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

b 1.41 Listen and check, then repeat.

2 a 1.42 Listen and repeat.

Have you got a parrot?
No, I haven't.
Me neither.
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?

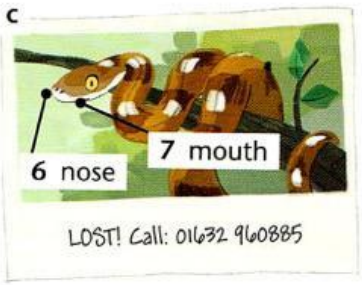
c Ask your friends about their real pets and answer their questions.

Vocabulary and Listening

3 1.43 Listen and repeat the body parts.

a

b

c


d

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

1 ___ 2 ___ 3 ___ 4 ___

➤ Workbook page 14, exercises 1–2

LIVEWORKSHEETS

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?
2 Has it got wings?
3 Has it got ears?
4 Has it got a tail?
5 Has it got arms?

▶ **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 Has it got four legs?
A No, it hasn't.
B Has it got wings?
A Yes, it has.
B Is it yellow?
A Yes, it is.
B Is it a ___ ?
A Yes, it is. Now it's your turn.

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...

LIVEWORKSHEETS