



# IN THE CLASSROOM



Scan to review worksheet

Expemo code:  
135I-31QE-MKQ5

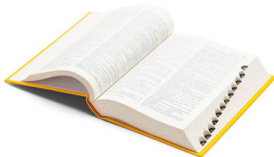
## 1 Warm up

Match the words with pictures that show things in a classroom.

dictionary  
pen  
pencil sharpener

highlighter  
pencil  
ring binder/file

notebook  
pencil case  
rubber (UK)/eraser (US)



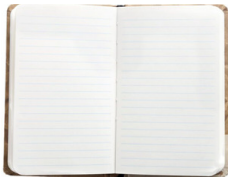
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



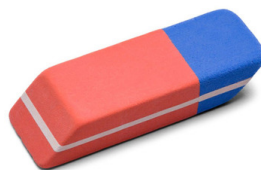
5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



2

## Listening



It's the first day of class. Listen to a student's conversation with a teacher.

1. What four items does the teacher ask about?
2. Does the student have all the items?
3. What is the problem?



**Listen again and write the missing words in the gaps.**

1. Teacher: Hi! How are you?
2. Student: Fine, thanks. And you?
3. Teacher: I'm fine. Are you ready to \_\_\_\_\_ the class?
4. Student: Yes. I'm ready.
5. Teacher: Great. Do you \_\_\_\_\_ a pen?
6. Student: Yes, I \_\_\_\_\_. I have lots of pens.
7. Teacher: Good. \_\_\_\_\_ you have a notebook?
8. Student: Yes, I do. I \_\_\_\_\_ a new notebook.
9. Teacher: OK. Do \_\_\_\_\_ have a highlighter?
10. Student: No, I \_\_\_\_\_ have a highlighter, but I have a red pen.
11. Teacher: All right. Do you have a \_\_\_\_\_ ?
12. Student: A dictionary? No, I \_\_\_\_\_ .
13. Teacher: Oh, dear.
14. Student: I have a \_\_\_\_\_. Is this a math class?
15. Teacher: No, it's an English class.
16. Student: Ah! Sorry .... I have the wrong room.



### 3 Language Point

Study these sentences.

Do you **have** a pen? Yes, I **do**. I **have** lots of pens.

Do you **have** a highlighter? No, I **don't have** a highlighter, but I **have** a red pen.

- We use **have** to talk about *possessions* or *things we own*.

Study the table below.

	positive sentence	negative sentence	question	short answer
I/you/we/they	have a pen.	don't have a pen. (do not have a pen.)	Do you have a pen?	Yes, I do. No, I don't.
he/she/it	has a pen.	doesn't have a pen. (does not have a pen.)	Does he have a pen?	Yes, he does. No, he doesn't.

Now choose the best answers to the questions.

The verb forms for **have** are always the same / change with the subject.

Questions and short answers with **have** use a form of *do* / a form of *have*.

We use / don't use contractions for positive sentences when **have** is the main verb.

### 4 Practice

Complete the sentences with the correct option.

1. You **does have / has / have** a pen.
2. I **not / doesn't / don't have** a dictionary.
3. **Does / Do / Don't** he have a notebook? Yes, he does.
4. **Does / Do / Don't** we have a file? No, we don't.
5. Do you have an eraser? Yes, I **do / have / does**.
6. Do they have a pencil sharpener? No, they **doesn't / don't / dont**.
7. Does he have a pencil? Yes, he **have / has / does**.
8. Does she have a pencil case? No, she **don't / doesn't / doesn't have**.

**5 Speaking**

Play a game with your partner. First, write the names of five classroom items in the box. The box is your school bag. Don't show your paper to your partner.

options	My school bag
highlighter	1.
notebook	2.
pen	3.
pencil case	4.
pencil sharpener	5.
pencil	
ring binder/file	
rubber/eraser	

Work in pairs. Take turns to ask and answer questions like the example:

A: In your bag, **do** you have a pencil?  
B: **Yes, I do / No, I don't.**

Write the items your partner has below.

My partner's school bag

- 1.
- 2.
- 3.
- 4.
- 5.

Now change partners. With your new partner, take turns to ask and answer questions about your first partner's bag like the example:



A: In his/her bag, **does** he/she **have** a pencil?  
 B: **Yes, he/she does.** / **No, he/she doesn't.**

Write the items below.

My partner tells me about this school bag:

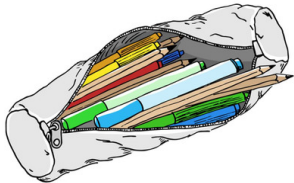
- 1.
- 2.
- 3.
- 4.
- 5.

**6** Extra practice/homework

Geri brings these things to her English class. Follow the instructions to write sentences about the picture.

A) Finish the sentences about three items that you see in the picture. Use contractions where you can.

1. Geri has a .....
2. She has a .....
3. She has a .....



B) Finish the negative sentences about three things that Geri does not have. Write two sentences for each thing. Use contractions where you can.

1. Geri doesn't have a .....
2. She .....have a .....
3. She ..... have a .....

C) Finish the questions and answers.

1. Geri, do you ..... a ..... ? Yes, .....
2. Geri, do you ..... a ..... ? No, .....



## 7

**Optional extension**

Your teacher gives you instructions in class. Follow these instructions.

1. Circle something you use to write with: **a pencil case, a dictionary, a pencil.**
2. Highlight something that you use when you make a mistake: **a pen, an eraser, a file.**
3. Underline a British English word: **a rubber, a notebook, an eraser.**
4. Draw a picture of a banana in the box.

Here are some things you say in the classroom. Match the sentences and the responses.

- |                                      |  |
|--------------------------------------|--|
| 1. What does banana mean?            | a. b-a-n-a-n-a                                 |
| 2. How do you spell banana?          | b. It's a yellow fruit. Monkeys love them.     |
| 3. I don't understand. What do I do? | c. Read the story and underline the new words. |

Now, practice saying the sentences and answers in pairs.



# Transcripts

## 2. Listening

**Teacher:** Hi! How are you?

**Student:** Fine, thanks. And you?

**Teacher:** I'm fine. Are you ready to start class?

**Student:** Yes. I'm ready.

**Teacher:** Great. Do you have a pen?

**Student:** Yes, I do. I have lots of pens.

**Teacher:** Good. Do you have a notebook?

**Student:** Yes, I do. I have a new notebook.

**Teacher:** OK. Do you have a highlighter?

**Student:** No, I don't have a highlighter, but I have a red pen.

**Teacher:** All right. Do you have a dictionary?

**Student:** A dictionary? No, I don't.

**Teacher:** Oh, dear.

**Student:** I have a question. Is this a math class?

**Teacher:** No, it's an English class.

**Student:** Ah! Sorry .... I have the wrong room.





# Key

## 1. Warm up

5 mins.

Call attention to the header image, which shows students and a teacher in a classroom. Work with the whole class to match the words and pictures. Drill the pronunciation; you could check students' understanding by asking them questions like, "What's number 2?" or they could test each other in pairs. Variation: ask students to cover their papers and then recall the nine items without looking.

- |               |                            |                     |
|---------------|----------------------------|---------------------|
| 1. dictionary | 2. pen                     | 3. ring binder/file |
| 4. notebook   | 5. pencil sharpener        | 6. highlighter      |
| 7. pencil     | 8. rubber (UK)/eraser (US) | 9. pencil case      |

## 2. Listening

10 mins.

Call attention to the introduction to set the context and then go over the instructions for the first listening task. Play the dialogue and check answers with the class. For the second listening task, students can work in pairs to read through the transcript and try to remember the missing words. Play the recording a second time for them to check.

- The teacher asks about a pen, a notebook, a highlighter, and a dictionary.
- No. The student doesn't have a dictionary.
- The student is in the wrong room. He wants to find a math class, not an English class.

start	have
do	Do
have	you
don't	dictionary
don't	question

## 3. Language Point

10 mins.

Have students focus on the sentences, explanation, and table. It may be helpful to use students' L1, if your class is monolingual, to explain *possessions/things* we own. Go through the questions one by one, nominating a different student to answer each question to clarify the rules of this extremely important grammar point. Note that the final question relates to *have* as a main verb – we can make contractions when *have* is an auxiliary verb. Drill the example questions and answers with the class and remind students that contractions are used in virtually all informal speech.

- change with the subject
- a form of do
- don't use

## 4. Practice

10 mins.



Do the first sentence as an example with the whole class. Students work alone and then check answers in pairs before going over the answers with the whole class. NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- |         |               |         |            |
|---------|---------------|---------|------------|
| 1. have | 2. don't have | 3. Does | 4. Do      |
| 5. do   | 6. don't      | 7. does | 8. doesn't |

## 5. Speaking

13 mins.

Students will activate the vocabulary and grammar from the lesson in a speaking activity with two stages. The aim of the activity is to provide a lot of repetition of question and sentence forms.

**Stage 1:** Go over the instructions and the example and make sure students are writing five items and that no one else can see their card. Then set up **A/B pairs** so students can speak and complete the second box with their partner's information.

**Stage 2:** Students change partners, and the new pairs take turns to ask and answer questions about their first partners from stage 1. They can record the new information in the third box.

Check answers by asking individual students to formulate sentences about the third box and verifying the information with the person the sentence is about. Example – teacher: Charlie, tell me something about Lucy. Use *has*. Student: Lucy has a pen in her bag. Teacher: Lucy, do you have a pen in your bag? Lucy: Yes, I do. Correct any errors with the target language, including pronunciation.

**VARIATION:** If you're teaching 1-1, the student can interview the teacher, and the teacher can make up fictional answers for a third party for the second stage.

## 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

A: Geri / she has a pencil case / a pencil / a highlighter / a pen.

B: Geri / she doesn't have a notebook / an eraser / a pencil sharpener / a notebook / a file.

C: Sample answers: Geri, do you have a pen? Yes, I do.

Geri, do you have an eraser? No, I don't.

## 7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. Do each section separately, going over the information and giving students a couple of minutes to complete the exercise before checking answers. Drill the students to say both the sentences and responses in the second part.

1.a pencil; 2.a rubber; 3.an eraser

- |      |      |      |
|------|------|------|
| 1. b | 2. a | 3. c |
|------|------|------|