

## 5.2

PRIMARY ACTIVITY  
BOX

## Identikit

## ACTIVITY TYPE

pairwork information gap

## LANGUAGE FOCUS

have got/has got: question forms and short answers  
face parts: *hair, eyes, mouth, nose*  
adjectives: *short, long, blue, brown, green, blond, black, big, small*

## LEVEL

2

## AGE RANGE

8–11

## SKILLS

speaking, listening for information, reading, writing (optional)

## TIME

20–30 minutes depending on pupils' ability

## MATERIALS

a copy of the *Identikit* worksheet per pair of pupils

## Before class

Make a copy of the *Identikit* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

## In class

- 1 Revise or pre-teach the adjectives for physical description used in the activity.
- 2 Copy the chart from the activity onto the board, substituting three of your pupils' names in the left-hand column. Ask individual pupils questions to check that they understand the procedure:  
*Has Paula got blue eyes? No, she hasn't.*  
*Has Paula got brown eyes? Yes, she has.*
- 3 Write *brown* in the appropriate box.
- 4 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 5 Pupils ask and answer questions to complete the sheet.
- 6 Circulate to monitor and correct.

## Optional written work

- 1 Using the information in the chart, pupils write sentences about each character.
- 2 Write the example on the board:  
*Sarah has got long brown hair, green eyes, a small mouth and a long nose.*
- 3 Pupils use this model to make sentences, reading them aloud to the teacher and class.
- 4 Once they have done the exercise orally they can proceed to write the sentences.

## Extension 1

Pupils can draw pictures of each character using the completed descriptions in the table.

## Extension 2

More advanced pupils can write a description of themselves. Remind them to use the correct form – *I have got* – and tell them not to write their names on their paper. Collect the descriptions, mix them up, and read them out for the class to guess who is being described. Alternatively you could ask some pupils to each pick a description and read it out.

For more practice on *have/has got* see **5.6 Colour co-ordinates** **6.4 Sentence Bingo** **9.3 Dotty's puppies**

## A

**Ask questions with *has got*.**

*Example:* Has Sarah got a small nose?  
Has Mrs Jones got long hair?

No, she hasn't.  
Yes, she has.



	hair		eyes	mouth	nose
Simon	short		brown		big
Sarah		brown		small	long
Stephen	short				small
Susan	short		green	big	
Mrs Jones	long				
Mr Smith		black	blue	small	long



## B

**Ask questions with *has got*.**

*Example:* Has Sarah got a small nose?  
Has Mrs Jones got long hair?

No, she hasn't.  
Yes, she has.



	hair		eyes	mouth	nose
Simon		blond		big	
Sarah	long		green		long
Stephen		brown	blue	small	
Susan		blond			small
Mrs Jones	long	black	brown	big	big
Mr Smith	short				

## 5.6

PRIMARY ACTIVITY  
**Colour co-ordinates****ACTIVITY TYPE**

pairwork information gap

**LANGUAGE FOCUS**

have got: question forms and short answers  
word order  
colours  
clothes

**LEVEL**

2

**AGE RANGE**

7-11

**SKILLS**

speaking, listening for information, reading, writing

**TIME**

30 minutes

**MATERIALS**

a copy of the *Colour co-ordinates* worksheet per pair of pupils

**Before class**

Make a copy of the *Colour co-ordinates* worksheet for every two pupils. Cut each copy in two parts: A and B.

**In class**

- 1 Revise or pre-teach colours and the clothes vocabulary used in the activity.
- 2 Copy the chart from the activity onto the board to show how it works. Say *I've got a blue T-shirt*, pointing to the intersection between 'blue' and 'T-shirt' marked with a ✓. Point to a similarly marked intersection and say *I've got ...* pausing to allow pupils to suggest the answer. Ensure that you practise with both singular and plural nouns, checking that they use or omit the indefinite article where appropriate. Clean the board.
- 3 Explain how the activity works by example. Select a pupil and sit facing him or her. Give the pupil the 'B' chart and you keep the 'A' chart. Say *Peter, have you got a green sweater?* to elicit the response *No, I haven't*. Your pupil then asks you another question. Emphasise the question form *Have you got ...?* and the short answers *Yes, I have./No, I haven't*. Write these as prompts on the board if necessary.
- 4 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper.
- 5 Give pupils a maximum number of questions each (ten for example) and allow them to proceed with the game. They take it in turns to ask and answer questions to get the information.
- 6 Circulate to monitor and correct. The pupil in each pair who finds the most articles is the winner.

**Optional written work**

Using the information about their partners, pupils write sentences beginning 'He/She's got ...' in their notebooks. Correct these sentences collectively on the board.

**Option**

If you prefer, you can delete the ticks on the master copy with correcting fluid to allow pupils to tick their own co-ordinates.

**Non-readers**

If your pupils are non-readers, you may wish to colour in the boxes in the left-hand column with the appropriate colours to enable your pupils to do the activity without needing to read the text.

For more practice on clothes vocabulary see **2.4 Join the dots** **6.5 Cowboy dot-to-dot** **7.1 Jack and Jill**

A



T-shirt



trousers



shoes



shorts



sweater

green



yellow



red



blue



brown



B



T-shirt



trousers



shoes



shorts



sweater

green



yellow



red



blue



brown



# Have you got ...?



## ACTIVITY TYPE

whole class matching activity  
(mingle)

## LANGUAGE FOCUS

have got  
a/an

simple nouns: *apple, bag, banana, book, clock, computer, egg, elephant, eraser, ice cream, onion, orange, pen, pencil, ruler, umbrella*

## LEVEL

1

## AGE RANGE

7–8

## TIME

20 minutes

## MATERIALS

an enlarged copy of the *Have you got ...?* worksheet for demonstration flashcards, two copies of the *Have you got ...?* worksheet per class

## Before class

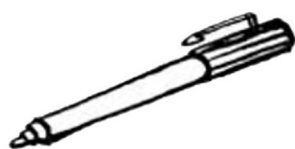
Make an enlarged copy of the *Have you got ...?* worksheet and cut it into flashcards. Make two copies of the *Have you got ...?* worksheet. Select and cut up the appropriate number of 'domino' picture cards from each photocopy according to the number of pupils in the class. There are 16 on each worksheet. Ensure that there are two of the same card in each class set, and that there are enough for each pupil to have a card. (Each card has two pictures on it.)

## In class

- 1 Pre-teach or revise the vocabulary using the flashcards. Drill the articles. Say the word and ask individual pupils to say the correct article, e.g.  
Teacher: *pen*  
Pupil: *a pen*  
Teacher: *elephant*  
Pupil: *an elephant*
- 2 Give out flashcards to individual pupils. Ask them questions to practise *have got*, e.g.  
*David, have you got an orange? Yes, I have.*  
*Susan, have you got a computer? No, I haven't.*  
Use the flashcards to weave the questions around the class. (Pablo ask Mark, Mark ask Susie, etc.)
- 3 The activity consists in pupils asking and answering questions about their picture cards to find their 'partner' (another pupil with exactly the same card). Explain by demonstration. Ask three pupils to come to the front of the class and give them each a card, making sure that one of them has the same card as you. Explain that the words on their card are 'secret' and pupils can only look at their own card. Ask one of the pupils about the object on your card, saying *Have you got a/an ...?* When the pupil has answered, gesture for the others to ask and answer each other until you 'find' your partner.
- 4 Give a card to each pupil. Ensure that pairs of the same cards are given out randomly. If you have an odd number of pupils, give one card to two less confident learners to work together.
- 5 Tell pupils to move around the classroom, asking and answering questions to form pairs.
- 6 Circulate to monitor and correct. Make sure that pupils are taking it in turns to both ask and answer questions.
- 7 When they think they have found their partner, pupils compare their cards to check.

## Option

This activity is especially useful for dividing the class up into random pairs immediately before carrying out a pairwork activity. In this case, ask pupils to sit facing their partners when they have found them.



a pen



an orange



an orange



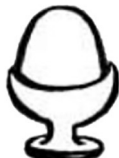
a clock



an apple



a pencil



an egg



a pencil



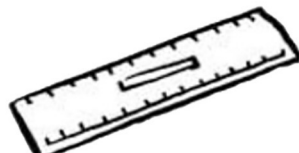
an eraser



a banana



an umbrella



a ruler



an onion



a clock



an apple



a book



a computer



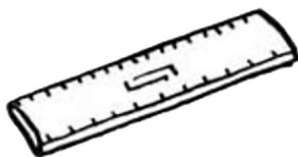
an egg



an eraser



a bag



a ruler



an ice cream



an elephant



a banana



an elephant



a bag



a computer



an ice cream



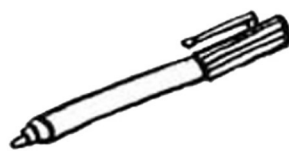
a book



an umbrella



an onion



a pen

# Look what we've got!

## ACTIVITY TYPE

small group and class survey

## LANGUAGE FOCUS

have/has got question forms and short answers

toys: ball, bike, car, doll, kite

## LEVEL

1

## AGE RANGE

7-8

## TIME

40 minutes

## MATERIALS

a copy of the *Look what we've got!* worksheet per pupil; for the extension activity: an enlarged copy of the *Graph template* at the back of the book, crayons

## Before class

Make a copy of the *Look what we've got!* worksheet for each pupil. For the extension activity make an enlarged copy of the *Graph template* at the back of the book.


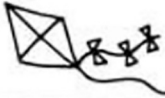
## In class

- 1 Revise or pre-teach *have got* with the vocabulary on the worksheet by using pictures. Hold up a picture of a ball and say *I've got a ball* (nodding your head). Say *I haven't got a kite* (shaking your head). Ask individual pupils questions, e.g. *(Ana), have you got a ball?* to elicit *Yes, I have*. *Have you got a kite?* to elicit *No, I haven't*.
- 2 Copy part of the chart from section 1 of the worksheet onto the board, writing different pupils' names in the appropriate boxes.
- 3 Ask an individual pupil questions about the toys in the chart, e.g. *Olga, have you got a car?* to elicit the answer *Yes, I have* or *No, I haven't*. On the chart put a tick in the box next to each item for *Yes* or a cross for *No*. Ask another pupil *Has Olga got a car?* If necessary provide the answers *Yes, she has* or *No, she hasn't* and write the third person singular form on the board: *Olga has/hasn't got a ball*. Ask other pupils questions about Olga using the information from the chart. Repeat the procedure with another pupil. Contrast the information to practise *Have they got a car?* to elicit *Yes, they have* or *No, they haven't*. Write the third person plural form on the board.
- 4 Arrange the class in groups of three to five pupils. Give each pupil a worksheet, and tell them to look at the chart at the top of the page. Ask them to write their own name in the first box and the names of the other group members in the remaining boxes.
- 5 Tell pupils to complete the first column in the chart with their own information and then ask and answer questions to complete the information for other pupils in their group.
- 6 Circulate to monitor and correct.
- 7 Ask the class to focus their attention on one of the groups. Ask each member of that group in turn *Have you got a ball?* and count each positive answer. Refer your class to section 2 of their worksheet and read the first sentence aloud. Draw pupils' attention to the *has/have* option and remind them of the singular and plural forms. Complete the sentence collectively by writing in the appropriate number and deleting the form that does not correspond, e.g. *In my group three of us have got a ball*. Write the sentence on the board with words, not numbers.
- 8 Refer pupils to section 3 on the worksheet. Show them how to colour the first column of the chart. Take a yellow crayon and mime colouring the first three boxes above a *ball*.
- 9 Ask pupils to complete the sentences in section 2 and colour the chart in section 3 using the information from the chart.

## Extension

Using the enlarged copy of the *Graph template* you can collate the information from the groups for classroom display. Write the names of the different toys in the boxes at the bottom of each column of the graph. When the groups have finished completing their worksheets, ask each one to report their results to you by asking *How many children have got a ball?* *How many children have got a kite?* etc. as you shade in the boxes on the enlarged copy of the graph.

1 Ask questions and write the answers: ✓ Yes X No.

Have you got a ...?	name	name	name	name	name
ball 					
car 					
bike 					
kite 					
doll 					

2 Complete these sentences.

In my group \_\_\_\_\_ of us have/has got a ball.

In my group \_\_\_\_\_ of us have/has got \_\_\_\_\_ .

In my group \_\_\_\_\_ of us \_\_\_\_\_ .

In my group \_\_\_\_\_ .

In my group \_\_\_\_\_ .

3 Colour the chart.

6					
5					
4					
3					
2					
1					
	a ball	a car	a bike	a kite	a doll
	yellow	blue	green	red	orange

# Shopping lists

## ACTIVITY TYPE

pairwork information gap

## LANGUAGE FOCUS

have got: question forms and short answers

any

food: apples, bananas, carrots, grapes, lemons, onions, oranges, pears, peas, pineapples, potatoes, strawberries, tomatoes

## LEVEL

2

## AGE RANGE

9–10

## TIME

20 minutes

## MATERIALS

a copy of the *Shopping lists* worksheet per pair of pupils

## Before class

Make a copy of the *Shopping lists* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

## In class

- 1 Brainstorm *Food* with the class and write pupils' suggestions on the board. You can organise these into different categories: fruit, vegetables, dairy products, meat, etc. Make sure that the words needed to complete the activity are included (see Language focus).
- 2 Revise or pre-teach simple question and short answer forms by asking individual pupils questions using the food items on the board, e.g. *Peter, have you got any apples? Mary, have you got any onions?* Put a tick (yes) or cross (no) by each item on the board to prompt the answer. Emphasise the question form *Have you got ...?* and the short answers *Yes, I have. / No, I haven't.* Write these as prompts on the board, if necessary.
- 3 Ask pupils to practise the question forms by weaving the question around the class: *John, have you got any tomatoes?* (John ask Mark, Mark ask Susie, etc.)
- 4 Arrange the class in pairs: A and B. Give pupils their part of the worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 5 Explain to pupils that they are going shopping and must ask their partner for the items on their list.
  - To demonstrate, copy the 'Your shop' and 'Your shopping list' charts from the activity onto the board, using different words from those used in the activity and labelling one Pupil A and the other Pupil B.
  - Ask Pupil Bs to ask questions, based on the shopping list, which Pupil As must answer appropriately, e.g.  
*Have you got any grapes? Yes, I have.*  
*Have you got any hamburgers? No, sorry, I haven't.*
  - When Pupil As answer, put a tick or a cross in the boxes on 'Your shopping list' on the board to show pupils what they have to do.
- 6 Tell pupils to ask and answer questions to complete the shopping lists on their sheet.
- 7 Circulate to monitor and check.
- 8 When pupils have finished they compare their worksheets to check they have the correct answers.

## Extension

Pupils make up their own shops and shopping lists. Restrict them to a lexical group (toyshop, clothes shop, etc.). In pairs they ask for the items on their lists. They can later report their results to the teacher, or to another pupil, practising the form *Frank's got a kite. He hasn't got any skates.*

A

Ask and answer.

Example: Have you got any onions, please? Yes, I have.  
 Have you got any lemons, please? No, sorry, I haven't.

Shopping list

onions



lemons



carrots



oranges



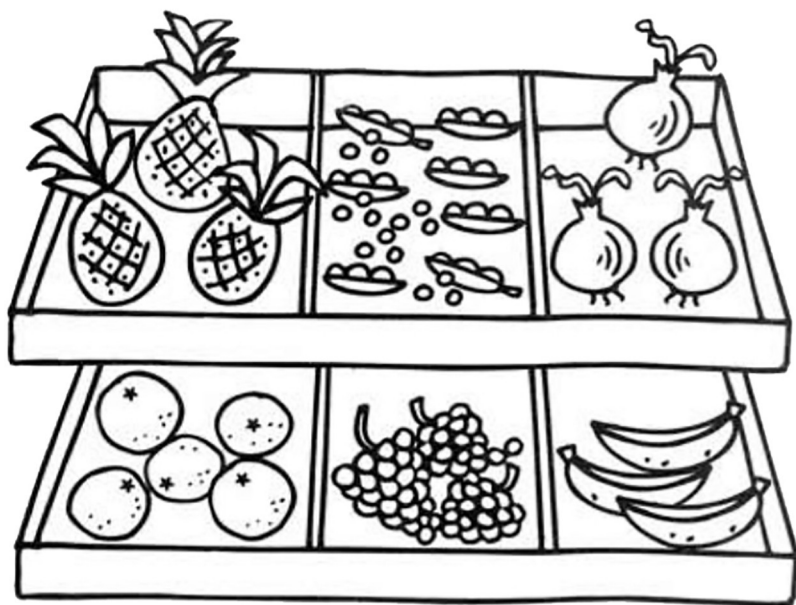
apples



potatoes



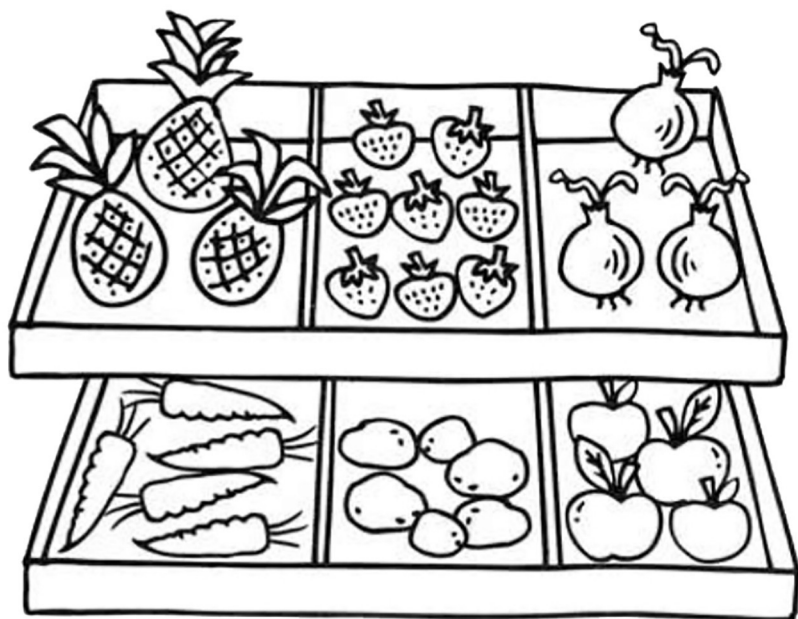
tomatoes



B

Ask and answer.

Example: Have you got any onions, please? Yes, I have.  
 Have you got any lemons, please? No, sorry, I haven't.

Shopping list

onions



lemons



pears



bananas



tomatoes



pineapples



oranges



# What have they got?

1 Look at the pictures and answer the questions.

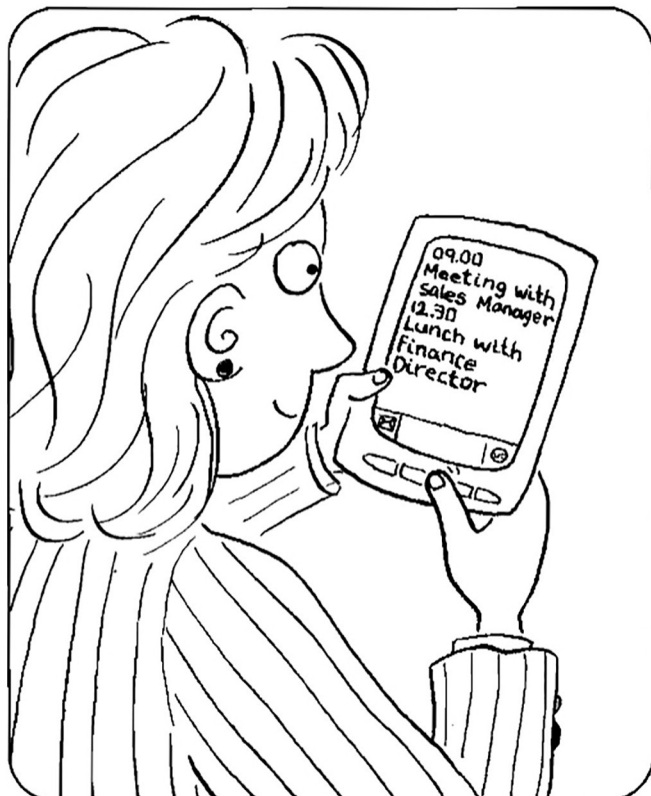
What's Greedy Greg got for lunch?



What family has Dreamy Daphne got?



What appointments has Hectic Harriet got today?



What's Dodgy Dan got in his suitcase?



## 2 Complete the sentences about Greedy Greg.

- 1 He 's got a banana in his lunchbox.
- 2 He hasn't got an apple.
- 3 He ..... some crisps.
- 4 He ..... any biscuits.
- 5 He ..... any orange juice.
- 6 He ..... some lemonade.



## 3 Complete the conversation between Hectic Harriet and her work colleague, Lazy Lucy. Use the correct form of have got.

**Lazy Lucy:** (1) Have you got any appointments today?

**Hectic Harriet:** Yes, I have. In the morning I've got a meeting with the Sales Manager. After that I  
(2) ..... lunch with the Finance Director. But I (3) ..... any meetings in the afternoon.

**Lazy Lucy:** Do you want to come for a drink after work?

**Hectic Harriet:** Sorry. I (4) ..... time to come.  
I (5) ..... too much work.



## 4 Answer the questions.

- 1 Has Dreamy Daphne got a brother? Yes, she has
- 2 How many cousins has she got? She ..... six cousins.
- 3 Has she got a cat? .....
- 4 And you? What family (and other animals!) have you got? .....



## 5 Complete the questions and answers.

- 1 How many bottles has .....  
Dodgy Dan got ? .....
- 2 ..... anything dangerous? .....
- 3 ..... anything to read? .....
- 4 And you? What have you got in your bag? .....



# Toys

## ACTIVITY TYPE

pairwork information gap

## LANGUAGE FOCUS

have got / has got: question forms and short answers  
toys: ball, computer, bicycle, kite, balloon

## LEVEL

1

## AGE RANGE

7-8

## SKILLS

speaking, listening for information, reading, writing [optional]

## TIME

20-30 minutes

## MATERIALS

a copy of the Toys worksheet per pair of pupils, flashcards or realia of the toys

## Before class

Make a copy of the Toys worksheet for every pair of pupils. Cut each copy into two parts: A and B.

## In class

- 1 Revise or pre-teach *has got* and *have got* and the vocabulary used in the activity (ball, computer, bicycle, kite, balloon) using flashcards or realia.
- 2 Copy the chart from the activity onto the board, substituting three of your pupils' names in the left-hand column. Ask individual pupils questions to check that they understand the procedure, e.g.  
TEACHER: (David), have you got a kite?  
PUPIL: Yes, I have.  
TEACHER: (Susan), have you got a computer?  
PUPIL: No, I haven't.
- 3 Complete the chart with the answers they give you. Use ✓ for yes, and X for no. Write 'I' under the first three names and explain by demonstration that they must complete their own information. Say *I've got a computer. I haven't got a balloon* and put a ✓ and a X in the appropriate boxes. Now write 'you' under 'I', and draw their attention to this row. Explain that they ask their partners the questions using *Have you got a ball? Have you got a kite?* etc.
- 4 Referring to the completed chart on the board and emphasising *has*, ask:  
*Has (David) got a kite?* to elicit *Yes, he has.*  
*Has (Susan) got a computer?* to elicit *No, she hasn't.*
- 5 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 6 Pupils ask and answer questions to complete the sheet. Circulate to monitor and correct.

## Extension

Using the information in the chart, pupils write sentences about each character. This is particularly effective to practise conjunctions *and*, *but* and *or*. Write the example on the board: 'John's got a ball, a bicycle and a balloon, but he hasn't got a computer or a kite.'  
Ask pupils to use this model to make similar sentences and say them aloud to the class. They also make sentences about their partner. Insist on the use of *and*, *but* and *or*.  
Once they have done the exercise orally, they can proceed to write the sentences.










# A

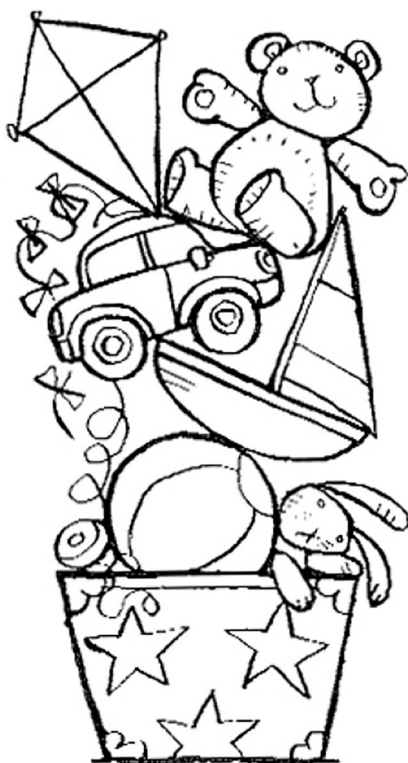
Ask questions with *has/have got*.

Example: Has John got a ball? Yes, he has.

Has Silvia got a balloon? No, she hasn't.

Have you got a bicycle? Yes, I have. / No, I haven't.

					
John 	✓		✓	x	
Silvia 		x			x
Pablo 	✓	x	x		
Lydia 	x		✓		✓
I					
You					












# B

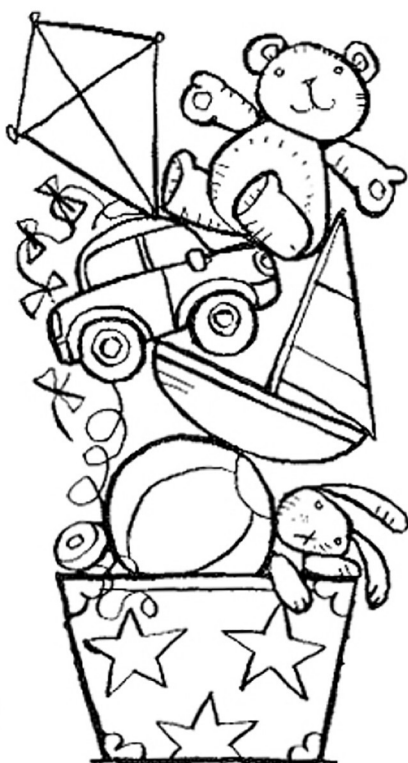
Ask questions with *has/have got*.

Example: Has John got a ball? Yes, he has.

Has Silvia got a balloon? No, she hasn't.

Have you got a bicycle? Yes, I have. / No, I haven't.

					
John 	✓	x			✓
Silvia 	x		✓	✓	x
Pablo 				✓	x
Lydia 		✓		x	
I					
You					



**Pairwork sheet 7**  
***Have got (20 minutes)***

*Students will work in pairs; each will need one copy of either Student A or Student B worksheet.*





Revise *have got* round the class by asking questions,

for example, *Have you got a dog? Have you got a computer? Has he got a cat? Has she got a skateboard?* Tell students that you are going to give them a table to complete. Put students into pairs and hand out the worksheets. Explain that there is different information on each worksheet and that students must ask questions in order to complete the table. They must look at the pictures for the information to answer their partner's questions. Ask students to read the example question before they start. When the students have finished, you could extend the activity by asking questions to elicit *hasn't got*, for example, *Has Charlie got a bicycle?* – *No, he hasn't*; alternatively make a statement, for example, *Charlie's got a bicycle* and get students to say: *No, Charlie hasn't got a bicycle. He's got a skateboard.*

Work with Student B and complete the table. Use these questions to help you.

you: What has Kate got?

STUDENT B: She's got ...





			
<b>Charlie</b>	<b>Kate</b>	<b>Ann</b>	<b>Mark</b>
radio		Walkman	
rabbit		cat	
bike		roller blades	



Work with Student A and complete the table. Use these questions to help you.

you: What has Charlie got?

STUDENT A: He's got ...

			
<b>Charlie</b>	<b>Kate</b>	<b>Ann</b>	<b>Mark</b>
	computer		skateboard
	hamster		dog
	CD player		guitar

## 4A At school (30 minutes)

### Pairwork; school subjects (+ have got)

Each student will need one copy of either A or B worksheet.

- Revise school subjects and telling the time using the students' timetable, for example:

T: *What have you got at (10.00) on (Tuesday)?*

ss: *We've got (English).*

When the students are confident, they ask each other questions: *What have we got at 11.30 on Friday? We've got I.T.*

- Divide students into A and B pairs and give them the appropriate worksheet.
- Explain that they must complete the timetable by asking and answering questions.
- Students check their work by comparing timetables.
- Students write sentences using the information in the table and read them out to the class.

### Options

If you are short of time, give Student A worksheet to all the students. They complete it by asking you the questions.

Extend the activity by telling the students to write their (perfect) timetable in English.

## At school

STUDENT A

### 1 Look at the subjects in Fran's timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Maths		Geography	R.E.	Geography
9.45		History			
10.30	break	break	break	break	break
10.45	I.T.		Art	Science	English
11.30		Music			

### 2 Work with Student B and complete the table.

Example A What's Fran got at 9.45 on Monday? B She's got Science.

### 3 Write sentences about the subjects.

Fran has got Geography on Wednesday and Friday. She's got ...



## At school

STUDENT B

### 1 Look at the subjects in Fran's timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00		Maths			
9.45	Science		Maths	History	English
10.30	break	break	break	break	break
10.45		P.E.			
11.30	History		I.T.	P.E.	Art

### 2 Work with Student A and complete the table.

Example B What's Fran got at 9.00 on Monday? A She's got Maths.

### 3 Write sentences about the subjects.

Fran has got Geography on Wednesday and Friday. She's got ...

## Resource K (Lesson 17)

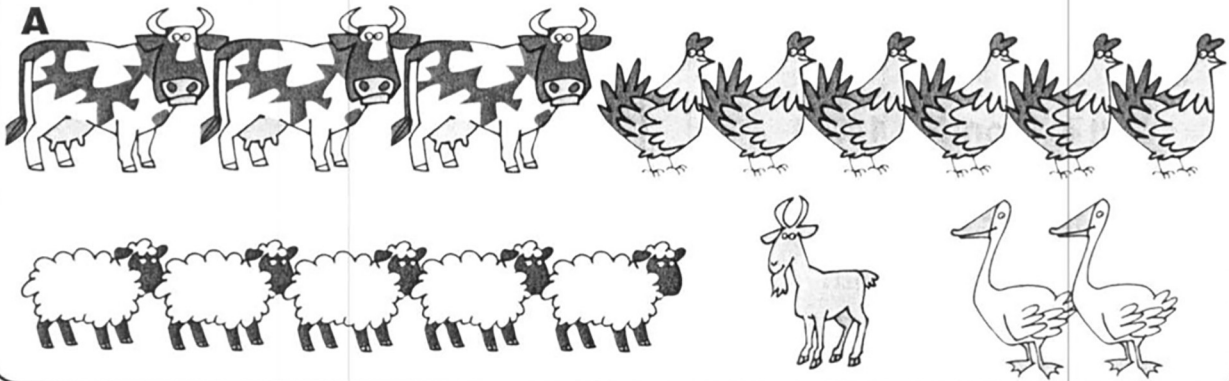
**Classroom arrangement:** groups of eight (a group of six is possible or even an odd group with one S with no partner)

**Objective:** to practise asking about animals using *have got* and *how many*

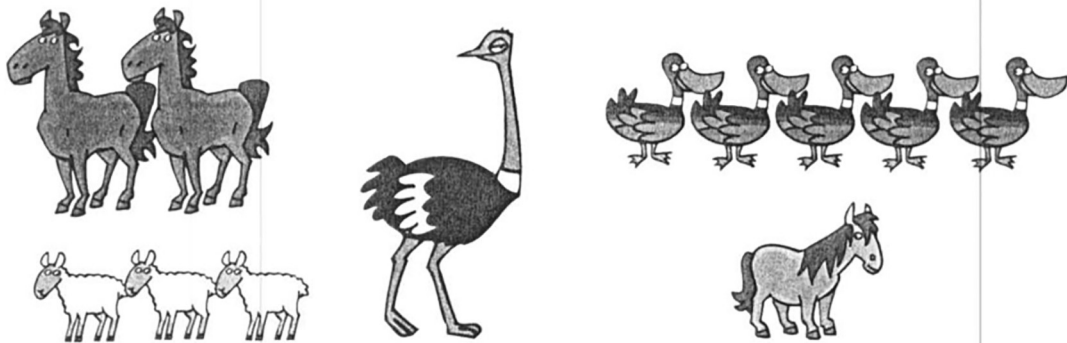
- Photocopy and cut out two sets of the four picture cards for each group (there will be two A cards, two B cards, etc. in each group).
- Explain to the Ss that they are all farmers and they will talk to the other Ss in their group to find someone with the same animals on their farm.
- Give out one picture to each S. Ss must keep their cards secret.
- In their groups, Ss stand up and talk to each other, asking about their animals:  
A: *Have you got any ducks?*  
B: *Yes, I have.*  
A: *How many ducks have you got?*  
B: *I've got five.*
- When they find someone who has exactly the same animals on their farm, they sit down next to them.
- The game finishes when everyone has sat down.

## Resource K (Lesson 17)

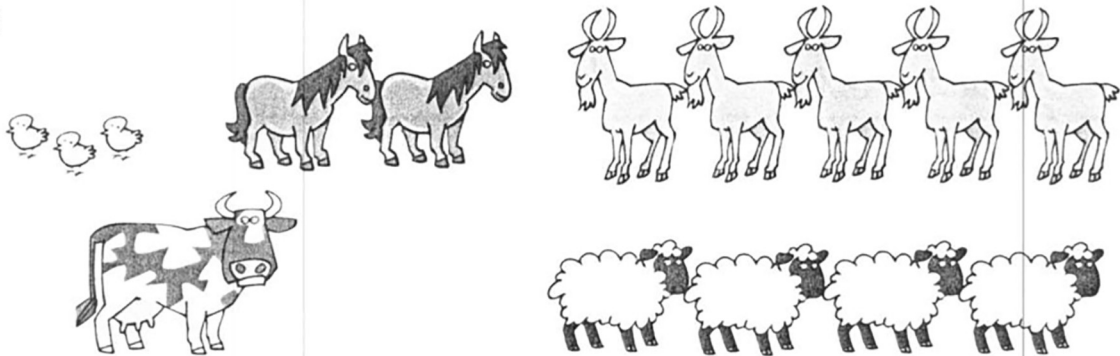
A



B



C



D

