



HAVE GOT / HAS GOT

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Lesson Objectives

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

- understand the difference between **have got** and **has got**.
- talk about possessions, family members, pets and personal descriptions.
- ask and answer questions using **Have you got...?** and **Has he/she got...?**
- use affirmative, negative and question forms confidently.
- improve speaking confidence through real-life communication activities.



Target Language

Affirmative	Negative	Questions	Short Answers
I have got...	I haven't got...	Have you got...?	Yes, I have.
You have got...	He hasn't got...	Have they got...?	No, I haven't.
We have got...	She hasn't got...	Has he got...?	Yes, he has.
They have got...	They haven't got...	Has she got...?	No, he hasn't.
He has got...		Has it got...?	
She has got...			
It has got...			



Warm-up (5–8 minutes)

Ask students to look around the classroom.

Write these prompts on the board.

Find someone who has got...

- a watch
- a backpack
- glasses
- a notebook
- a blue pen

Students walk around asking:

"Have you got a...?"



Lead-in

Ask students:

What have you got in your bag today?

Write their answers on the board.

Examples:

I've got a notebook.

I've got my phone.

I've got two pens.

Highlight **have got** naturally.

Common Learner Mistakes	Teaching Tips
✗ He have got a car. ✓ He has got a car. ✗ I has got two brothers. ✓ I have got two brothers. ✗ Has you got a pencil? ✓ Have you got a pencil?	✓ Encourage contractions early. I've got... He's got... She hasn't got... Students hear these forms far more often than the full forms. ✓ Personalise every activity. Students remember grammar much better when they talk about their own lives.