their fridge, or a wall). Also tell them to get prepared for the next lesson, because they will write a test on the phrases they have learnt.

LESSON 2.4: TEST ON UNIT 2

See Test-book.



UNIT 3

Aim: i) To teach numbers 1-999

ii) To teach how to tell the time in English

- iii) To teach some aspects related to the future (I will, I'll, I am going to, I'm gonna)
- iv) To teach vocabulary and certain expressions from the song "Rock around the clock"

LESSON 3.1: NUMBERS 1 – 12

Write each number on the board

1

2

3

4

5

6

7

8

9

10

11

12

Next to each number write the number with words i.e.

One

Two

Three

Four

Five

Six

Seven



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Eight

Nine

Ten

Eleven

Twelve

And how each number is pronounced with the use of your native alphabet.

Repeat the numbers altogether 2 times and then ask each student to read them aloud on their own. When someone need help, help him to say the words and ask him/her to repeat after you with the correct pronunciation.

LESSON 3.2. SONG “ROCK AROUND THE CLOCK”

According to the level of each group you can teach this song in one or two lessons.

This song is fast. It is better to say it on your own more slowly and ask students to repeat after you the words.

Give them the Photocopies with the translation and transcription of pronunciation. Explain the meaning of each line. Also explain the meaning of each word/ phrase. Explain if some phrase is literal or metaphorical

Moreover, mention that the phrase “o’clock” is used when we tell the time and the long hand of the clock points at 12. It is an abbreviation of “of the clock”.

Ask the students to repeat after you the lines of the song. Create a pleasant atmosphere in class with a pleasant song.

For the next lesson ask students to be prepared to write a test on the lyrics of the song.

LESSON 3.3: TEST

See Test-book.

LESSON 3.4: HOW TO TELL THE TIME IN ENGLISH

Explain how English people tell the time.

Use expressions like:

O’clock



Past

To

A quarter

Half past

Draw a clock on the board and put its hands on certain positions. E.g. 10 past 7, 20 to 10, a quarter past 2, half past 11, a quarter to 3, and so on.

Also ask them to stand up, come to the board and tell them a time, so that they can draw the position of the hands of the clock.

Also, explain that this is the way we tell the time when it comes to analogical clocks. In contrast, when the clock is digital, we can use another option. For instance, for 10:30 say ten thirty instead of half past ten. We can use these two ways of telling the time interchangeably.

LESSON 3.5: Numbers 13 -19, 20-99 and 100 - 999

It depends on the level of the group to which number you will stop.

Aims: To teach numbers 13 – 19

To teach numbers 20-99

To teach numbers 100 – 999

Again, write numbers 13 – 19 on the board and the numerals with words next to the numbers. Also, write how they are pronounced.

Focus on the suffix -teen.

Tell them that the word “teens” means puberty, so it is the age between 13 and 19 years old. This way we will help them remember the suffix -teen. Also, tell them that this final syllable is stressed and there is an -n in the end. This way they will understand the difference between e.g., fifteen and fifty.

Then teach them numbers 20 – 99. Here you must explain that the last syllable is not stressed and there is no n at the end of the word.

After that you can continue with numbers 100 – 999.

In order to remember how to say numbers with 3 digits, write on the board 365 and also write with words three hundred (and) sixty-five. Tell them to copy this number and circle it. Also ask them to repeat after you three times: three hundred sixty- five.

You can also make some additions, subtractions etc. and use the words/phrases

Plus +

Minus –

Times x

Divided by ÷

Equals =

The students can play the board game “Reach the Top of the High Mountain” for which they will move their game pieces after making a mathematical operation. Before they move their pawn, they must say with words the mathematical calculation. (E.g., 3 plus 2 equals five. And the student removes the piece 5 steps).

The board game is included in the educational material we have prepared. In the beginning each student rolls a die and starts moving as many steps as the die shows. Then they do not use the die anymore, but their movements are defined by the mathematical calculations that are found in each specific box. Also, some boxes, do not have mathematical calculations, but give instructions. For example, “climb the mountain” or “get in the canoe”. The arrows show if the motion is upwards or downwards. These instructions may help the player go up and reach the top of the mountain quicker or go down and decelerate their way. The first player who reaches the top of the high mountain is the winner

Apart from the board game that should be printed on thick paper and with dimensions that are used for a classic board game (50cm x 50 cm). We must also have pawns of different colours and a dice. We can also give a small present to the winner, like a sticker that writes “You’re the winner!” “Well done!”.

UNIT 4:

a) COLOURS

b) SINGULAR - PLURAL

LESSON 4.1: COLOURS

Write the names of the colours on the board, their translation in your language and the transcription of their pronunciation.

e.g. red = κόκκινο

(p)εNT

Ask the students to copy them in their notebook.

The colours are: red, green, blue, yellow, orange, purple, pink, brown, grey, black, white.

Show the students some flashcards with the names of the colours on them and ask them to repeat after you each colour.

Then give each one of them a flashcard and ask them:

What colour is it?

They must answer raising the flashcard and saying the name of the colour.

After that, ask them to exchange flashcards and then say STOP! When they stop, ask each one of them what colour is it? They must answer the same way.

Then say “My favourite colour is What’s your favourite colour?” Explain what this means and then encourage them to ask one another “What’s your favourite colour? When they answer they must point at the flashcard with their favourite colour.

LESSON 4.2: SONG: “WHAT A WONDERFUL WORLD”

Show the students the video with the images and the lyrics of the song. After that explain what each line means, as well as what each word means. Also give them the transcription of pronunciation, especially if they do not have prior knowledge of English. Then ask them to repeat after you and sing each line altogether.

Repeat the process. Watch the video again once. Ask them to look at the lyrics and make some images out of them. You can also choose and propose some phrases, such as “trees of green”, “red roses”, “bloom”, “the colours of the rainbow”, “the bright blessed day”, “the dark sacred night”, “friends shaking hands”, “babies cry” etc. They must write these phrases under/above the corresponding images.

Next time, they will write a test on colours and on the lyrics of the song.

LESSON 4.3: TEST ON COLOURS AND ON THE LYRICS OF THE SONG “WHAT A WONDERFUL WORLD.

See Test-book.

LESSON 4.4: NOUNS: PLURAL

Explain how plural is formed in English. Give some examples.

In plural we add -s at the end of the word.

Ball → balls

Pencil → pencils

Orange → oranges

When the noun ends in (-s, -ss, sh, -ch, -x, -z) or in -o we add -es at the end.

Watch → watches

Box → boxes

Volcano → volcanoes

Potato → potatoes

Tomato → tomatoes

Modern words, or words that are associated with technology, when ending in -o take a simple -s in plural.

Photo → photos

Video → videos

When the noun ends in -f or -fe it turns to -ves in plural.

Leaf → leaves

Life → lives

But

Nouns with irregular plural number

Person → people

Mouse → mice

Goose → geese

Tooth → teeth

Foot → feet

Man → men

Woman → women

Child → Children

Nouns that are the same in singular and plural

Deer → deer

Fish → fish

Sheep → Sheep

Nouns that end in -y:

A) When there is a consonant before -y, then -y becomes -ies in the plural.

e.g., Sky → skies

B) When there is a vowel before -y, then the words takes a simple -s in the plural, as happens with the majority of the nouns.

e.g., Boy → boys.

Listen to the song “What a wonderful world” again and ask students to underline the words that are in plural number in the lyrics. Then write them down.

Next time students will write a test on plural number.

LESSON 4.5: TEST ON PLURAL

See Test-book.

UNIT 5: PRESENT PROGRESSIVE

LESSON 5.1: INTRODUCTION TO PRESENT PROGRESSIVE

Introduce students to this tense (which may not exist in their own language). Draw a triangle on the board and in the triangle draw a worker. Under the sign write

WORK IN PROGRESS

Explain to them that this tense has to do with an action that is happening now, that is in progress. That is why the tense is called Present progressive. (We used to call it Present Continuous, but now all grammars call it Present Progressive. Explain its structure

Subject + to be + (verb+ ing)

e.g. I am reading

You are reading

He is reading

She is reading

It is reading

We are reading

You are reading

They are reading

(It is better to dedicate a lesson to explain the way the verb “to be” is conjugated in simple present before we introduce Present Progressive. Here we add some tables with the verb to

be in Affirmative, Negative and Interrogative, as well as the short answers of it. We must also explain that in Present Progressive the verb “to be” is an auxiliary verb in the structure of Present Progressive and that our full verb (e.g. read) is used in its present participle form (i.e. with the suffix -ing).

The auxiliary verb to be is in Simple Present

How is it conjugated?

Affirmative

Full form

I am

You are

He is

She is

It is

We are

You are

They are

Short form

I'm

You're

He's

She's

It's

We're

You're

They're

In the short form of the affirmative the first vowel of the verb leaves and in its place we put an apostrophe.

Negative

Full form

I am not

You are not

He is not

She is not

It is not

We are not

You are not

They are not

Short form

I'm not

You aren't

He isn't



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She isn't

It isn't

We aren't

You aren't

They aren't

In the short form of the negative, in the first person singular the vowel "a" of the verb "am" leaves and we put an apostrophe in its place.

In all the other persons the vowel "o" leaves from the word "not" and in its place we put an apostrophe.

Interrogative

Am I?

Are you?

Is he?

Is she?

Is it?

Are we?

Are you?

Are they?

Short Answers

Positive answer

Yes, I am



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Yes, you are

Yes, he is

Yes, she is

Yes, it is

Yes, we are

Yes, you are

Yes, they are

Negative answer

No, I'm not

No, you aren't

No, he isn't

No, she isn't

No, it isn't

No, we aren't

No, you aren't

No, they aren't

Learners can write a test on the verb to be in the next lesson, and then we can continue with the song "Singing in the Rain")'

Watch video of the song " I'm singing in the rain".

Explain to the students that the protagonist is talking about some actions that he is doing now. He is singing in the rain now. He is dancing in the rain now.

Choose some verbs from the song and ask students to conjugate them in Present Progressive in class or at home.

(E.g. I am singing, I am dancing, I am laughing)



LESSON 5.2: SONG: "I'M SINGING IN THE RAIN"

Ask the students to read aloud the verbs they conjugated at home. (Each one of them will read one verb).

Then watch again the video with the song.

Explain the lyrics line by line and word by word.

Sing the song along. If there is time play a pantomime game. See the lyrics and try to pantomime with the verbs of the song.

LESSON 5.3: TEST ON THE LYRICS OF "SINGING IN THE RAIN".

In Appendix 4, there are the tests for each language

LESSON 5.4: MORE VERBS IN PRESENT PROGRESSIVE

Teach the students some more verbs in Present progressive

e.g. I am walking, I am running, I am sleeping, I am flying, I am playing, I am chasing etc. Then give each one of them a card with a verb in present progressive. Ask them to pantomime, to show what the verb means. Then the others must ask e.g. "Are you walking?", "Are you flying?" etc and he/she must answer "Yes, I am" or "No, I'm not".

There can be one similar process, but instead of 1st and 2nd person, we can use the 3rd person singular. One student will pantomime an action and two other students will talk about him. One can ask, for instance: Is he dancing? And the other can answer yes, he is/no he isn't. The same process will continue for all students.

(Apart from pantomiming, we can also show students images of someone who is doing something. In the images we offer there are illustrations for the following verbs in Present Progressive:

I am walking

I am running

I am sleeping

I am playing

I am washing the dishes

I am tidying up / I am cleaning up/ I am vacuuming (the floor) / I am hoovering (the floor)

I am swimming

I am driving my car

I am watching TV

I am writing

I am reading a book)

Write Affirmative, Negative, Interrogative, and Short answers in Present Progressive. Ask them to copy in their notebook what you write on the board.

Spelling Rules of Present Progressive

Explain some spelling rules of Present Progressive:

When the verb ends in -e the e leaves when we add -ing

e.g. I dance → I am dancing

I smile → I am smiling

When the verb has one syllable and it is of the form CONSONANT-VOWEL-CONSONANT the final consonant is duplicated when we add -ing.

E.g. I cut → I am cutting

I run → I am running

The same happens when the verb has two or more syllables and the last syllable is stressed and is of the type CONSONANT-VOWEL-CONSONANT.

e.g. I refer → I am referring

I begin → I am beginning

Exception: I travel → I am travelling (It is an exception, because the last consonant becomes double, even though the last syllable is not stressed).

When the verb ends in -ie, ie turns to y and then we add -ing.



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E.g. I lie → I am lying

I tie → I am tying (my shoelaces)

You can give this homework for the learners: “Conjugate the verb dance in the affirmative, the verb run in the negative and the verb lie in the interrogative form of the Present Progressive”.

Next time they will write a test on Present Progressive.

LESSON 5.5: TEST ON PRESENT PROGRESSIVE

See Test-book.

UNIT 6: PRESENT SIMPLE

LESSON 6.1: INTRODUCTION TO PRESENT SIMPLE

Show students the image of the earth that moves around the sun and say:

“The earth moves around the sun”

Explain to them that this is true, it is something stable, and it happens again and again with some frequency.

Now add that for things that are stable and that happen with frequency we use a tense called Present Simple.

We can use it when we talk about our routines, about schedules, about general truths etc. We also use adverbs of frequency with this tense, like “always”, “usually”, “frequently”, “often”, “sometimes”, “rarely”, “seldom”, “never”. We can also use expressions like “On Monday”, “at the weekend” etc.

Explain what these adverbs and these phrases mean and ask them to tell you some things about their routines in their own language. Translate what they say in English and write it on the board. Ask them to copy what is written on the board. Then write a verb on the board and conjugate it in Present Simple.

Tell them that we add an -s in the third person singular (he/she/it).

When the verb ends in s, ss, sh, ch, z, zz, x or o we add -es in the third person singular.

When the verb ends in -y and the previous letter is a consonant, then, in the third person singular -y becomes -ies. E.g. I try → he tries

But: I play → he plays (Because the letter before -y is a vowel).

Give an example of a verb in **Simple Present**

Affirmative

I work

You work

He works

She works

It works

We work

You work

They work

Circle the -s at the end of the third person singular (he/she/it).

Also teach the **Negative**

Long form

I do not work

You do not work

He does not work

She does not work

It does not work

We do not work

You do not work

Short form

I don't work

You don't work

He doesn't work

She doesn't work

It doesn't work

We don't work

You don't work



They do not work

They don't work

As well as the **Interrogative** and the **Short answers**.

Interrogative

Short answers

Do I work?

Yes, I do. / No, I don't.

Do you work?

Yes, you do. / No, you don't.

Does he work?

Yes, he does. / No, he doesn't.

Does she work?

Yes, she does. / No, she doesn't

Does it work?

Yes, it does. / No, it doesn't.

Do we work?

Yes, we do. / No, we don't.

Do you work?

Yes, you do. / No, you don't.

Do they work?

Yes, they do. / No, they don't.

LESSON 6.2: SONG: "AN ENGLISH MAN IN NEW YORK"

Ask students to tell you when we use Present simple.

They will answer "about our routines", so then tell them that now we will listen to a song that has to do with routines. "An Englishman in New York". Listen to it once, and then explain what it means. Ask them to underline the verbs that are in Simple Present and tell you which they are. Then listen to the song again and sing along.

At the next lesson the students will write a test on the song.

LESSON 6.3: TEST ON THE SONG

See Test-book.

LESSON 6.4: ROUTINES

Ask the students to write a letter (one paragraph) to an English friend and talk about their routines. Use a bilingual dictionary whenever it is necessary. They can say what they do every day. Then ask them to read aloud what they wrote in class.

Act out a dialogue using information that is written in their letters.

E.g. A: What time do you get up in the morning?

B: I get up at 7:15 a.m.

A: What do you do in the evening?

B: In the evening I play the piano.

A: When do you have an English lesson?

B: I have an English lesson on Tuesday and Thursday at 6:30 p.m.

LESSON 6.5: SIMPLE PRESENT: SUBORDINATE CLAUSES – MAIN CLAUSES – SONG “THE WONDER OF YOU”

E.g. When I do this, you do that

Whenever I ask, he answers.

Instead of an adverb of frequency, we can encounter a subordinate clause that expresses time, or frequency. In these cases, we use Simple present again.

Example. The song “The wonder of you”

Give the students the photocopy with the lyrics and explain what they mean.

Ask them to locate the sentences that contain a subordinate and a main clause and are in Simple present. Then ask them to read them aloud.

Watch the video with the lyrics and the images and listen to the song. Then watch it again and encourage students to sing along.

Next time the students will write a test on the song.

LESSON 6.6: TEST ON THE SONG “THE WONDER OF YOU”

See Test-book.

UNIT 7: EXCEPTIONS TO THE RULES OF PRESENT PROGRESSIVE

LESSON 7.1: SONG: “HERE COMES THE SUN”

Sentences that begin with Here and There take Simple Present instead of Present Progressive, although they talk about the present at the moment of speaking.

Here he comes!

There you go!

We can also have inversion with these sentences (i.e. subject and verb change position).

Here comes Mary!

Example:

The song “Here comes the sun”

Listen to the song and underline all sentences that contain the structure Here + verb in Simple Present.

Explain the lyrics and each word separately.

Ask the students to sing along.

Next time they will write a test on the lyrics of the song.

LESSON 7.2: TEST ON THE LYRICS OF THE SONG

See Test-book.

LESSON 7.3: STATE VERBS. SONG: “FLY ME TO THE MOON”

State verbs are not progressive, and they do not take

-ing. For that reason we usually encounter them in Simple Present.

State verbs may express: emotions (e.g. love, worship, adore, like, hate etc)

Thoughts (e.g. think, believe)

Senses (e.g. look, sound, feel, taste, smell)

Measurements/quantities (Weigh, cost etc.).

Example: Song “Fly me to the moon”

Line “You are all I long for, all I worship and adore”.

The song writer talks about now, but he uses simple present for the verbs “long for”, “love” and “adore”, because they are state verbs.



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For the same song you can add some information: It was the first song ever heard on the moon by the Apollo 11 mission that landed on the moon (on 20 July 1969). (Frank Sinatra's version).

Explain the lyrics of the song and each word separately.

Listen to the song again and watch the video with the images and the lyrics. Encourage students to sing along. Next time they will write a test on the lyrics of the song.

LESSON 7.4: TEST ON THE LYRICS OF THE SONG

See Test-book.

LESSON 7.5: EXCEPTION OF EXCEPTION: VERB "FEEL". E.G. SONG "I'M FEELING GOOD"

The verb feel is a state verb, since it expresses our emotions. But it is used interchangeably, either as I feel or as I'm feeling.

Example: The song "I'm feeling good"

Watch the video with the lyrics and the images and listen to the song.

Explain the lyrics and each word separately.

Ask them to watch the video again and sing along.

Next time they will write a test on the lyrics of the song.

LESSON 7.6: TEST ON THE LYRICS OF THE SONG

See Test-book.

UNIT 8: TRAVELLING

LESSON 8.1: TRAVELLING

Ways of travelling

By car

By boat

By plane

By bus

Visiting other countries

Ask students “Which country would you like to visit and why?”

Ask them to write a paragraph about their favourite country. Why do they want to visit it? Tell them to use mainly simple present when they describe the country. (When they need to use a past tense, help them).

When they write the paragraphs, ask them to read them aloud. They can also ask questions to each other. Like: What is the weather like in France in the summer? Are there any mountains in the country? Is there sea? How about the food? Do you like French food? What do you like about French culture?

For homework, ask them to write a paragraph about their own country. Why do they like their country? Encourage learners to use a bilingual dictionary in case they do not know some words in English.

LESSON 8.2: SONG: “SOMEWHERE OVER THE RAINBOW”

In the beginning tell some things about the importance of this song for the American culture. It is something like a national anthem to them. It was sung by Judy Garland in the movie “The Wizard of Oz” (1939) which is one of the best musicals ever made. The central character of the film is Dorothy, an orphan girl who lives with her aunt and uncle. She does not like her life and dreams that there is a land far away where troubles do not exist, and she hopes that someday she will go to this land.

This is a very emotional song.

Firstly, show the video from the movie in which Judy Garland sings. Then explain the meaning of the lyrics. Ask the students to sing along. Next time they will write a test on the lyrics of the song.

LESSON 8.3: TEST

See Test-book.



UNIT 9

LESSON 9.1: IMPERATIVE

Give some examples of the use of imperative.

Play the game “Simon says”

For example: Simon says: “Run!”

Simon says: “Walk!”

Simon says: “Touch your forehead!”

Simon says: “Clap your hands!”

Simon says: “Raise your right hand”

Simon says: “Give me your pencil”

And so on.

Then ask them to take turns and each one of them use the imperative through the game: Simon says”.

If the person who gives the orders does not say “Simon says”, but just gives an order, the others should not do what he/she says. If someone follows an order without hearing the phrase “Simos says, he/she loses and has to leave the game. The person who remains until the end is the winner.

You can also listen again to “fly me to the moon” and find the words that are in imperative.

LESSON 9.2: IMPERATIVE: SONG: STAND BY ME

Listen to the song “Stand by me” once and watch the video with the lyrics and the images related to the lyrics.

Then explain the lyrics of the song and each word and phrase separately.

Listen to the song again and sing along.

Make sure that the students make the relations between the images and the lyrics.

Additionally, apart from the original version of the song, for fun, you can show the version of this song in the film “The Lion King” (1994). It is very funny.

Next time the students will write a test on the lyrics of the song.



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LESSON 9.3: TEST ON THE SONG

See Test-book.

UNIT 10: SIMPLE PAST

LESSON 10.1: INTRODUCTION TO SIMPLE PAST

When do we use Simple Past?

For things that happened in the past.

When we tell a story about the past.

When we describe some past habits.

What is the structure of Simple Past?

We usually add the suffix -ed after the verb.

Play → played

When the verb ends in -e we just add -d.

Dance → danced

When the verb is of the type CONSONANT-VOWEL-CONSONANT we double the final consonant before we add the suffix -ed.

Nod → nodded

However, many verbs are irregular, and they form their own form of Simple Past. We must remember each of these verbs separately. To cast a glance on what irregular verbs are, we can listen again to the song "You Are My Sunshine". In this song we see the irregular forms lay, dreamt, awoke, hung, which are the Simple Past forms of the verbs lie, dream, awake, hang and they do not take the suffix -ed. (In fact, some of them have two forms, one regular and one irregular. E.g., dream can become either dreamt or dreamed in Simple Past).



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LESSON 10.2: SONG: THE LITTLE DRUMMER BOY

This song which is a Christmas carol is narrating a story about a little drummer boy who visited Jesus Christ the day He was born. For this narration, the tense that is used is mainly Simple Past. We can learn many verbs in Simple Past through this Christmas song.

Firstly, watch the video with the lyrics and the images related to the lyrics and listen to the Christmas song.

Explain the meaning of the song.

As you explain it, underline the verbs that are in Simple past.

Watch the video again and sing along.

Next time students will write a test on the lyrics of the song.

LESSON 10.3: TEST ON THE LYRICS OF THE SONG

See test-book.

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Appendix 1. Evaluation Forms

A. Evaluation Forms for the Participants

We kindly invite you to provide us with an assessment of the workshops. The information that will be gained from the assessment analysis will help us to monitor overall satisfaction and improve our methodology. Thank you very much!

Please mark the response that reflects your experience with this course (there is one possible answer):

1. Workshops:

The course content was:

excellent	good	fair	poor	very poor

The units were easy to understand.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

I had difficulties in learning English through songs.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The timing of the lessons was appropriate.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The examples in the lessons were understandable.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree



I have felt more confident when learning English with the use songs.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The tests/quizzes were nice to take and I could see my improvement.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The course as a whole was:

excellent	good	fair	poor	very poor

I understand the meaning of the songs I learned in the lessons.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The course had positive impact on my emotions.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The course helped me socialize.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

I think that my quality of life has been improved after attending the lessons in the E.L.So.M.C.I.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

I would/will recommend this course to a friend.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

2. Instructor:

The instructor presented the content in an understandable way.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

Explanations by instructor were:

excellent	good	fair	poor	very poor

Availability of extra help when needed was:

excellent	good	fair	poor	very poor

Overall, the instructor provided effective workshops.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

3. Do you have any comment or feedback that you would like to share?

B. Evaluation Form for the Trainers

We kindly invite you to provide an assessment on the methodology and the materials of the workshops. The information gained from the assessment analysis will help us monitor the overall satisfaction and improve. Thank you very much!

Please circle the response that reflects your experience with this course (there is one possible answer):

1. Course:

The course content is appropriate for people with MCI.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The activities proposed are easy to apply.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree



--	--	--	--	--

The translations are understandable.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The timing is appropriate.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The tools are presented well.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

I know how to use the tools presented.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

The course as a whole is well organized.

excellent	good	fair	poor	very poor

2. Impact:

I understand the innovative approaches for learning (teaching) foreign language

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

I understand the benefits of learning a foreign language on cognitive abilities

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

Explanations were well understood by the participants:



excellent	good	fair	poor	very poor

Overall, the materials were well accepted

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

3. My participation:

I learned new approaches

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

I would / will recommend this teaching methodology to my colleagues.

strongly agree	agree	neither agree or disagree	disagree	strongly disagree

4. Your suggestions for improving the course:

Appendix 2. Demographic questions for each participant attending the workshop

Please ensure this information is collected for every participant at the workshop

1. Name:

2. Age:

3. Gender:



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4. Highest educational qualification:

5. Occupation/previous occupation:

6. Level of English knowledge:

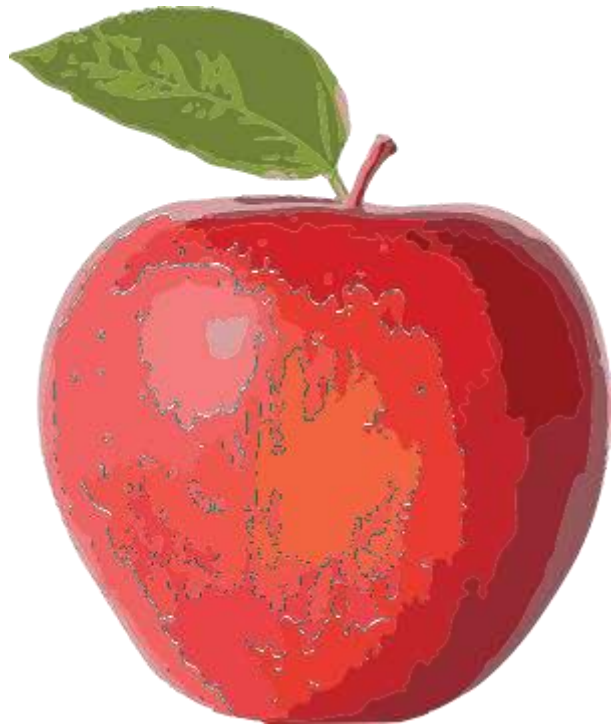
- a. no knowledge
- b. few knowledge
- c. good knowledge

7. Previous experience participating in singing in teams:

Yes No

Appendix 3. Images with letters and examples

A



apple

A



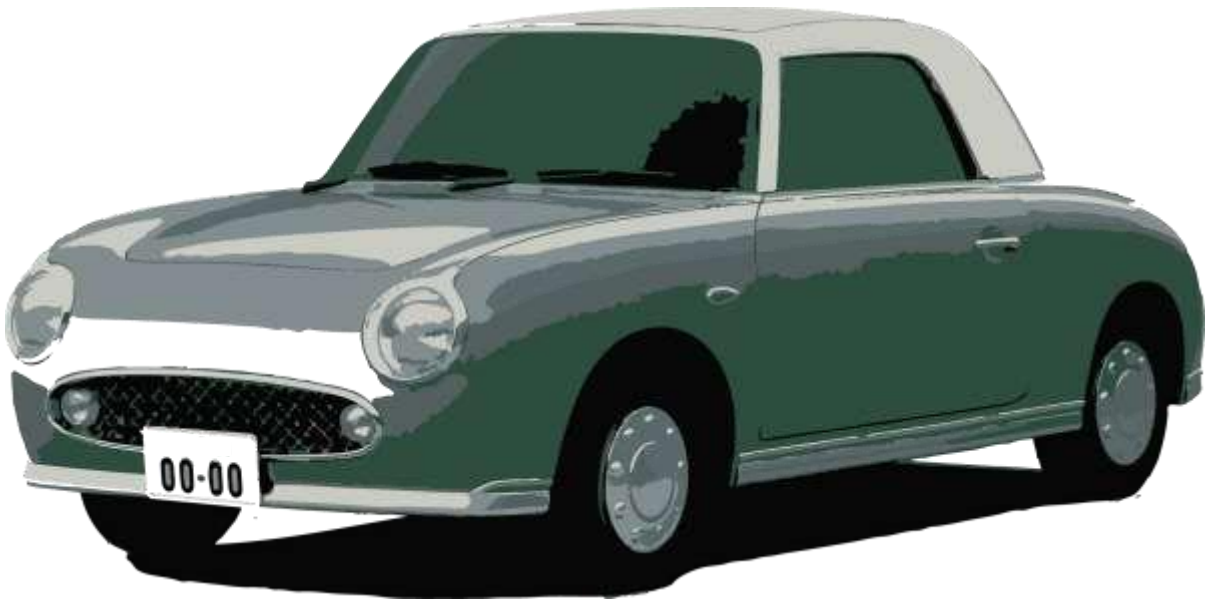
angel

B



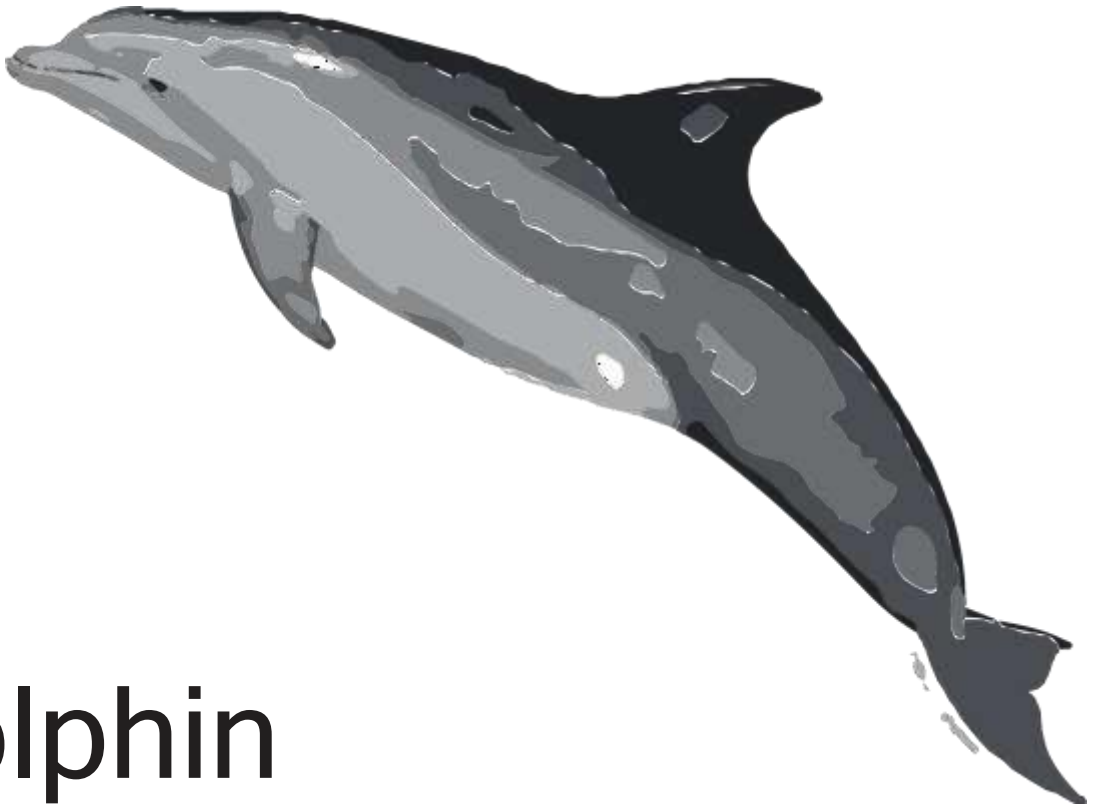
boat

C



car

D



dolphin

E



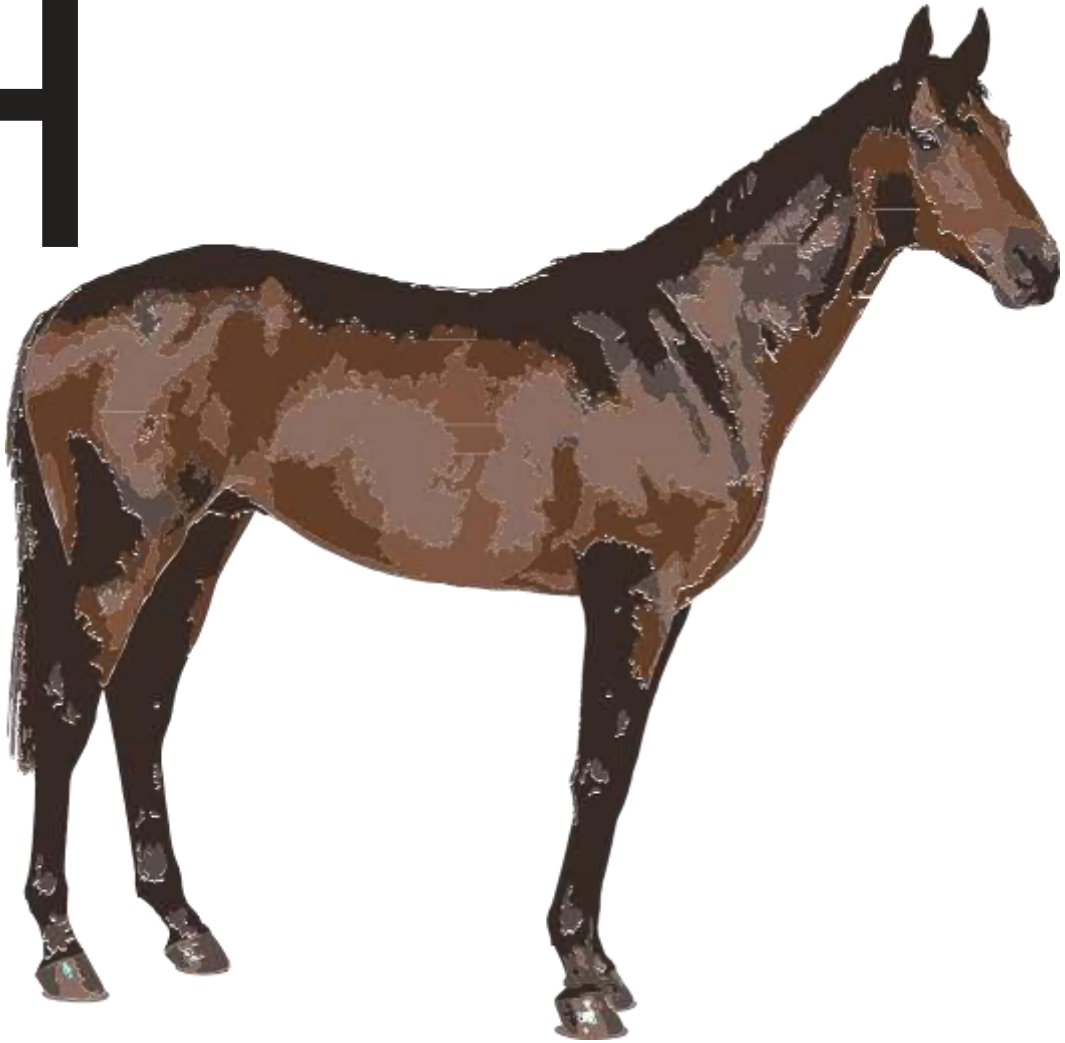
elephant

E



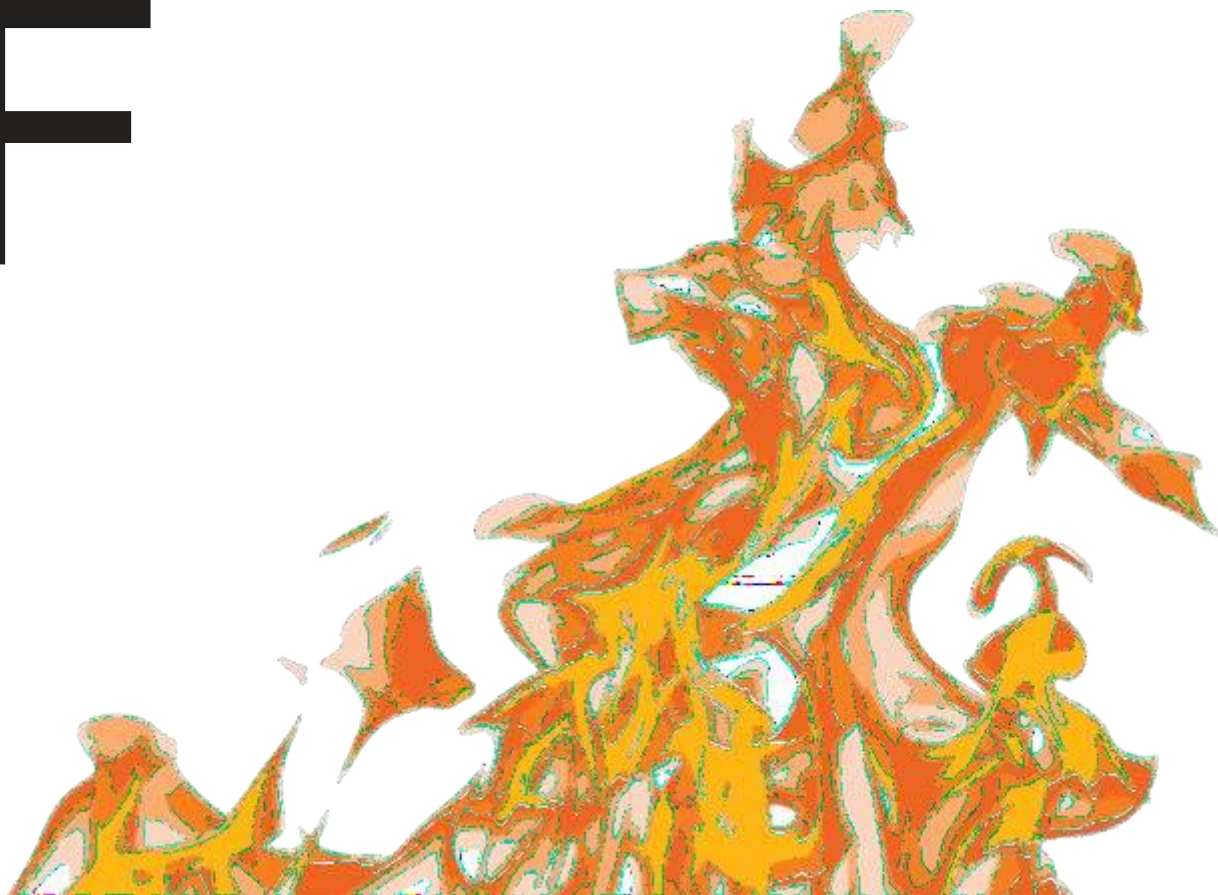
economy

H



horse

F



fire

G



gorilla

H



house



ingredient

J



jam

K



kilo

K



knit

L



lamp

M



market

N



number

O



orange

O



flowers

P



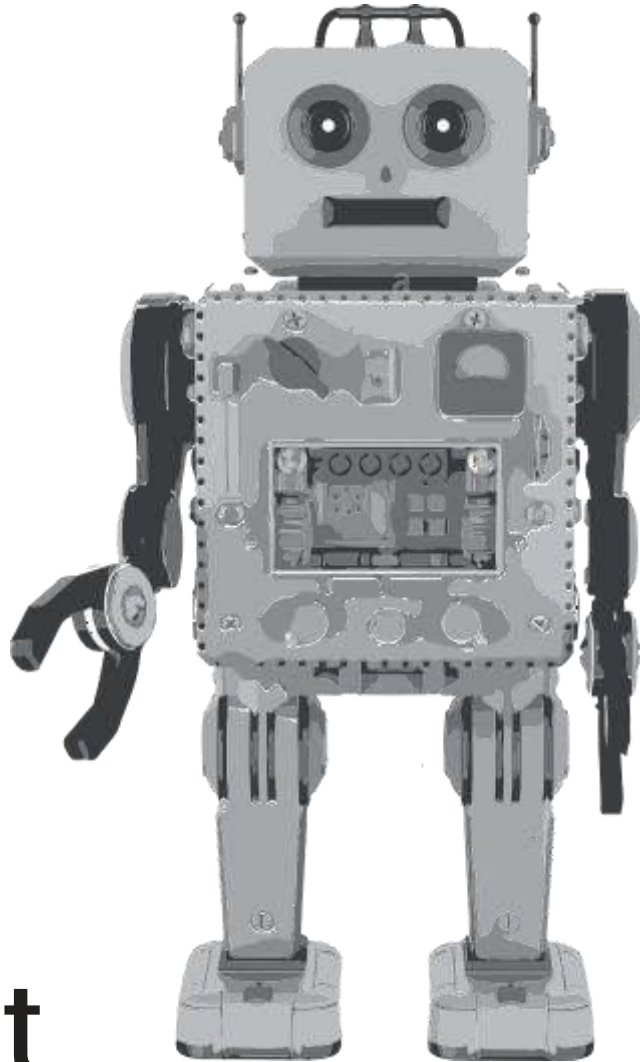
pet

Q



quail

R



robot

S



sunflower

T



telephone

U



university

U



umbrella

S



statue

V



violin

W



window

X



xerox

Y



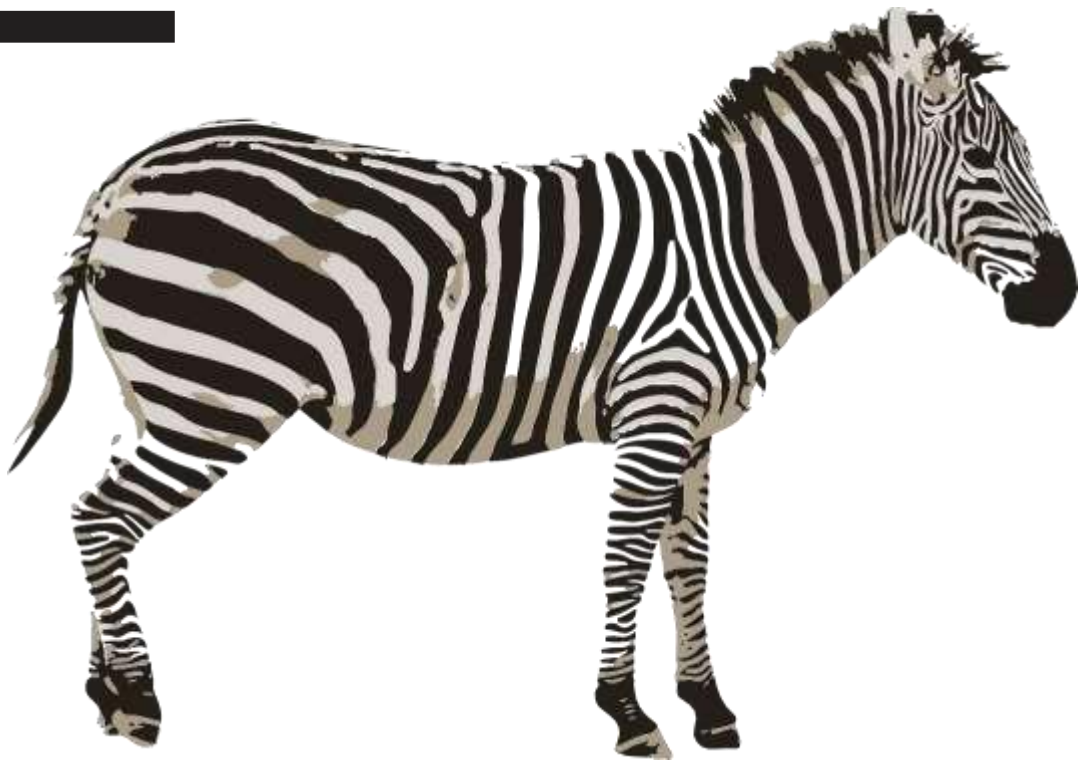
yoghurt

Y



yes

Z



zebra









**WORK
IN PROGRESS**











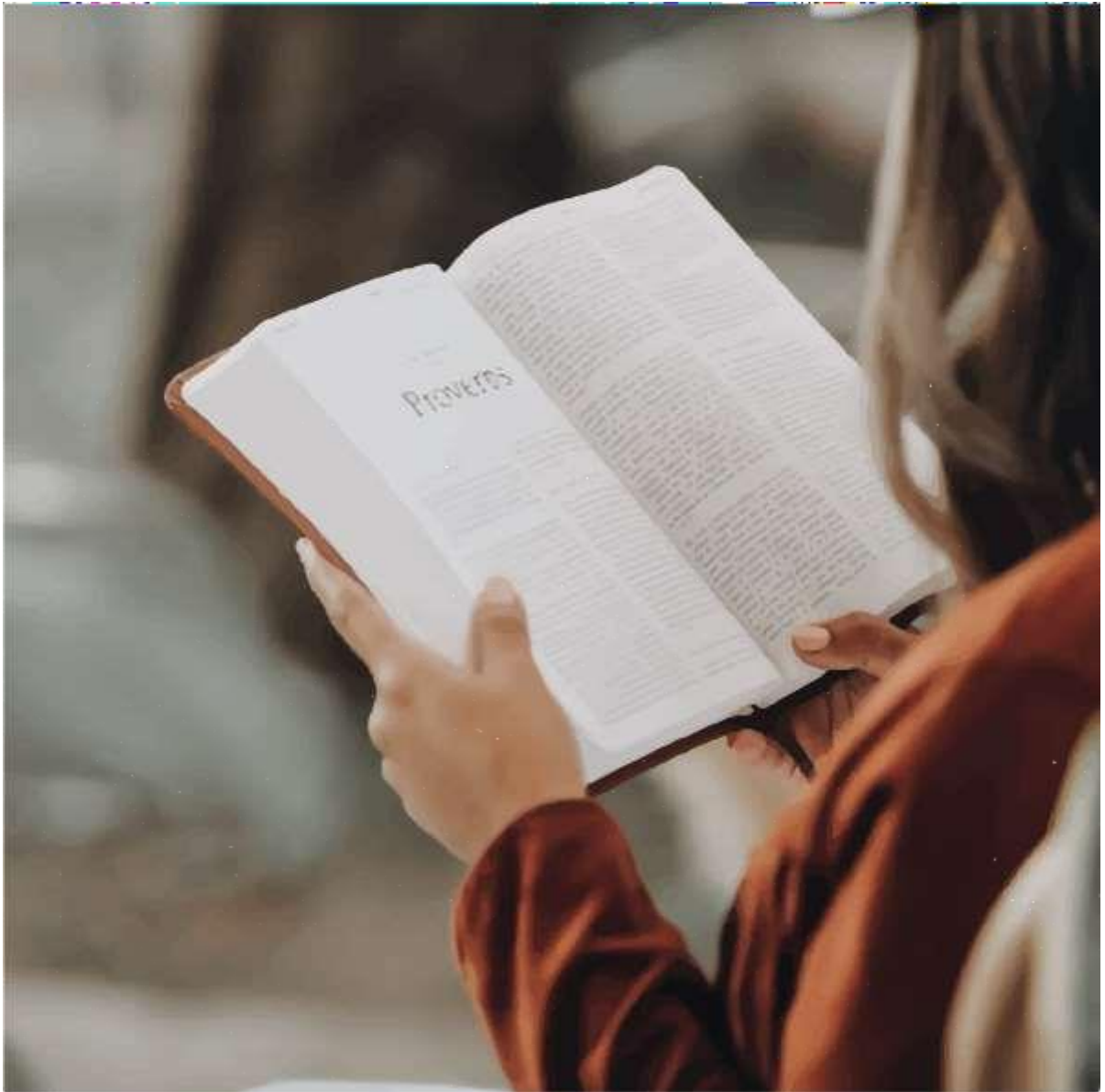














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Appendix 4. Board Game for Unit 3

TOP OF THE
HIGH MOUNTAIN!

3×2

$10 \div 5$

ROW YOUR
BOAT GENTLY
DOWN
THE STREAM

$8 - 5$

$9 - 7$

$5 - 4$

END

$12 \div 4$

$11 - 7$

$2 + 4$

$7 - 5$

$6 \div 2$

GET IN
THE
CANOE

CLIMB
THE ROCKS

$4 - 1$

START

$5 - 1$

3×3

CLIMB
THE MOUNTAIN
AND REACH
ITS TOP

$2 + 3$

$9 - 2$

$10 - 8$



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Appendix 5. Flashcards for Unit 4

Blue

Red

Green

Purple

Orange

Pink

Brown

White

Black

Grey