### Aims
Talking about one’s home and describing places

### Contents
**Grammar**
Negative: *it hasn’t got*

**Vocabulary**
Rooms in a house
*bedroom, dining room, kitchen, bathroom, living room, house, flat, garden, balcony*

*Has your house got + noun?*
Yes, it has. No, it hasn’t.

*It’s got a nice / big / small / beautiful garden. It hasn’t got a garden.*

### Checklist
3 handouts for each student to practise talking about one’s home and describing places

### Language Analysis
*Have got* – is used to express possession.
*It has got* – positive
*It hasn’t got* – negative
*Has it got* – questions
Yes, *it has.* / No, *it hasn’t.* – Short answers.
**Procedure**

## Warm-up Off the screens

1. Revise *has got, hasn’t got* and *has it got*:
   - Option 1 You may do both handouts at the beginning of the lesson.
   - Option 2 Handout 1 only, in stronger groups you may go for a writing activity from Handout 2.
   - Option 3 You may also split the tasks, do Handout 1 at the very beginning of the lesson, and finish up with Handout 2 at the very end of the lesson.

2. Give out Handout 1.

**Handout 1**

Finish the sentences about Ann’s dolls house, use *Yes, it has.* / *No, it hasn’t.*

1. Tom: Ann, has your dolls house got a big bedroom?
   - Yes, _______________________________________________________________________

2. Tom: Has your dolls house got a nice kitchen?
   - Yes, _______________________________________________________________________

3. Tom: Has your dolls house got a garden?
   - No, _______________________________________________________________________

4. Tom: Has your dolls house got a dining room?
   - No, _______________________________________________________________________

5. Tom: Has it got a balcony?
   - No, _______________________________________________________________________

6. Tom: Has it got two bedrooms?
   - Yes, _______________________________________________________________________

7. Tom: Has it got one bathroom?
   - Yes, _______________________________________________________________________

3. Students finish the sentences about Ann’s dolls house. They use *Yes, it has.* / *No, it hasn’t.*

**Key:**

1. Yes, it has. 2. Yes, it has. 3. No, it hasn’t. 4. No, it hasn’t. 5. No, it hasn’t. 6. Yes, it has. 7. Yes, it has.
4. Give out Handout 2

**Handout 2**

Describe Ann's doll's house. *Ann's doll's house has got ... It hasn't got ... It is ...* (small, big, nice, green, blue).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Draw Ann's doll's house.**

5. Ask students to describe Ann’s house. They use Handout 1 and answers provided to the questions.

6. Finally, ask students to draw/colour Ann’s doll’s house. Display students’ paintings on the walls of the classroom or make them compare their drawings/paintings with their classmates.
Screen 2

Alex: Hello! Is this your house?
Sam: Yes, it is. Come in!
Alex: Oh! Your house has got a living room! Nice!
Sam: Yes. It’s got a big living room.
Alex: Has your house got a kitchen?
Sam: Yes, it has. It’s got a kitchen and a bathroom.
Alex: Great! Is this your bedroom?
Sam: Yes, it is.
Alex: Has your house got a garden?
Sam: No. It hasn’t got a garden …
Alex: Oh… and a balcony?
Sam: No … it hasn’t got a balcony.
Alex: Has it got a dining room?
Sam: No, it hasn’t. It’s a small house but it’s my house!

Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Additional activity: Handout 3.
Give out Handout, ask students to tick the rooms Sam’s house has got. At the end ask them if the house is big or small.

Handout 3

<table>
<thead>
<tr>
<th>Room</th>
<th>Yes or No?</th>
</tr>
</thead>
<tbody>
<tr>
<td>living room</td>
<td></td>
</tr>
<tr>
<td>kitchen</td>
<td></td>
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<tr>
<td>bathroom</td>
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</table>

Is this house big or small?

Optionally, you may do the activity while watching the animations as a listening for detail activity. It can also be used as a follow-up.
In stronger groups, you may ask students to describe Sam’s house on the basis of the handout.
Screen 3

Key: 1 Yes, it has. 2 No, it hasn’t. 3 No, it hasn’t. 4 Yes, it has. 5 No, it hasn’t.

Screen 4

Man: Has your house got a kitchen?
Woman: Yes, it has. It’s got a small kitchen.
Man: Has it got a living room?
Woman: No, it hasn’t. And it hasn’t got a dining room.
Man: Has your house got a bathroom?
Woman: Yes, it has.
Man: Has it got a bedroom?
Woman: Yes, it has. It’s got two bedrooms.
Man: Has it got a balcony?
Woman: No, it hasn’t. It’s got a small garden.

Key: 1 bathroom 2 bedroom 3 kitchen 4 bedroom 2 garden
Man: I live in a small flat. It's got a small kitchen and a big living room. It hasn't got a dining room. It's got a nice bedroom and a bathroom. It's got a beautiful balcony but it hasn't got a garden.

Key:
1 No, it hasn't. 2 No, it hasn't. 3 Yes, it has. 4 Yes, it has. 5 Yes, it has.
Screen 6

Audio 1:
Alex: Has your house got a kitchen?
Sam: Yes, it has. It's got a kitchen and a bathroom

Audio 2:
Alex: Has your house got a garden?
Sam: No. It hasn't got a garden...

Audio 3:
Alex: Oh... and a balcony?
Sam: No ... it hasn't got a balcony.

Audio 4:
Alex: Has it got a dining room?
Sam: No, it hasn't.

Give the Ss these instructions for the ‘Listen and say’ activity. The aim is to practice a short natural dialogue.
1. Look at the picture, click on the audio and listen.
2. Ask students to repeat the sentences.
3. Repeat as many times as you want to.

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

Tell students to work in pairs and ask and answer the questions.

You may write the following sentences on the board to help them:

Has your house got a....
Yes, it has...
No, it hasn’t ...

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Handout 1

Finish the sentences about Ann’s dolls house, use: Yes, it has. / No, it hasn’t.

1 Tom: Ann, has your dolls house got a big bedroom?
Yes, ______________________________________________

2 Tom: Has your dolls house got a nice kitchen?
Yes, ______________________________________________

3 Tom: Has your dolls house got a garden?
No, ______________________________________________

4 Tom: Has your dolls house got a dining room?
No, ______________________________________________

5 Tom: Has it got a balcony?
No, ______________________________________________

6 Tom: Has it got two bedrooms?
Yes, ______________________________________________

7 Tom: Has it got one bathroom?
Yes, ______________________________________________
Handout 2

Describe Ann’s dolls house. *Ann’s dolls house has got … It hasn’t got … It is… (small, big, nice, green, blue).*

______________________________________________

______________________________________________

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Draw Ann’s dolls house.
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Is this house big or small?

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