

Activity Type

Grammar Exercises:
categorizing, binary
choice, gap-fill,
matching, rewriting
sentences

Speaking Activity:
information gap, freer
practice (pair work)

Focus

Have got and *has got*

Aim

To learn and practice how
to use *have got* and *has
got* in affirmative and
negative sentences, and
questions.

Preparation

Make one copy of the
two-page worksheet for
each student.

Level

Elementary (A1-A2)

Time

30 minutes

Introduction

This *have got* and *has got* worksheet helps students learn and practice how to use *have got* and *has got* in affirmative and negative sentences, and questions.

Procedure

Give each student a copy of the two-page worksheet.

To begin, students put subjects in the correct category, according to whether they are used with *have got* or *has got*.

Exercise A - Answer key

Have got: they, I, we, birds
Hasn't got: Anna, the boy, she, it

Next, students underline the correct *have got* verb form in each sentence.

Exercise B - Answer key

1. hasn't got 2. have got
3. has got 4. haven't got

Students then complete sentences with *haven't got* or *hasn't got*.

Exercise C - Answer key

1. hasn't got 2. hasn't got 3. haven't got
4. haven't got 5. hasn't got 6. haven't got

Students then move on to complete questions with *have* or *has* and then match them to answers.

Exercise D - Answer key

1. Has, b 2. Have, f 3. Has, d
4. Have, c 5. Has, a 6. Have, e

After that, students rewrite sentences, replacing the words in bold with the correct form of *have got* or *has got*.

Exercise E - Answer key

1. hasn't got 2. Has the hotel got 3. hasn't got
4. Have you got 5. haven't got 6. have they got

(continued on the next page)

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Procedure continued

Next, students complete questions with *much* or *many* and *have* or *has*.

Exercise F - Answer key

1. much, have
2. many, has
3. many, has
4. many, have
5. much, have

Afterwards, students complete the row marked 'Me' in the chart with answers to the questions.

Then, students ask a partner the questions and write down their answers in the 'My partner' row.

Finally, students look at the information in the chart and complete the sentences based on the results, circling 'I' or 'My partner' and completing the sentences with *have* or *has*.

Exercise H - Answer key (answers will vary)

1. I, have / My partner, has
2. My, has / My partner's, has
3. My, has / My partner's, has
4. I, have / My partner, has
5. I, have / My partner, has

We use *have got* and *has got* to talk about possession, usually in the present tense.

<p>You have got a dog. You haven't got a dog. Have you got a dog?</p>	<p>He has got a dog. He hasn't got a dog. Has he got a dog?</p>
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A. Put the subjects below in the correct boxes.

they I Anna the boy she we birds it

Subjects that use <i>have got</i>	Subjects that use <i>has got</i>

B. Underline the correct verb form in each sentence.

1. Pedro *haven't got* / *hasn't got* a sister.
2. The students *have got* / *has got* a new teacher.
3. She *have got* / *has got* five pets.
4. I *haven't got* / *hasn't got* a laptop.



C. Complete the sentences with *haven't got* or *hasn't got*.

1. The fridge any food in it. It's empty.
2. My brother blue eyes.
3. We any homework tonight. Hooray!
4. It's raining, and I an umbrella.
5. The house a big garden.
6. I can't go to the restaurant because I any money.

D. Complete the questions with *have* or *has* and then match them to the answers.

- | | |
|---|----------------------|
| 1. the bottle got any water in it? | a. No, he hasn't. |
| 2. the children got homework tonight? | b. Yes, it has. |
| 3. Maria got a boyfriend? | c. No, I haven't. |
| 4. you got your own bedroom? | d. Yes, she has. |
| 5. your brother got a car? | e. Yes, we have. |
| 6. you and your wife got any children? | f. No, they haven't. |

E. Rewrite the sentences, replacing the words in bold with the correct form of *have got* or *has got*.

1. The woman **doesn't have** a husband.
2. **Does the hotel have** a restaurant?
3. She **doesn't have** a pen.
4. **Do you have** the tickets?
5. I **don't have** any books in my bag.
6. How many children **do they have**?

F. Create questions with *much* or *many* and *have* or *has* to ask a partner.

1. How money you got in your wallet?
2. How games your phone got on it?
3. How bedrooms your house got?
4. How pencils you got in your pencil case?
5. How homework you got to do?



G. Complete the row marked 'Me' in the chart with answers to the questions above. Then, ask a partner the questions and write down their answers in the 'My partner' row.

	Money	Games	Bedrooms	Pencils	Homework
Me					
My partner					

H. Now, look at the information in the chart and complete the sentences by circling the correct words and writing *have* or *has*.

1. I / My partner got the most money.
2. My / My partner's phone got the most games on it.
3. My / My partner's house got the most bedrooms.
4. I / My partner got the most pencils.
5. I / My partner got the most homework to do.