

1. Are these sentences true or false?

- 1. Elephants have ears. _____
- 2. Snakes have ears. _____
- 3. Monkeys have six eyes. _____
- 4. Spiders have eight legs. _____
- 5. Snakes have ten legs. _____
- 6. Rabbits have big ears. _____
- 7. Snakes don't have legs. _____
- 8. Rabbits don't have eyes. _____

2. Look at this table and complete the questions and answers below.

	hat	doll	umbrella	bike
Nadia	✓	✓	✗	✓
Hani	✗	✗	✓	✓

Nadia

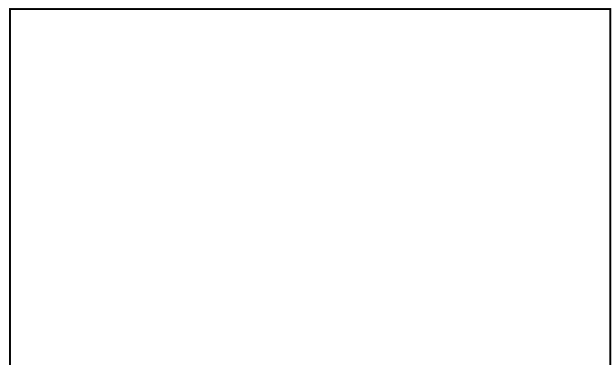
- Does Nadia have a hat? _____ Yes, she does _____.
- Does Nadia have a doll? 1. _____.
- Does Nadia have an umbrella? 2. _____.
- Does Nadia have a bike? 3. _____.

Hani

- 4. _____ have a hat? _____ Yes, he does _____.
- 5. _____ a doll? 6. _____.
- 7. _____ an umbrella? 8. _____.
- 9. _____ ? 10. _____.

3. Read the sentences and draw the animal.

- It has one big head.
- It has five small eyes.
- It has curly hair.
- It has a big nose.
- It has four ears.
- It has three legs and one arm.
- It has six feet and two hands.



Teacher's notes

Language focus: The verb *have* and parts of the body
Time (approx.): 20 minutes
Preparation: Photocopy one worksheet for every student

- As a group:**
- Before you start you may want to revise and check parts of the body. Draw a body on the board and label the following things; head, eyes, nose, ears, arms, hands, legs, hair.
 - Say each word and ask the students to repeat.
 - Now point at parts of the picture and get students to say the words. If you have a small group, get them to practice in pairs. One student points at a part of his/her body and the other student says what it is.

- Using the worksheet:**
- In Exercise 1 of the worksheet students have to say whether the sentences are true or false from their own knowledge.
 - In Exercise 2 students have to look at the table and use the information to complete the phrases.
 - Finally the students must read the sentences and draw their own 'monster'.

Answers:

Exercise 1

1. True
2. False
3. False
4. True
5. False
6. True
7. True
8. False

Exercise 2

1. Yes, she does.
2. No, she doesn't.
3. Yes, she does.
4. Does Hani ...
5. Does Hani have ...
6. No, he doesn't.
7. Does Hani have ...
8. Yes, he does.
9. Does Hani have a bike?
10. Yes, he does.

- Additional ideas:**
- Get the students to draw their own strange animals. Encourage them to put extra heads, eyes, ears etc. Tell them not to let the other students see their pictures.
 - Now ask students to work in pairs. Tell one student to describe his/her animal and the other student to draw it. Once they have finished they can compare pictures and then change roles.
 - On the board, write the sentence, *It has got ...* as students may need to be reminded of this structure when they are describing their pictures.