

Unit C Lessons 12 & 13 have got / has got

part 1: positive forms

Use the *have got / has got animals* sheet (it's very similar to the vocabulary sheet, but the boxes are smaller, for numbers rather than words). Ask the student to say how many legs each animal has got.

See if s/he can say what else the animals have got (e.g. The rabbit has got long ears. / The mice have got hats.)

Pull out the number flashcards (1,2,4,6,8) and some of the animal flashcards, as well as the subject pronoun flashcards (*I, you, she, he* etc). Write on minibboards:

The have has got no n't any legs.

Using the flashcards and the minibboards make one of the sentences that the student has given you.

e.g. The octopus has got 8 legs.

Then swap in a different animal and ask the student to correct the number.

e.g. The fox has got 4 legs.

Do a few singular examples before swapping the single animal for a plural example:

e.g. The frogs **have** got 4 legs.

Make sure it is clear what else has changed (apart from the animal and the number of legs).

Change the subject then from **The + animal(s)** to a person

e.g. I have got 2 legs.

 We have got 4 legs.

Start to vary the object, using familiar words

e.g. They have got a lovely home.

Encourage the student to make some new sentences, too.

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part 2: negative and question forms

Use 5 miniboard to show one of the statements met in the last lesson, e.g.

The ant has got 6 legs.

Also write the student's name on a board, along with **n't** on another board, and keep them separate.

Ask the student to read the sentence on the miniboard for you.

Then ask him/her: "Have you got 6 legs?" When s/he answers (we hope) 'no' you can make a new sentence by taking out 'The ant' and putting in a miniboard with the student's name on and inserting **n't** between the 'has' and the 'got'. Get him/her to read it out for you.

*[NB you may need to remind the student that **n't** = **not** as in '**don't**' – you can do this by putting the two miniboard together and rubbing out the **o** in **not**, replacing it with an apostrophe. Point out that we can also combine 'have got' / 'has got' with 'not' but 'haven't got' / 'hasn't got' sounds more natural.]*

Then encourage him/her to change the name for 'I' and also change the 'has' for 'have' while still keeping the rest of the sentence in place.

Keep asking questions: 'Has the ant got 2 legs?' / 'Has the octopus got 6 legs?' / 'Have the frogs got big cars?' / 'Have the nuts got a television?' Each time get the student to make and say the negative answer, using the contracted forms if possible.

When you feel this is secure, make the first statement you asked with the miniboard, e.g.:

The ant has got 6 legs.

Then swap round the '**has**' and the **subject** miniboard to make the question:

Has the ant got 6 legs?

(you'll need to change the punctuation to make it correct – show the student that you are doing this!).

Ask the student to read the question out. Get the student to play with the miniboard to ask you some more questions, swapping in different subjects and changing 'have' for 'has' as necessary.