

*have got***WHO'S GOT WHAT?****1** has got a Ferrari.**2** has got 20 cars.**3** has got ten children.**4** has got an elephant.**5** has got a famous girlfriend/boyfriend.**6** has got a big swimming pool.**7** has got a restaurant.**8** has got a Stradivarius violin.**9** has got a famous father.**10** has got 10,000 books.

*have got***Role card A**

Your name is Tom/Sally and you live in London, England. You're a musician, you're married and you've got a Stradivarius violin!

Role card B

Your name is Ian/Sarah, you live in Liverpool, England and you're single. You're a teacher and you've got 20 cats!

Role card C

Your name is Franco/Francesca and you live in Rome, Italy. You're married, you're a police officer and you've got ten children!

Role card D

Your name is Ali/Gita, you live in Calcutta, India and you're married. You're a taxi driver and you've got an elephant!

Role card E

Your name is Nick/Nicola and you live in Hollywood, in the USA. You're an actor/actress and you've got a famous girlfriend/boyfriend.

Role card F

Your name is Martin/Suzannah. You're married and you live in São Paulo, Brazil. You're an engineer and you've got a big swimming pool.

Role card G

Your name is Hui and you live in Beijing, China. You're married. You're a businessman/businesswoman and you've got a restaurant.

Role card H

Your name is Toshi/Yumi and you live in Tokyo, Japan. You're single, you're a footballer and you've got a Ferrari!

Role card I

Your name is Julio/Rosa and you live in Madrid, Spain. You're single, you're a singer and you've got a famous father.

Role card J

Your name is Hans/Rita and you live in Berlin, Germany. You're a doctor and you've got 10,000 books!

Instructions and Answer key

You will need: one copy of the worksheet per student; one role card per student

- Pre-teach the following items of vocabulary: *Ferrari, taxi driver, elephant, famous, swimming pool, Stradivarius violin* (the most famous and expensive make of violin ever).
- Give each student a role card in random order and allow them time to read the information on the card. They are not allowed to look at each other's cards. (If you have more than ten students, the cards can be duplicated without affecting the outcome of the activity.)
- Revise the following 'getting to know you' language if necessary:
Hello, what's your name? My name's ...
Nice to meet you. You too.
Where are you from? I'm from ...
Are you married? No, I'm single.
What's your job? I'm a ...
- Give each student a copy of the worksheet. Tell the class that the line at the beginning of each sentence corresponds to a person's name.
- Students move around the room and have short conversations with one another in order to find out who has the items listed on the worksheet. Encourage students to introduce themselves and use 'getting to know you' questions to start the conversation, rather than just the questions required to complete the worksheet. When students find someone who has got a particular item, they write his/her name in the appropriate place on the worksheet. It is a good idea to do an example with them on the board first, encouraging them to guess what the person has got from other information they find out. This will make the activity more realistic.
- Finally, students check their answers in pairs or with the whole class.

ANSWER KEY

- 1 Toshi/Yumi
- 2 Ian/Sarah
- 3 Franco/Francesca
- 4 Ali/Gita
- 5 Nick/Nicola
- 6 Martin/Suzannah
- 7 Hui
- 8 Tom/Sally
- 9 Julio/Rosa
- 10 Hans/Rita