

Preparations Before Class

- **Print**
 - Vocab: "To Have & Got – Present Tense"
 - 2-sided, black and white, 1 per **student**
 - Pronunciation: "A Says the Hot Sound"
 - 2-sided, color or black and white, 1 per **student**
 - Activity: "Have You Got" cards. Cut out the cards.
 - 1-sided, color, 1 set per **table**
 - Optional: "Vowel Pronunciation Checklist" from the Teacher's Guide page
 - 2-sided, black and white, 1 per **student**
 - Optional: Song Descriptions, 2 sided, black and white, 1 set per **table**
- **Earlier Materials**
 - Previous games in case you have extra time.
- **Props**
 - Items with which students can practice asking and answering "Have you got any ...?"

Gathering

- Have "**How are you?**" conversations with students as they arrive.
- Make sure we have **contact information** for all students and that they have ours.

Class Order

- **To Have & Got – Present Tense:** Throughout the Vocab pages help the students ask each other questions and answer them, practicing the questions and answers (and variations on those questions and answers) on these pages.
 - Anytime after you finish the first two sides, (so after students have practiced positive sentences, negative sentences, and questions using have + got) you can pause the Vocab pages and switch to the Have Got cards, then after playing return to the Vocab pages. To keep student interest, it's better not to do all 4 Vocab page sides straight through.
- Play the **Have You Got** game (see gameplay instructions at the end of this document)

- **A Says the “Hot” Sound** all pages
- Optional **Vowel Pronunciation Checklist**: At this point we have covered many vowel sounds and spellings, and students may start to feel overwhelmed or wonder whether there will ever be an end to the complexities of English spelling. Have this checklist ready to show students when they start to show signs of concern.
 - Help students see that for most of the spellings/sounds they already know at least one word.
 - There are only a few more Vowel pronunciation lessons after this point, so they are almost finished.
 - Point out the paragraph at the end, which explains that even native speakers of English must consult a dictionary to be sure of the pronunciation for a new word.
 - You may hand out this checklist now, or wait until students have finished all the vowel pronunciation lessons to let them take this checklist home so that you can hand it out again in the coming weeks.
 - This program doesn’t expect students to bring papers from earlier weeks to later classes, but if your students are doing this then it is fine to hand out this checklist now.
- On CantoCapto.com **website**, show where to find **Song Descriptions and playlists** for this chapter.
- Remind the students **when and where** our next meeting is and thank the students for coming and learning today!

Have You Got Game (Similar to Go Fish, Please Give Me, Do You Have Games)

Use the Have You Got cards (weight, light, etc.).

- Each word appears on four cards, each with a different picture.
- Have the students look at all the cards and discuss the concepts. Answer any questions.
- Put face-up on the table the cards with words: *Have you got...?*
- Practice the “Have you got ___ ?” conversation with the students to refresh their memories on how to use this phrase.

Play

- Keep the “Have you got ___ ?” card face-up near the center of the table where everyone can see them.
- Shuffle the picture cards and deal five cards to each student.

- Put the remaining cards in a stack face-down near the center of the table.
- If any student has four matching words, the student can put those cards face-up on the table directly in front of that student.
- For each turn
 - One student shows an unmatched card from that student's hand and says, "Have you got <word on card>" The student asks this question once, addressed to the whole group. The student does not ask each person individually.
 - Going around the table, if a student has a matching card, that student says, "Yes, I've got <word on card>" and gives all matching cards to the asking student.
 - If a student does not have a matching card, the student says, "No, I haven't got <word on card>."
 - If no students have any cards to give, the asking student draws one card from the cards in the center.
- When a student has all four cards with matching words, then the student puts the four cards down on the table and continues playing until the student is out of cards.
- When all students are out of cards, the student with the most matching cards on the table is the winner.