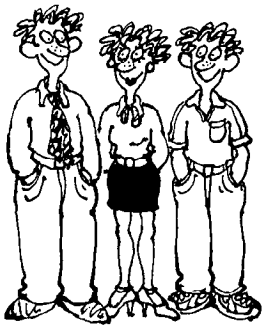


1-5

Have you got it?



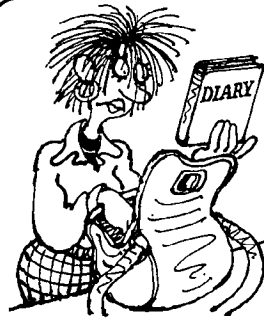
How many people ...
... have got a brother?
... have got a sister?
FIND OUT.



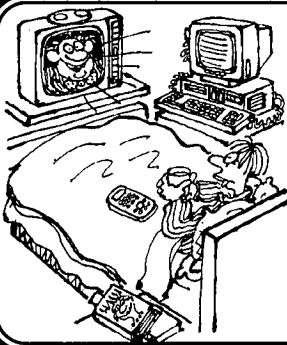
How many people ...
... have got some English music CDs or cassettes?
... have got an English dictionary?
FIND OUT.



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



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



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



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



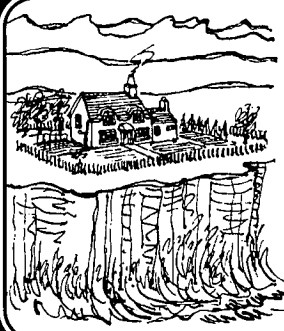
How many people ...
... have got a hobby?
... have got a birthday next month?
FIND OUT.



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



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



How many people ...
... have got a house near the sea?
... have got a house near the mountains?
FIND OUT.

Have you got it?

Worksheet Progress check

1-5

ACTIVITY

Whole class: speaking

AIM

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

GRAMMAR AND FUNCTIONS

Has/have got

Have you got ...? and short answers Yes, I have./No, I haven'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 in the class or group have got the things marked on their card.
- 3 Write an example on the board:
How many people have got a personal stereo?
 Ask individual students the question:
Have you got a personal stereo?
 Encourage them to give the answer *Yes, I have* or *No, I haven't*. Each time somebody answers *Yes, I have* put a tick next to the question on the board. Leave the question and ticks 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 *Have you got ...?* and put a tick on their card next to the relevant question each time somebody answers *Yes, I have*.
- 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 transform *their* to *your* when they ask the question.
- 6 Now ask the students to go round the class or group asking and answering questions and putting a tick on their card each time somebody answers *yes*.
- 7 When they have spoken to everybody in the class or 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 got a personal stereo.
 While the students are doing this, be on hand to help with language they may need.
 For example:
Nobody in the class has got...
Everybody in the class has got...