### **Lesson Plan 9 (2h00)**

**Responsible Association:** Casa d’Abóbora  
**Class Plan Title:** The Verb “To Have Got” (Affirmative and Negative) + Traditional Crafts

**Topics:** The Verb “To Have Got” (Affirmative and Negative) + Traditional Crafts

**Objectives:**

* **Objective 1:** Teach students how to use the verb “to have got” in the affirmative and negative forms.
* **Objective 2:** Introduce vocabulary related to traditional crafts, helping students describe objects and skills associated with cultural heritage.

**Contents:  
Content 1:** The Verb "To Have Got" (Affirmative and Negative)

**Content 2:** Traditional Crafts

**Class Structure:**

* **Ice Breaker (15 minutes):** "Have Got Bingo"  
  Students ask each other questions using “have got” (e.g., “Have you got a pet?”) and mark answers on a bingo card.
* **Address the Topics (45 minutes):**Explain the verb "to have got" and its usage in affirmative and negative forms. Introduce traditional crafts vocabulary, showing images and discussing the cultural significance of each craft.
* **Practical Activity (45 minutes):**
  + **Activity 1:** Have students form sentences using “have got” to describe items they possess (e.g., "I have got a bag," or "I haven’t got a bike").
  + **Activity 2:** In pairs, students describe a traditional craft from their country, including what is used to make it and who typically makes it.
* **Conclusion (15 minutes):**Revise the grammar structure and vocabulary. Have students describe what traditional crafts they know or practice, using “have got” in their sentences.

**Materials Needed:**

Writing Materials

Bingo Cards

Images of traditional crafts