

2B My pets

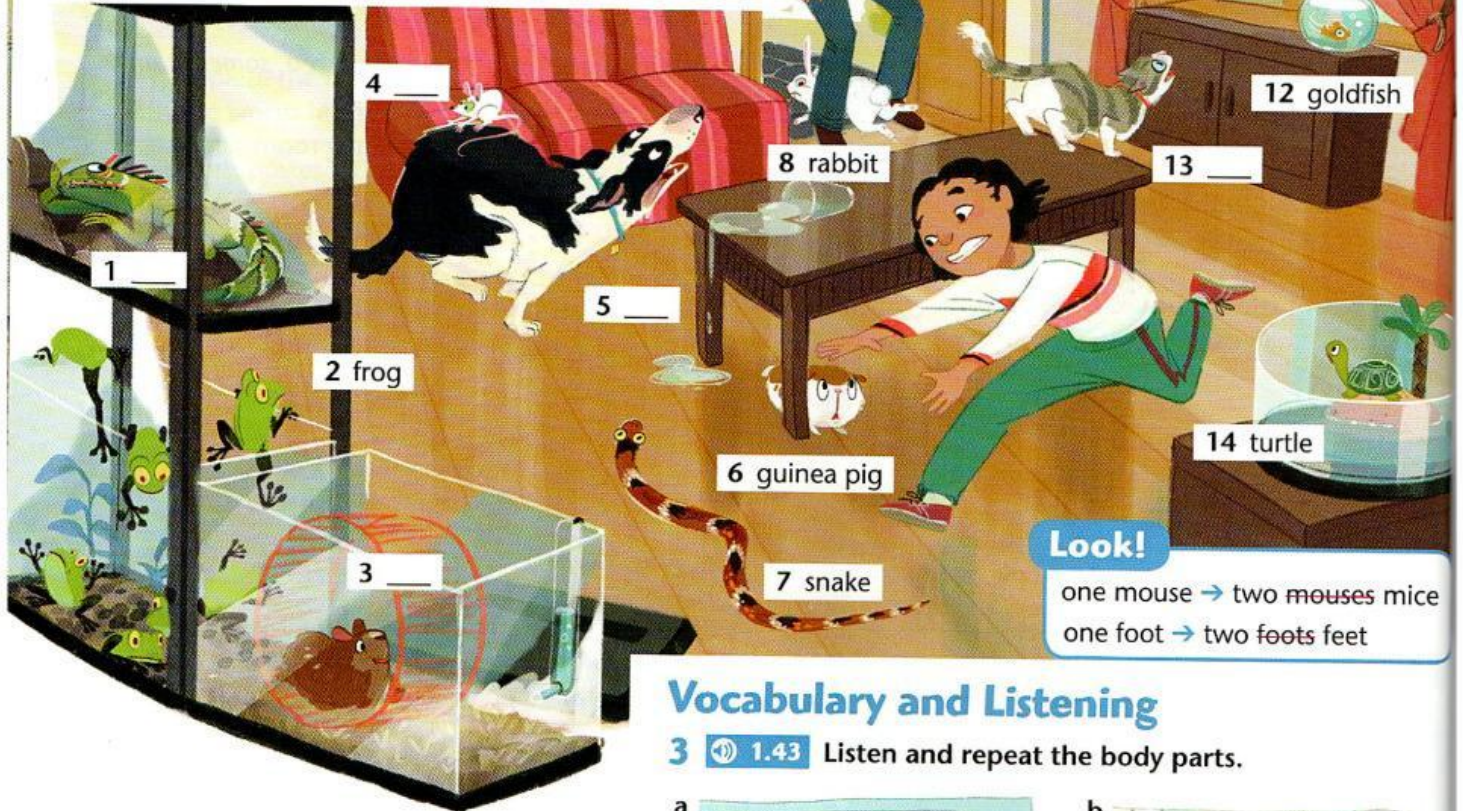
YOU FIRST!

How many words for pets can you think of in one minute?

Vocabulary

1 a Complete the labels with the words in the box.

cat dog hamster iguana mouse



Look!

one mouse → two ~~mouses~~ mice
one foot → two ~~foots~~ feet

Vocabulary and Listening

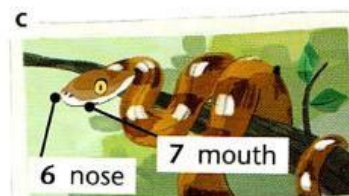
3 1.43 Listen and repeat the body parts.



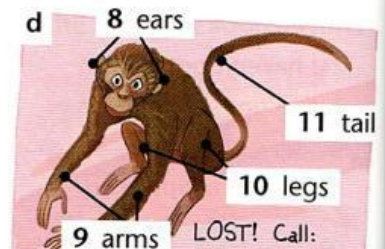
LOST! Call: 01632 960885



LOST! Call: 01632 960885



LOST! Call: 01632 960885



LOST! Call: 01632 960885

b 1.41 Listen and check, then repeat.

2 a 1.42 Listen and repeat.

Have you got a parrot?

Me neither.

No, I haven't.

Have you got a hamster?

Yes, I have.

Oh! I haven't.

b Imagine you have got three pets. Write them on a piece of paper. Ask your classmates about their pets. Can you find someone with the same pets as you on their list?

c Ask your friends about their real pets and answer their questions.

4 1.44 Listen to the dialogues. Which animal are they talking about?

1 _____

2 _____

3 _____

4 _____

► Workbook page 14, exercises 1-2

Grammar *have got/has got*

5 a Match the animals to the descriptions.

frog monkey parrot snake

- 1 It's got long arms and legs.
- 2 It hasn't got a tail.
- 3 Has it got wings? Yes, it has.
- 4 Has it got legs? No, it hasn't.



We use *have got* with *I, you, we* and *they*.

We use *has got* with *he, she* and *it*.

It's got long arms. =
It has got long arms.
It's brown. = It is brown.



b Complete the sentences with the correct form in the box.

hasn't got haven't got has got 've got

- 1 I **+** ___ a rabbit.
- 2 My friend **+** ___ a canary.
- 3 I **-** ___ a dog.
- 4 My grandma **-** ___ a cat.

6 a Make sentences about the mouse in exercise 1. Use the words in the box.

a long tail arms big ears
four legs green eyes wings

It's got a long tail.

b Answer the questions for the goldfish. Use *Yes, it has* or *No, it hasn't*.

- | | |
|---------------------|----------------------|
| 1 Has it got eyes? | 4 Has it got a tail? |
| 2 Has it got wings? | 5 Has it got arms? |
| 3 Has it got ears? | |

► **Workbook** pages 14–15, exercises 3–6

Speaking

7 a Get ready to speak Complete the dialogue with an animal from exercise 1.

- | | |
|-------------------------|-----------------------------------|
| A Guess my animal. | B Is it yellow? |
| B Has it got four legs? | A Yes, it is. |
| A No, it hasn't. | B Is it a ___? |
| B Has it got wings? | A Yes, it is. Now it's your turn. |
| A Yes, it has. | |

b 1.45 Listen and check.

- 8 Work with a partner. Play the *Guess the Animal* game. Student **A** thinks of an animal. Student **B** asks questions and guesses the animal. Then swap.

Writing

- 9 Get ready to write Look at the poster and read the advert for a lost cat. Complete the gaps.

LOST!



This is Samson. He's my ¹ ___. He's black and ² ___. He's got big ears and green ³ ___. He's got a short tail and his ⁴ ___ are white.

Please help me find Samson.

Call 0117 49638101

Look!

We use adjectives like this.

His eyes are **pink**. He's got a **pink** nose.

► **Workbook** page 15, exercises 7–8

10 Write an advert for a lost pet.

- 1 Make a concept map and complete it for your pet.
- 2 Write your advert in rough.
- 3 Check your advert carefully. Check the verbs. Check the word order.
- 4 Write your advert in neat. You can draw a picture, too.

Study tip!

Concept maps help you organize information. You can use them with vocabulary and grammar, too.



Make a wordsnake with words from this lesson. Can you make a snake with ten words?

goldfish – head – dog...