### **Lesson Plan 11 (120 min)**

**Responsible Association:**

**Class plan Title:** Possessive Adjectives and Natural Heritage

**Topics:** introduction to possessive adjectives, English + Heritage (Traditional Music and Dance)

**Objectives:**

By the end of the lesson, students should be able to:

● Distinguish the difference between subject pronouns and possessive adjectives

● Use possessive adjectives my/ your/ his/ her/ our/ their/ its to demonstrate ownerships

● Talk about their and people’s possessions

● Learn words related to local music and dance and use them in order to describe Santorini’s heritage in music

**Class Structure:**

● Connection with previous knowledge(15 minutes): Teacher asks students what they remember from the previoue lesson (the verb have got). Teacher gives example sentences and students make up their own. E.g. I have a big house in Santorini or I have a talent for doing crafts (connection with previous knowldge, that is traditional crafts). Students take turns to answer questions using the verb have got.They give short answers, too. Eg. Have you got a brother/sister? Yes, I have/No, I haven’t. Or talk about physical appearance (e.g. I have dark hair and blue eyes).

● Address the topics (45 minutes):

○ Presentation of the new topic: Possessive adjectives. The teacher gives example sentences, e.g. I have a white car/My car is white. You have got a book/This is your book. The teacher presents the new grammatical phenomenon. Encourages students to use their own ideas and state example sentences. They can each show some personal things and say: This is my book/pencil/laptop. The teacher emphasizes the fact that possessive adjectives are followed by a noun. The teacher also shows a video about possessive adjectives.

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

 <https://www.youtube.com/watch?v=ZmIcf68kZOU>

○ Presentation of words related to local music and dance. The teacher asks students what kind of music and dance are popular in Santorini. Trying to elicit answers. The teachers write them on the board. The students repeat them. They say which ones they like the most/which music they dance to or even if they play a musical instrument, (in this case the teacher teaches the relevant musical instrument). The teacher can also show pictures of different dances and types of music in Santorini (e.g.<https://santoweddings.com/en/musicians/> ). Students form sentences e.g. I like dancing to traditional folk music or I listen to traditional music, or people in Santorini like listening and dancing to traditional folk music.

● Practical Activities (45 minutes):

○ Each student picks up their favorite object around them and ask them to describe it using the appropriate possessive adjective. Do a speaking exercise with all the participants, each taking turns to describe their favourite object as much as they can. Students do some practice by filling in the correct possessive adjective (<https://english4good.com.br/wp-content/uploads/2018/04/Possessive-Adjectives-01.pdf>). Have students distinguish subject pronouns and possessive adjectives with this exercise: (<https://www.palomar.edu/esltutoring/wp-content/uploads/sites/147/2017/05/SubjectPronounAndPossessiveAdjectives.pdf>)

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

● Conclusion/Evaluation (15 minutes):

○ As the end of the class approaches, provoke the participants to share with the group what they have learned and the possible challenges faced during the class.Check understanding of both subject and possessive adjectives(<https://www.esl-lounge.com/student/grammar/1g6-pronoun-or-adjective.php>). Have students write and read out a simple short paragraph using the verb have got, possessive adjectives and say which type of music and dance they like (local music/dance). Check in class.

**Materials needed:**

● paper and pen