

## Lesson 1 Welcome unit

### Welcome unit

#### Extra resources

Workbook: pages 4–7

## Lesson 1

### Objectives and materials

**Vocabulary:** classroom objects, adjectives

**Grammar:** *be*: affirmative and negative; *a, an*, zero article

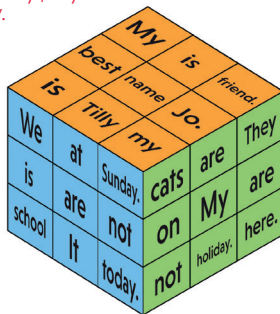
**Speaking:** to describe objects

*I can use verb *be* to talk about situations in the present. I can use *a/an* to talk about my school things and classroom objects.*

Hello, everyone! I'm ThinkBot!  
Are you ready to learn English?



- 1** Look, find and say six sentences. Use the colours to help. My name is Jo. Tilly is my best friend.; We are not at school today. It is Sunday.; My cats are not here. They are on holiday.



### Grammar 1

#### Be

##### Affirmative

I **am** at school.

He/She/It **is** at school.

We/You/They **are** at school.

am = 'm is = 's are = 're

##### Negative

I **am not** at school.

He/She/It **is not** at school.

We/You/They **are not** at school.

am not = 'm not is not = isn't are not = aren't

- 2** In your notebook, complete the sentences with the short form of *be*.

- I **'m** (✓) in Year 7.
- She **isn't** (X) from the UK.
- It **'s** (✓) my pencil case.
- They **'re** (✓) very nice.
- You **aren't** (X) in my class.
- We **'re** (✓) late!

**4** four

### Grammar 2

#### A, an

It's **a** rubber.

It's **an** umbrella.

#### A, an + nouns with adjectives

It's **a** **funny** film.

It's **an** **interesting** book.

#### Zero article

They're posters.

They're bookcases.

#### Zero article + nouns with adjectives

They're **orange** boxes.

They're **blue** desks.

- 3** In your notebook, write a list of things to take to school. In pairs, talk about your lists. Use *a, an* or no article before the nouns. Students' own answers

#### Things for school!

1 **schoolbag**

3 ...

2 **pencil case**

What's on your list?

a pencil sharpener, books, an apple ...

- 4** Work in pairs. Point to objects in your classroom. Say what they are and use adjectives in the box to describe them. Students' own answers

amazing big clever cool friendly  
funny interesting long new  
old short small

It's an amazing watch!

They're yellow earphones.

### Warm-up

Tell the students to imagine they can have a personal robot to help them with English. The students design the robot. Ask a few volunteers to describe their robots. Then tell the students to open their books and see if their robot is similar to ThinkBot.

- 1** Students do exercise 1.

### Grammar 1

Draw the students' attention to the grammar box. Read aloud the sentences. Then ask the students to finish two sentences: *I'm ...*  
*My friend isn't ...*

- 2** Students do exercise 2.

### Grammar 2

Draw the students' attention to the grammar box. Read the sentences and elicit the rules. Then say aloud the following nouns and phrases and ask the students to raise their right hand if they need *a* before it, and their left hand if they need *an*.

(a) big umbrella,  
(an) orange ball, (an) old book, (a) cool game,  
(an) easy lesson, (an) English teacher, (a) clean window

- 3** Students do exercise 3.

- 4** Students do exercise 4.

### Extra idea

Read aloud the adjectives and clarify the meaning if necessary. Then ask the students to give you examples of objects that these adjectives can describe, e.g. *amazing* – book, *big* – backpack, *clever* – students, etc.

### Wrap-up

Ask the students what they like the most about learning English, e.g. games, grammar projects, videos, presentations, etc. Elicit the answers and have a class vote for the best activity.

I can talk about my things. I can use a name + 's and my, your to talk about possessions.  
I can use this, that, these and those to talk about things near us and far away.

- 1 Look at photos 1–8. Listen and find Ana's and Jack's favourite things.



- 2 In your notebook, match photos 1–8 in exercise 1 with the words in the box. Then listen and check.

4 board game 6 charger 5 guitar  
2 hairbrush 7 sketchbook 8 sunglasses  
1 tablet 3 water bottle

## Grammar 3

### Possessive 's

Whose is it?

It's Jack's. / It's Jack's hairbrush.

Whose are they?

They're Ana's. / They're Ana's sunglasses.

- 3 Look at the example. Then close your books, listen and answer.

Whose charger is it?

It's Ana's charger.

- 4 Point to your classmates' possessions. Ask and answer in pairs.  
Students' own answers

Whose schoolbag is it?

It's Jorge's schoolbag.

Whose pens are they?

## Grammar 4

### Possessive adjectives

It's **my** hairbrush.

It's **our** hairbrush.

It's **your** hairbrush.

It's **your** hairbrush.

It's **his** hairbrush.

It's **their** hairbrush.

It's **her** hairbrush.

It's **its** hairbrush.

- 5 In your notebook, complete the sentences with possessive adjectives.

1 It's Ana's charger. It's her charger.

2 It's Ana and Jack's tablet. It's their tablet.

3 It's Jack's board game. It's his board game.

4 It's the cat's water. It's its water.

5 Ana: It's my cat.

Jack: It's my cat, too! It's our cat!

6 Ana: Jack, it isn't my hairbrush. It's your hairbrush.

## Grammar 5

### This, that, these, those

→ **This** is my guitar.

→ **These** are my sunglasses.

→ **That** is my skateboard.

→ **Those** are my board games.

- 6 Look at the pictures. Then complete the sentences with *this, that, these or those*.

1 → These are my sunglasses.

2 → Those are my guitars.

3 → This is my water bottle.

4 → That is my board game.

## Grammar 3

Read aloud the sentences in the grammar box and check if the students understand them. Ask them to point to one thing that belongs to the person sitting next to them and say what it is, using possessive 's, e.g. *Mark's pencil*, *Lisa's notebook*, etc.

- 3 (01:34) Students do exercise 3.

### Answers

2 They're Ana's sunglasses. / They're Ana's.

3 It's Jack's hairbrush. / It's Jack's.

4 It's Ana's water bottle. / It's Ana's.

5 It's Jack's sketchbook. / It's Jack's.

6 It's Jack's board game. / It's Jack's.

7 It's Ana's guitar. / It's Ana's.

- 4 Students do exercise 4.

## Grammar 4

Read aloud the sentences in the grammar box. The students say aloud the sentences with a different noun (e.g. *a laptop* instead of *a hairbrush*) and then use a plural noun, e.g. *They're my sunglasses*.

- 5 Students do exercise 5.

## Grammar 5

To check the students' understanding of the grammar rule, show them a few things and ask the students to say *these, this, those or that*.

- 6 Students do exercise 6.

## Wrap-up

Ask the students to close their eyes. Collect some things from the students' desks. When the students open their eyes, ask them to guess whose things they are. Use the structures from the lesson, e.g. *This is Jack's pencil case*. *Jack, is it your pencil case?*

## Lesson 2

### Objectives and materials

**Vocabulary:** personal possessions

**Grammar:** possessive adjectives; possessive 's; *this, that, these, those*

**Speaking:** to talk about personal possessions

## Warm-up

Ask the students: *What is your favourite personal object? What do you use all the time or always have with you?*

- 1 (00:34) Students do exercise 1.

### Answers

Ana: charger (6), sunglasses (8), guitar (5), water bottle (3)

Jack: board game (4), sketchbook (7), hairbrush (2), tablet (1)

- 2 (00:46) Students do exercise 2.

## Lesson 3

### Objectives and materials

**Grammar:** *be*: questions, short answers, *Wh*- questions;  
*can*: affirmative, negative, questions, short answers, *Wh*- questions

**Listening:** to find specific information, to define context

**Speaking:** to ask and answer about personal details, to talk about abilities

### Warm-up

Write three gapped sentences on the board and ask the students to complete them:

*I am ...*

*My school is ...*

*I can ...*

- 1  (00:39) Students do exercise 1.

### Grammar 6

Ask the students to study the grammar box and say what the rule is (*to make a question you change the order of the subject and be*). Then ask them some questions, e.g. *Is your mum at home? Are you 12 years old? Is your best friend in grade 5?*

- 2  (00:39) Students do exercise 2.

- 3 Students do exercise 3.

#### Answers

- 2 Where are you from?  
3 What's your favourite colour?  
4 Who is your favourite singer?  
5 What are your favourite things?

- 4  (00:23) Students do exercise 4.

## Lesson 3 Welcome unit

*I can use verb be to ask and answer questions about situations in the present.  
I can use verb can to talk about abilities.*

- 1  1.4 Listen to Hugo and Shan. Where are they?

a at a party b at school c at a friend's house

### Grammar 6

#### Be

#### Questions and short answers

**Am** I at home?

Yes, I **am**. / No, I **'m not**.

**Is** he/she/it at home?

Yes, he/she/it **is**.

No, he/she/it **isn't**.

**Are** you/we/they at home?

Yes, you/we/they **are**.

No, you/we/they **aren't**.

#### Wh- questions

**Where is** she? **Who is** he?

- 2  1.4 In your notebook, match the answers with the questions. Then listen to Hugo and Shan again and check.

- |                          |   |
|--------------------------|---|
| 1 What's your name?      | e |
| 2 How old are you?       | a |
| 3 Are you in Year 6?     | b |
| 4 Is this our classroom? | f |
| 5 Are they our teachers? | d |
| 6 Is she nice?           | c |
- a I'm eleven. d No, they aren't.  
b Yes, I am. e My name's Shan.  
c Yes, she is. f No, it isn't.

- 3  In your notebook, put the words in the correct order to make questions.

- 1 old are you How ?  
2 from are Where you ?  
3 favourite What's your colour ?  
4 singer is favourite Who your ?  
5 favourite your What things are ?

How old are you?

I'm eleven.

6 six

- 4  1.5 Listen to Hugo and Shan. In your notebook, tick (✓) what they can do and cross (X) what they can't do.

|      |                                                                                     |                                                                                     |                                                                                     |
|------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|      |  |  |  |
| Hugo | ✓                                                                                   |                                                                                     |                                                                                     |
| Shan |                                                                                     |                                                                                     |                                                                                     |

### Grammar 7

#### Can

#### Affirmative

I/You/He/She/It/We/They **can** swim.

#### Negative

I/You/He/She/It/We/They **can't** swim.

#### Questions and short answers

**Can** I/you/he/she/it/we/they swim?

Yes, I/you/he/she/it/we/they **can**.

No, I/you/he/she/it/we/they **can't**.

#### Wh- questions

**What can** you do?

#### Adverbs: fast, high, (very) well

I can swim **fast**. He can jump **high**.

You can speak English **very well**.

- 5  1.5 In your notebook, put the words in the correct order to write questions and answers. Listen again and check.

- 1 A: play the guitar you Can ?  
Can you play the guitar?  
B: No, can't. I No, I can't.  
2 A: you do can What ? What can you do?  
B: a pizza. I make can I can make a pizza.

- 6  Imagine you are at a party. Ask and answer questions. Use the ideas in the box.  
Students' own answers

Are they ...? Are you ...? Can you ...?  
How ...? Is it ...? Is she ...? Where ...?

Where are you from?

#### Answers

**Hugo** can play the guitar and ride a scooter.  
He can't make pizza.  
**Shan** can make pizza and ride a scooter.  
She can't play the guitar.

### Grammar 7

Ask the students to study the grammar box and answer these questions:  
*What comes after 'can' in affirmative sentences? (verb / what you do)*  
*What comes after 'can' in questions? (person/subject)*

*Where are adverbs in a sentence? (at the end)*

- 5  1.5 (00:23) Students do exercise 5.  
6 Students do exercise 6.

### Wrap-up

Ask the students: *Can you say 'Hi' in three languages? Can you sing a song in English? Can you write an English word with your left hand?*

I can use verb have got to talk about clothes and possessions.

- 1 Look at the photos. How many clothes can you name in English? *Students' own answers*



- 2 In your notebook, match the photos in exercise 1 with the words in the box. Then listen and check.

2 cap 14 dress 7 hoodie 1 jacket 8 jeans  
5 jumper 3 shirt 11 shoes 9 shorts 10 skirt  
13 socks 12 trainers 4 trousers 6 T-shirt

- 3 Now listen to Katy and her brother Adrian. What are their favourite clothes?  
Katy: (warm, green) jacket, (smart, red) shoes.  
Adrian: (blue) hoodie, (sporty) cap.

- 4 In pairs, talk about your favourite clothes. Use the adjectives in the box.  
*Students' own answers*

comfortable smart sporty warm

I love my green hoodie.  
It's really comfortable.

My favourite clothes are my blue jeans  
and my sporty black cap.

- 5 Katy and Adrian are on holiday. Listen and complete the sentences in your notebook.

- 1 Katy hasn't got her socks.  
2 Adrian hasn't got his sketchbook.

## Grammar 8

Have got:

Affirmative

I/You/We/They **have got** a T-shirt.

He/She/It **has got** a T-shirt.

Negative

I/You/We/They **haven't got** a T-shirt.

He/She/It **hasn't got** a T-shirt.

Questions and short answers

**Have** I/you/we/they **got** a T-shirt?

Yes, I/you/we/they **have**.

No, I/you/we/they **haven't**.

**Has** he/she/it **got** a T-shirt?

Yes, he/she/it **has**. / No, he/she/it **hasn't**.

Wh- questions

**What** **have** we **got**?

- 6 In your notebook, write affirmative and negative sentences with **have got**.

- 1 (✓) Dad / Katy's jacket  
*Dad has got Katy's jacket.*  
2 (X) Katy / her green jacket  
3 (✓) Adrian / Katy's charger  
4 (✓) Mum and dad / Adrian's blue T-shirt  
5 (X) They / Adrian's sketchbook

- 7 In your notebook, write questions and complete short answers.

- 1 Adrian / Katy's charger?  
*Has Adrian got Katy's charger?*  
Yes, *he has*.  
2 Katy / green jacket? No, *she hasn't*.  
3 Mum and dad / Adrian's blue T-shirt?  
Yes, *they have*.  
4 They / Adrian's sketchbook? No, *they haven't*.

seven 7

## Grammar 8

Ask the students to study the grammar box and give their own examples of each type of sentence and question.

- 6 Students do exercise 6.

### Answers

- 2 Katy has not got / hasn't got her green jacket.  
3 Adrian has / Adrian's got Katy's charger.  
4 Mum and dad have got Adrian's blue T-shirt.  
5 They have not got / haven't got Adrian's sketchbook.

- 7 Students do exercise 7.

### Answers

- 2 Has Katy got her green jacket? No, she hasn't.  
3 Have mum and dad got Adrian's blue T-shirt? Yes, they have.  
4 Have they got Adrian's sketchbook? No, they haven't.

## Wrap-up

Write the names of different clothes on the board and allow the students to study the list for a moment. Then ask the students to close their eyes and wipe out one word. When the students open their eyes, they need to say what is missing, beginning with *We haven't got ...* Repeat the procedure several times.

## Lesson 4

### Objectives and materials

**Vocabulary:** clothes, possessions

**Grammar:** *have got*: questions, short answers, *Wh-* questions

**Listening:** to find specific information

**Speaking:** to describe clothes, to talk about possessions

## Warm-up

Ask the students to name the clothes they've got on today.

- 1 Students do exercise 1.  
2 1.6 (01:15) Students do exercise 2.  
3 1.7 (00:23) Students do exercise 3.  
4 Students do exercise 4.  
5 1.8 (00:48) Students do exercise 5.