## Aims
Describing other people using 3rd person singular has got
Asking and answering: Have you got ... ?

## Grammar
**Verb:** has got 3rd person singular
Have got + adjective + noun
Conjunction: and
Adjectives and their opposites
Revision of colours

## Contents
**Grammar**
Verb: has got 3rd person singular
Have got + adjective + noun
Conjunction: and
Adjectives and their opposites
Revision of colours

## Checklist
1 master handout for each student to colour
Coloured pencils

## Language Analysis

### Grammar: have got

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Affirmative – short forms</th>
<th>Negative</th>
<th>Negative – short forms</th>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have got</td>
<td>I’ve got</td>
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It's got ... / It hasn't got ...
Has (it) got ...? Yes, it has. / No, it hasn’t.
Is it ...? Yes, it is. / No, it isn’t.
**Vocabulary:**
face, ear(s), eye(s), hair, mouth, nose
blue, brown, black, blonde, white, red, green
long/short, tall/short, big/small, beautiful/ugly
very + adjective
Oh dear!

What an ugly monster!

***
Oh dear! /ɒ ðɪə(r) / – used when you are upset, disappointed, worried or surprised
ear /ɪə(r)/
hair /heə(r)/
ugly /ˈʌɡli/
blonde /blʌnd/
Procedure

Warm-up Off the screens

Handout

1. Show the monster to the students (Handout) and elicit the word *monster*.
2. Distribute the handouts and ask students to colour the monster according to the following instruction:

   *She’s got blue hands.*
   *Her eyes are green.*
   *Colour her hair red.*
   *Her feet are orange.*
   *Colour her nose brown.*
   *She has got a pair of purple shorts.*

3. Ask students to show their painted monsters to their partners to compare.
4. Ask the students to put the monsters in their notebooks.

Note: In weaker groups — make sure Ss know what to do and this will become clear if they all take the correct colour pencil when you ask. When they have finished ask everybody to show their monsters. If there is time and space, you might like to display them on the walls.
<table>
<thead>
<tr>
<th>Tony:</th>
<th>What an ugly monster!</th>
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<tbody>
<tr>
<td>Alex:</td>
<td>It is ugly! And big!</td>
</tr>
<tr>
<td>Tony:</td>
<td>And tall!</td>
</tr>
<tr>
<td>Alex:</td>
<td>Look! It's got long, blue hair ...</td>
</tr>
<tr>
<td>Tony:</td>
<td>It's green! Long, green hair!</td>
</tr>
<tr>
<td>Alex:</td>
<td>Oh yes!</td>
</tr>
<tr>
<td>Tony:</td>
<td>Eww! It's got three big eyes!</td>
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<tr>
<td>Alex:</td>
<td>How many eyes?</td>
</tr>
<tr>
<td>Tony:</td>
<td>Three! Look! And it's got a big nose!</td>
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<tr>
<td>Alex:</td>
<td>No. It hasn't got a big nose. It's got a small nose.</td>
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<tr>
<td>Tony:</td>
<td>Hm hm Has it got a mouth?</td>
</tr>
<tr>
<td>Alex:</td>
<td>Yes. It's got a big mouth, a very big mouth!</td>
</tr>
<tr>
<td>Tony:</td>
<td>Oh, dear!</td>
</tr>
<tr>
<td>Alex:</td>
<td>What?</td>
</tr>
<tr>
<td>Tony:</td>
<td>It's got small ... ears ... but ... but it's got four ears!</td>
</tr>
<tr>
<td>Alex:</td>
<td>Shhh!</td>
</tr>
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Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Point to parts of the face one by one and elicit the correct words: eyes, ears, nose, mouth, hair.

Check and drill pronunciation of the words individually and chorally.

Play the audio

Note: After watching the animation, ask comprehension questions:

How many ears/eyes/noses has the monster got? Has it got a big or a small nose? Is the monster short or tall? What colour hair has the monster got? etc.

Additional Activity

With higher-level students, teacher can play the audio story without the animation, so students only listen to the dialogue.

They can then draw a quick picture of the monster they imagine and compare it to the real thing in the animation.
As Screen 1

Tony: What an ugly monster!
Alex: It is ugly! And big!
Tony: And tall!
Alex: Look! It's got long, blue hair ...
Tony: It's green! Long, green hair!
Alex: Oh yes!
Tony: Eww! It's got three big eyes!
Alex: How many eyes?
Tony: Three! Look! And it's got a big nose!
Alex: No. It hasn't got a big nose. It's got a small nose.
Tony: Hm hm Has it got a mouth?
Alex: Yes. It's got a big mouth, a very big mouth!
Tony: Oh, dear!
Alex: What?
Tony: It's got small ... ears ... but ... but it's got four ears!
Alex: Shhh!

Key: 1 monster's hair 2 monster's eyes 3 monster's nose 4 monster's mouth 5 monster's ears

Note: Children can practise pointing to the images and saying: It's got (long green hair). Teachers can encourage repetition of sentences/descriptions by prompting with just one word: hair, eyes, mouth, etc.
Screen 4

Audio 1: big eyes – small eyes
Audio 2: long hair – short hair
Audio 3: beautiful – ugly
Audio 4: tall – short

Key: see picture above (random order)

Note: Practise the adjectives by teaching the children actions for each one, eg extend arm from top of head down for 'long', hold index finger and thumb very close together and look through the gap for 'small', etc.

Screen 5

Audio 1: The monster's got short hair.
Audio 2: It's got five eyes.
Audio 3: It hasn't got a big nose.
Audio 4: It's got three small ears.

Key: 1 false 2 true 3 true 4 true

Note: Teacher can ask more true/false questions about the monster, e.g. It's a tall/short monster. It's got a big/small mouth. etc. Students can then write 3 or 4 true/false questions which they can test with their partner.
1 Has it got a small mouth? It hasn't got a small mouth. It's got a big mouth.

2 Has it got one eye? No, it hasn't. It's got two eyes.

Give the Ss these instructions for the ‘Look and say’ activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Drag and drop the questions and answers into the correct speech bubbles.
3. Go to the second page.

Now it's your turn. This is a ‘free practice’ stage. The aim is personalisation.

1. Ask representatives to come to the board and arrange the dialogue in order.
2. Nominate some pairs to read the dialogue in chorus, the rest should read the answers.
3. Reverse the roles and go through the dialogue with students again.

Note: Children should primarily practise the 3rd person singular structure (affirmative, negative, questions and short answers).

But they can also describe the monsters with the verb to be. As an extra activity, children can choose one of the two monsters to write a description of and draw an optional picture.
Additional activity

Ask the students to draw a monster in their notebooks according to the following description:

It’s tall and ugly. It has got one head, four hands and four legs.
It’s got five big eyes. The monster’s got short red hair.
It hasn’t got a small mouth. It’s got a big mouth.
It’s got ten small ears.

To make it more complex you could add colours, e.g. ‘It’s got a small blue mouth.’