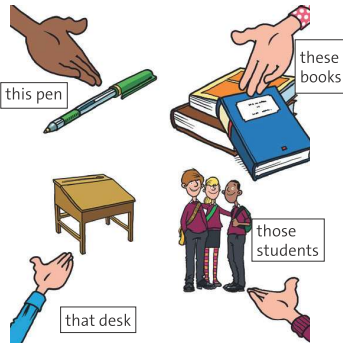


S LANGUAGE FOCUS • this, that, these, those • have got

I can ask and answer questions about presents with *have got*.

this, that, these, those

- 1 Study the pictures. What is the difference between *this* / *that* and *these* / *those*?



- 2 Choose the correct words.

- That / These cousins are in Australia now.
- Is this / those your pen under the teacher's chair?
- This / These present is nice.
- These / That is Maria's dad, Bill.
- Is this / Are those books on my desk yours?

have got

- 3 Look at the text and exercise 2 on page 10 again. Complete the table.

Affirmative				
I / You / We / They	1.....	got	a mobile.	
He / She / It	's		a pet.	
Negative				
I / You / We / They	2.....	got	a mobile.	
He / She / It	3.....		a pet.	
Questions				
Have 4.....	I / you / we / they he / she / it	got	a mobile? a pet?	
Short answers				
Yes, I / you / we / they have.	No, I / you / we / they			
Yes, he / she / it has.	5..... No, he / she / it hasn't.			

- 4 109 Complete the dialogue with the correct forms of *have got*. Then listen and check.

Ben It's Father's Day tomorrow. 1..... you got a present for Dad?
 Maria Yes, I 2..... I've got this book about cooking.
 Ben Oh, that's nice. I 3..... got a present.
 Maria No? That's OK – we 4..... got an hour in town. 5..... Dad got a good pen?
 Ben Yes, he 6.....
 Maria Erm... OK, I 7..... got an idea. Look – these mobile phone covers aren't very expensive.
 Ben Mmm. Dad hasn't got a mobile cover.
 Maria They 8..... got really nice ones in this shop.
 Ben Thanks, Maria. That's a really good idea.

- 5 USE IT! Work in pairs. Look at the mini-dialogue. Prepare and practise new dialogues. Use your friends' names and the ideas in the pictures.

A Have you got a present for ... ?
 B No, I haven't.
 A Has he / she got a ... ?
 B Yes, he / she has. OR No, he / she hasn't.
 A Look, they've got a really nice one in this shop.
 B Thanks! That's a really good idea.



have got

Exercise 3

Ask students to look back at the text and exercise 2 on page 10 and find examples of *have got*. Read through the table with the class and elicit the correct words to complete it.

ANSWERS

1 've 2 haven't 3 hasn't 4 Has 5 haven't

Language note

We use *has*, not *have*, with *he*, *she* and *it* forms: *She's got a camera.* (NOT *She have got a camera.*)

In questions, we put *have* / *has* before the subject: *Have you got a book?* (NOT *You have got a book?*)

Exercise 4 1-09

Students read the dialogue and complete it with the correct words. Allow students to compare their answers in pairs then play the audio for them to listen and check. Check answers with the class.

ANSWERS

1 Have 2 have 3 haven't 4 've 5 Has 6 has 7 've 8 've

Exercise 5 USE IT!

Allow students time to read through the mini-dialogue. Focus on the pictures and make sure students know the words for all the items. Demonstrate the task with a confident student, adding in a name and a possible present. Put students into pairs to prepare and practise new dialogues. Encourage them to swap roles each time, so that they practise both roles. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 9

Language focus

- *this, that, these, those*
- *have got*

Aim

Use *have got* to ask and answer questions about presents.

Warm-up

With books closed, hold up a pen and say: *This pen is (blue)*. Ask a student at the back of the class to hold up a pen. Say: *That pen is (black)*. Elicit the meanings of *this* and *that*.

this, that, these, those

Exercise 1

Ask students to look at the pictures and translate the phrases into their own language. Demonstrate the meanings of *this*, *that*, *these* and *those* further by pointing to things near you or at a distance in the classroom.

ANSWERS

We use *this* and *these* when the object(s) is near. We use *that* and *those* when the object(s) is far away.

Exercise 2

Students choose the correct words to complete the sentences. Check answers with the class.

ANSWERS

1 These 2 this 3 This 4 That 5 Are those