

## 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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### Focus

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

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### Time

30 minutes

### 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.