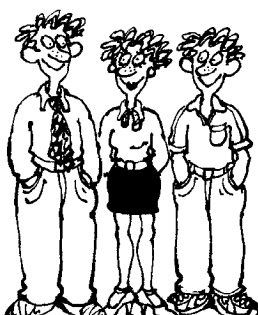



1-5


Do You Have It?

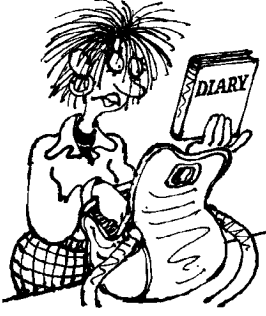
How many people ...
 ...have a brother?
 ...have a sister?
FIND OUT.



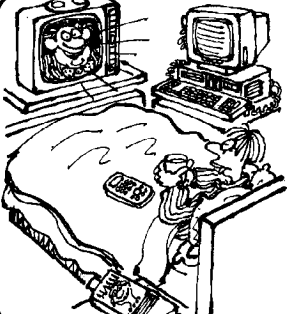
How many people ...
 ...have some English music CDs or cassettes?
 ...have an English dictionary?
FIND OUT.




How many people ...
 ...have a photograph in their bag?
 ...have a cellular phone in their bag?
FIND OUT.




How many people ...
 ...have a comb in their bag?
 ...have a diary in their bag?
FIND OUT.




How many people ...
 ...have a TV in their bedroom?
 ...have a computer at home?
FIND OUT.



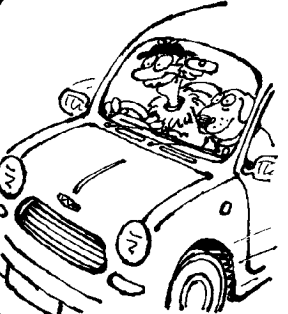
How many people ...
 ...have a Swiss watch?
 ...have a Japanese camera?
FIND OUT.




How many people ...
 ...have a hobby?
 ...have a birthday next month?
FIND OUT.



How many people ...
 ...have a bicycle?
 ...have a motor bike?
FIND OUT.



How many people ...
 ...have a car?
 ...have a pet?
FIND OUT.



How many people ...
 ...have a house near the seashore?
 ...have a house in the mountains?
FIND OUT.

Do You Have It?

Worksheet Progress Check

1-5

ACTIVITY

Whole class: speaking

AIM

To find out what people in the class have by asking and answering questions.

GRAMMAR AND FUNCTIONS

Has/have

Do you have...? and short answers *Yes, I do./No, I don't*

VOCABULARY

Personal information

Personal possessions

PREPARATION

Make one copy of the worksheet for each group of up to ten students and cut it into cards as indicated.

TIME

30 to 40 minutes

PROCEDURE

1. If there are more than ten students in the class, divide them into groups.
2. Give one card to each student in the class and tell them that they are going to find out how many people have the things marked on their card.
3. Write an example on the board:

How many people have a stereo at home?

Ask individual students the question:

Do you have a stereo at home?

Encourage them to give the answer *Yes, I do* or *No, I don't*. Each time somebody answers *Yes, I do* put a check next to the question on the board. Leave the question and checks on the board as you will need to refer to it later in the activity.

4. Tell the students that they are going to ask and answer similar questions beginning *Do you have...?* and put a check on their card next to the relevant question each time somebody answers *Yes, I do*.
5. Before they start the activity, make sure everybody knows how to ask their question. In particular, make sure that people with questions including the phrase *in their bag* or *in their bedroom* know that they must change *their* to *your* when they ask the question.
6. Now ask the students to go around their group asking and answering questions and putting a check on their card each time somebody answers *yes*.
7. When they have spoken to everybody in their group, ask them to work with two or three other students in their group and to write some of the information they have gathered on a poster. Before they do this, refer back to the example you wrote on the board in Procedure point 3 and write a sentence reporting the information you found out.

For example:

Six people in the class have a stereo at home.

While the students are doing this, be on hand to help with language they may need.

For example:

Nobody in the class has...

Everybody in the class has...