

## **Lesson Plan: 'Has/have got' – talking about possessions**

**Level:** Beginner (A1)

**Time:** 45–60 minutes

### **Objectives**

By the end of the lesson, students will be able to:

- Use **have got** / **has** to talk about possessions
- Choose correctly between **have got** and **has got**
- Make simple affirmative and negative sentences

## **Target language**

### **Affirmative**

- I **have got** a pencil.
- You **have got** a bag.
- He / She **has got** a book.

### **Negative**

- I **haven't got** a pen.
- He **hasn't got** a phone.

### **Questions (optional for beginners)**

- **Have** you got a pencil?
- **Has** she got a bag?

## Materials

- Real classroom objects (pen, bag, book)
- Flashcards or pictures
- Whiteboard
- Worksheet (matching / gap-fill)

## Lesson procedure

### 1. Warm-up (5–7 minutes)

**Purpose:** Activate vocabulary

- Hold up a pen and say:  
**"I have got a pen."**
- Point to a student's bag:  
**"You have got a bag."**
- Point to a picture of a boy/girl:  
**"He has got a book."**

→ Ask students to repeat (choral repetition).

### 2. Presentation (10 minutes)

**Introduce the structure**

Write on the board:

- I **have got**
- You **have got**
- He / She **has got**

Underline **has** for *he/she*.

Keep explanations simple:

"We say **has got** for **he** and **she**."

→ Use pictures and gestures instead of long explanations.

### 3. Controlled Practice – Speaking (10 minutes)

#### Activity: "What have you got?"

- Students show items from their bags.
- Model first:

"I have got a pencil."

- Students take turns:

"I have got a \_\_\_\_."

For third person:

- Point to a student and ask the class:

"What has he got?"

→ Students answer together.

### 4. Negative Form (5–7 minutes)

Write:

- I **haven't got** a ruler.
- She **hasn't got** a pen.

Drill pronunciation:

- **haven't / hasn't**

Quick check:

- Hold up an object and ask:

"Have I got a phone?" (No!)

→ Students: "You haven't got a phone."

### 5. Controlled Practice – Writing (10 minutes)

#### Worksheet ideas:

- Match pictures to sentences

- Fill in the blanks:
  - She \_\_\_\_ got a bag.
  - I \_\_\_\_ got a pencil.
- Circle the correct answer:
  - He have / has got a book.

## 6. Optional: Questions (5 minutes)

Teach:

- **Have you got a pen?**
- **Yes, I have. / No, I haven't.**

Pair practice:

→ Students ask and answer using classroom objects.

## 7. Production / Game (5–10 minutes)

**Game: "Who has got it?"**

1. One student thinks of an object.
2. Others guess who has the object.
3. Student answers yes/no.

## Assessment

- Teacher listens during speaking activities
- Check worksheet answers
- Quick oral check at the end:
 

"What have you got?"