

Teacher's
Book 1

today!

PEARSON

Catherine Bright

Series consultants

Brian Abbs Ingrid Freebairn

Teacher's Book 1

today!

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Students' Book Contents

Unit and lesson	pg	Grammar	Vocabulary	Communication
1 Family and friends				
A What's your name?	4	Subject pronoun: <i>I/You</i> <i>to be</i> singular: <i>am/is</i> Possessive adjectives: <i>my/your</i> <i>How old are you?</i>	Numbers 0-100	Say <i>hello</i> and introduce yourself Ask someone's name Ask someone's age
B Who's she?	6	<i>to be</i> : 3rd person singular <i>is</i> <i>Who's that?</i> Possessive adjectives: <i>his/her</i>	Formal greetings The time	Greet people formally through the day Tell the time
C He's my uncle.	8	<i>to be</i> : 3rd person questions and short answers	Days of the week Family members	Introduce people Talk about your family
D Communication	10			Speaking : Ask for personal information Writing : Complete a membership card
E Culture today	12	Families: Families in the UK		
F Revision	14	Pronunciation: /θ/		
2 People and places				
A They're from Poland.	16	<i>to be</i> : 3rd person plural positive, negative and questions Possessive adjectives: <i>our/their</i>	Countries and nationalities	Ask and say where people are from
B What are those?	18	Plural noun forms Demonstrative pronouns: <i>this/that/these/those</i>	Everyday objects	Ask and answer about everyday objects
C Communication	20			Speaking : Talk about music Writing : Write about your favourite band
D Cross-curricular studies	22	Geography		
E Revision	24	Pronunciation: /ʃ/		
Magazine	26			
3 House and home				
A There's a small bathroom.	28	<i>There is/There are</i> : all forms	The house	Talk about rooms in your home
B It's Grandad's radio.	30	Possessive 's <i>Whose ... ?</i>	Colours Common possessions	Talk about possessions
C It's behind the chairs.	32	Prepositions of place	House and furniture	Say where things are
D Communication	34			Speaking : Show someone your home Writing : Describe your room
E Culture today	36	Homes: Homes in the UK		
F Revision	38	Pronunciation: /tʃ/		
4 Me and my things				
A I've only got one trainer!	40	<i>have got</i> : positive, negative and questions (1st and 2nd person)	Clothes	Talk about clothes Talk about what you've got
B He's got short spiky hair.	42	<i>have got</i> : positive, negative and questions (3rd person singular and plural)	Hair	Talk about appearance
C Communication	44			Speaking : Describe people Writing : Describe a character
D Cross-curricular studies	46	Art		
E Revision	48	Pronunciation: /dʒ/		
Magazine	50			

Unit and lesson	pg	Grammar	Vocabulary	Communication
5 Routines				
A I play every Thursday.	52	Present simple positive Adverbs of frequency	Routine activities	Talk about routine activities
B Do you have Maths every day?	54	Present simple: questions and short answers	School subjects	Talk about school subjects
C What do you do?	56	Present simple negative <i>Wh</i> - questions with present simple	Jobs and places of work	Talk about jobs
D Communication	58			Speaking: Give invitations Writing: A party invitation
E Culture today	60	School: School life in the UK		
F Revision	62	Pronunciation: word stress with /ə/		
6 Outside				
A How often do you go to karate?	64	<i>How often ... ?</i> Expressions of frequency	Places in town	Talk about places in town Talk about how often you do things
B Do you like my blog?	66	Present simple with <i>like</i> (1st, 2nd and 3rd person) Object pronouns	Months Ordinal numbers 1–31	Talk about dates Talk about likes and dislikes
C Communication	68			Speaking: Give directions Writing: Write directions
D Cross-curricular studies	70	Geography		
E Revision	72	Pronunciation: /tʃ/ and /ʃ/		
Magazine	74			
7 Holidays				
A I can swim 200 metres!	76	<i>can/can't</i> (ability)	Sports	Talk about ability
B Jump!	78	Imperatives: positive/negative	Parts of the body	Identify parts of the body Give instructions
C I haven't got any money!	80	Countable and uncountable nouns <i>How much ... ?</i>	Snacks British money	Buy snacks (food and drink) Use British money
D Communication	82			Speaking: Buy a ticket for a sports event Writing: An advert for a sports fan club
E Culture today	84	Festivals		
F Revision	86	Pronunciation: /e/		
8 Time off				
A What's the weather like?	88	Present continuous: positive	The weather	Talk about the weather Talk about what's happening now
B What's she doing?	90	Present continuous: negative, questions and short answers <i>Wh</i> - questions with present continuous	Activities	Talk about what you're doing now
C Communication	92			Speaking: Make suggestions Writing: A postcard
D Cross-curricular studies	94	Science		
E Revision	96	Pronunciation: /ð/		
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Description of the course

Who the course is for

Today! is a four-level course for young learners between the ages of 9/10 and 13/14. There are two possible entry points: *Today! Starter* for complete beginners or for students with little formal knowledge of English and *Today! 1* for false beginners. The course will appeal to teachers who value a communicative approach.

How the syllabus is constructed

Today! combines a clear grammar syllabus with a strong focus on communication. Grammatical structures are linked closely to everyday language use. Topic areas relate to the students' own experiences and have been specially chosen to present a range of useful vocabulary. New language is recycled in different situations and regular opportunities for revision are provided.

How language is presented

Each level of *Today!* features three or four main characters who are approximately the same age as the students. These characters are photographed interacting in domestic, school and leisure settings with their families and friends. The target language is presented in context through their conversations and interactions in these settings so that students learn useful everyday language and expressions right from the start. The characters and situations provide a realistic view of the UK today – its people, their lifestyles and their cultural background.

How language is practised

New vocabulary and grammar are practised in a series of simple steps which include carefully graded speaking, listening and writing activities. Each lesson ends with a productive outcome task. This is either a speaking or a writing task, or a game. From the beginning, students learn to use the language to communicate in situations related to their own lives.

How skills are developed

Communication lessons develop the productive skills of speaking and writing in real-life contexts. Reading for specific information is practised in **Culture today** lessons that focus on aspects of life in Britain and **Cross-curricular studies** lessons.

How the material is organised



The Students' Book consists of eight thematic units divided into lessons. Each lesson is presented on a double-page spread in order to foster a sense of achievement and progress in the student.

Course components

Each level of the course consists of:

- Students' Book
- Activity Book
- Teacher's Book
- Class audio CDs
- Teacher's eText for IWB (digitised Students' Book for use on interactive whiteboards)
- Student's eText (digitised Students' Book for use on tablet PCs)
- MyEnglishLab (online practice with Learning Management System)

Students' Book Level 1

The Students' Book consists of eight units. The units are organised into lessons, each taking up one spread (two pages). Video is an integral part of the course. The video elements can be accessed on the eText  or using a DVD player .

Units 1, 3, 5 and 7 follow this pattern:

- Three **language input** lessons
- One **Communication** lesson
- One **Culture today** lesson
- One **Revision** lesson

Units 2, 4, 6 and 8 follow this pattern:

- Two **language input** lessons
- One **Communication** lesson
- One **Cross-curricular studies** lesson
- One **Revision** lesson
- One **pick and mix** magazine-style spread of fun activities



At the end of the Students' book there is a unit-by-unit **word list** and a **grammar reference** section.

Input lessons present and practise new grammar, vocabulary and everyday expressions in a communicative way using integrated skills.

 All the grammar boxes are animated on video.

Communication lessons encourage students to use the productive skills of speaking and writing in authentic contexts while recycling the language from the input lessons.



A model dialogue is presented through a three-frame photo story. No new grammar is introduced but new functional exponents are introduced and listed in an **English today** box. Students then create and act out their own dialogue.

  The model dialogue can be watched on video. A second version with an alternative ending is also available on the video to encourage discussion and prediction.

A model text and exercise on a related topic then lead to a guided writing task.



Culture today lessons introduce students to different aspects of British life, which are often compared and contrasted with life in other countries.

Cross-curricular studies lessons provide information about a general curriculum subject, e.g. Science, Geography, History or Art. These lessons review the language of the unit and provide practice in the four skills of Reading, Writing, Listening and Speaking. Topic specific vocabulary is presented in a **New words** box.

  These lessons are accompanied by a short video related to the topic covered in the lesson, bringing it alive for the students. The Teacher's Book offers suggestions for exploitation but the video can be played at any point in the lesson.

Revision lessons occur at the end of every unit and offer the opportunity to revise the language of the unit. Each **Revision** lesson has a song or a rap to consolidate the language in a fun way.

A **Pronunciation** feature focuses on difficult sounds through an amusing rhyme.

  Each **Pronunciation** video features a native speaker saying the rhyme to illustrate the correct pronunciation. Students can be asked to listen and repeat.


A final **My progress** feature, in the form of *I can ...* statements, encourages students to think about what they can now do after studying the unit, for example *I can talk about appearance*.

The **pick and mix** spread is designed to look like a magazine and contains a mix of puzzles, jokes, fun facts and activities which recycle language from the previous two units (or 'unit' in the case of unit 1). Recurring features are: *Fun Time!*, *Guess what?*, *Star spot*, *Just joking* and *How to ...*

The activities can be done in any order as they are not related to each other. They can be done by students with very little teacher guidance. One activity could be assigned to the whole class or different activities to different students according to their strengths. Activities could also be allocated to fast finishers, used as fillers or used for a change of pace in any lesson.

Class audio CDs

The Class audio CDs contain the recordings of all the Students' Book dialogues, reading texts and listening tasks. Track numbers are shown in a CD symbol on the page. The Students' Book audio is followed by the Activity Book audio and finally the Tests audio.

 When using the eText, the Students' Book audio can be accessed directly by clicking on one of the 'play' icons on the page spreads – each of these icons will activate a mini audio player, allowing control over the audio track. An audioscript for each recording can be accessed from the mini audio player if the teacher wishes to focus students on it, for example when checking answers.

Activity Book

The Activity Book, to be used in class or for homework, gives further extensive practice of the language in the Students' Book. For each language input spread in the Students' Book, there are four pages of practice in the Activity Book.

To cater for mixed ability classes, the four pages are carefully differentiated to provide practice at different levels. The practice starts at the most basic level with the **Foundation** page, then progresses to the **Activation** spread, which features controlled and less controlled practice of the language. The final page of practice is the **Extension** page, which provides more challenging activities for more confident or able students.

For every **Communication** spread, there is one page of related practice in the Activity Book. For every **Revision** spread, there is a **Check** page. This generally features a text consolidating the language of the whole unit with an exam style task as appropriate. The exercises are scored and students record their score after they have been checked.

Teacher's Book

The Teacher's Book contains reduced facsimiles of the Students' Book together with lesson-by-lesson teaching notes, featuring background **Culture today** notes, suggested warm-ups and lead-ins, suggestions for additional activities, teaching tips and notes on how to help and support students with learning difficulties.

Answers to exercises are provided either on the facsimile Students' Book page or with the teaching notes. The Students' Book Audioscript, the Activity Book Audioscript and the Activity Book Answer Key can be found at the back of the Teacher's Book.

eText

The eText is an electronic version of the Students' Book compatible with an interactive whiteboard or tablet PC. With interactive activities, integrated audio and video and additional games, teaching is made easier for the teacher and more engaging for the student.

The eText is available in two versions, as a Teacher's eText for IWB (T) and as a Students' eText (S). These contain:

	T	S
• an interactive version of the Students' Book	✓	✓
• integrated class audio	✓	✓
• integrated video	✓	✓
• games	✓	✓
• teacher workshops on aspects of teaching and learning, including dyslexia	✓	✗
• downloadable worksheets for extra language practice	✓	✗
• downloadable assessment and testing materials	✓	✗

(See page xi.)

Assessment and testing materials on eText

The assessment and testing programme comprises:

- **Diagnostic Test** (beginning-of-year test)
- **Unit Tests** (A and B versions)
- **Achievement Tests** (A and B versions)
- **Skills Tests** (A and B versions)
- Mid-year and end-of-year **Review Tests** to measure ability (Basic and Standard level)
- **Extension tests** for stronger students
- **Revision** worksheets for weaker students

The materials can be downloaded as PDFs. They are also available as editable Word documents so that teachers can customise them to suit their own students if required. A and B versions of the tests are supplied to discourage cheating.

When the tests have been marked and graded, the teacher can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

• Adapted Tests for students with dyslexia

The Unit, Achievement, Skills and Standard level Review tests have been specially adapted for students with dyslexia to ensure that these students are not disadvantaged as a result of their reading and writing difficulties.

These tests are at the same level as the regular tests but include changes to the design and format of the exercises that take into account the special needs of dyslexic students, including larger point size, increased interlinear spacing and dyslexia-friendly layout. They are only available as PDFs and there is only one version.

• Tests audio

The same audio is used for the listening tasks in the regular and adapted tests, and in the Basic and Standard level Review Tests. The tasks themselves are adapted as necessary. The audioscripts are available to print.

MyEnglishLab

MyEnglishLab is an online resource which allows teachers and students to interact beyond the classroom. It contains interactive practice exercises from the print Activity Book that are automatically graded, while tips and feedback help students to improve their performance. MyEnglishLab gives teachers instant access to a range of diagnostic tools. The gradebook enables teachers to see at a glance how students are progressing. The Common Error Report indicates which errors are the most common and which students are making these errors. The testing programme is also available in interactive format. Teachers can assign tasks to the whole class, groups of students or individual students and the communication tools provided enable teachers to send instant feedback on their work. (See page xi.)

Today! and the CEFR

Today! is correlated to the Common European Framework of Reference (CEFR) as follows:

<i>Today!</i>	CEFR
Starter	Towards A1
1	A1
2	A1–A2
3	A2+

Features of the course

Students' Book

Clear learning aims are expressed as communicative competencies.

Real characters are photographed in real-life situations.

Visuals help students to memorise new vocabulary.

Students can personalise the language and write about themselves.

Target language is presented in a communicative context.

Students learn useful everyday expressions.

Grammar is presented in clear and prominent grammar boxes, animated on the eText.

Activity Book

The Activity Book provides four pages of practice and consolidation for each Students' Book lesson.

There are three levels of difficulty.

Every unit has a listening task.

Students have the chance to personalise the language and write about themselves.

Students' Book Communication

Everyday functional/situational language is presented through a photo story. A video accompanies the photo story.

D Communication

Speaking: Give invitations

1 Listen and read.
It's half past three. Mark, Megan and Will are in the school playground.

1 Mark: Hi, Megan. Would you like to come to the cinema with me on Saturday afternoon?
Megan: Sorry, I can't. I'm busy. It's my grandmother's sixtieth birthday party.
Will: That's a pity. Never mind.

2 Mark: Are you free on Saturday afternoon, Will?
Will: Yes, I am. Why?
Mark: Would you like to come to the cinema with me?
Will: Sure. What's on?
Mark: The new Star film.
Will: Oh, no! The Smurfs are boring!
Mark: No, they aren't. They're fun.
Will: I don't think so.
Mark: OK, then. Let's play a computer game instead. Yeah, that sounds great.
Will: Will you?

3 **Put the dialogue in the correct order. Listen and check. Then act out the dialogue.**

Megan: Well, I don't think so.
Anna: Would you like to watch TV at my house on Sunday evening, Megan?
Megan: Yeah, that sounds great.
Anna: A fashion show.
Anna: OK, then. Let's watch a DVD instead.
Megan: Oh, no! Fashion shows are boring!
Anna: No, they aren't. They're great.
Megan: Sure. What's on?

English today

- Would you like to come to the cinema?
- Are you free on Saturday?
- That sounds fun/good/great.
- Sorry, I can't. I'm busy.
- That's a pity.
- Never mind.

Your turn

Act out your dialogue.
Student A: You want to go to the park and read magazines with your friend.
Student B: You don't want to read magazines. You want to go to the football.
A: Are you free this afternoon?
B: No, I can't. Why?

Writing: A party invitation

4 Read the invitation and answer the questions.

PARTY TIME!

TO: MEGAN CHEUNG

Please come to my 'pop stars' party!

Date: Saturday, 18th May
Time: 7 p.m.-9 p.m.
Place: 10 Woodlands Road (my house)
Wear a pop star costume and get ready to dance!

See you soon!
Love,
Anna

5 Complete the invitation with the headings from the Writing tip.

1 Who is the invitation to? The invitation is to Megan.
2 Who is the invitation from?
3 When is the party?
4 What time does the party finish?
5 Where is the party?
6 What kind of party is it?

Match the headings with the information.

1 To: a Burger Palace
2 Date: b 2 p.m.-3 p.m.
3 Time: c Main Hall
4 Place: d Sunday, 27th July

Your turn

1 Think about your party. What kind of party is it? When is it? Where is it? Say what clothes to wear.
2 Write your invitation. Use the heading in the Writing tip. Look at Exercise 5 to help you.
3 Show your invitation to the class and vote for the best one!

Writing tip

How to write an invitation
When we write an invitation, we include these headings:
To:
Date:
Time:
Place:
Look at the invitation in Exercise 4.
Circle the headings. What information comes after each heading?

Now turn to page 61 in the Activity Book.

Key functional expressions are presented in a clear box.

Productive speaking and writing tasks are carefully staged.

Activity Book Communication

Further consolidation is provided in the Activity Book.

D Communication

Speaking: Give invitations

1 Write the phrases in the correct box.

Are you free on Saturday? Great! See you soon! Sorry, I can't. I'm busy. Sure! That's a pity. Would you like to come...? Yes, that sounds fun/good/great.

Give an invitation: Accept an invitation, Respond, Refuse an invitation, Respond

Your turn

2 Complete the dialogue. Use phrases from Exercise 1.

Mark: Hi, Will. Are you free on Saturday?
Will: Yes, I am. Why?
Mark: Would you like to come to the cinema with me?
Will: Sure. What's on?
Mark: The new Star film.
Will: Oh, no! The Smurfs are boring!
Mark: No, they aren't. They're fun.
Will: I don't think so.
Mark: OK, then. Let's play a computer game instead. Yeah, that sounds great.
Will: Will you?
Mark: Sure. What's on?
Will: The new Star film.
Mark: That's a pity. Never mind.

Writing: A party invitation

3 Write the headings. Use Date, Place, Time or To.

1 Place: 34, Poolside Road
2 Will Taylor
3 Tuesday 6th January
4 12, High Street
5 2 o'clock-5 o'clock
6 Any Price
7 5 o'clock-8 o'clock
8 Saturday 19th September

Your turn

4 Complete the invitation.

16, Rowling Road-15 p.m. Friday Love
Please come to my 'pop stars' party!

IT'S A PARTY!

To: Sophie Lewis
Date: 7th November
Time: 6 p.m.-9 p.m.
Place: My house
Wear: for your job
See you soon!

Students' Book Culture today

Students learn about aspects of British life and culture, develop skills and expand their language. A specially filmed video brings the topic to life.

Encourage students to work out the meaning of new words from the context.

E Culture today

Here are some facts about schools in the UK:
99% of schools in the UK have a uniform. 2% of schools in the UK are for boys or girls only.

School Life IN THE UK?

Hi! My name's Kasia and I'm from Poznan in Poland. Our school exchange trip to the UK is next week! I'm very excited... but I'm nervous, too! What's an English school like? What's the routine in your school?

Hi Kasia!
There are lots of different schools in the UK. This is my school. It's in London and it's very big! We always start school at 8.15. We have two lessons in the morning and then we have a small break. We have two more lessons and then I have lunch at home at 12.30. We have two lessons in the afternoon. My favourite subject is History - the Romans are great! We go home at 3.30. There are lots of after-school clubs, too. I'm in the school band - I play the violin!

Hi Kasia!
This is my school. It's in Chelwood (a village near Bath) and it's very small! It's great, but it's different from Danny's school. I go to a boarding school, so we sleep in the school. We get up at seven o'clock in the morning and get dressed. We have breakfast at school, too! We start lessons at eight o'clock. We have lunch at twelve o'clock in the canteen and then we have more lessons. School finishes at four o'clock but after school we do our homework in the library. After that we have some free time and then we go to bed. Like my school, my friends and I have a room - it's so cool!

New words

after-school club band boarding school exchange trip excited free time library nervous routine share village

Reading

1 Listen and read. Where are Kasia, Danny and Nina from?

Comprehension

2 Read again. Complete the table with the correct times.

Name	School starts at ...	Lunch is at ...	School finishes at ...
Danny	1 8.45	2	3
Nina	4	5	6

3 Choose Danny or Nina.

1 Danny / Nina goes to a small school.
2 Danny / Nina has breakfast at school.
3 Danny / Nina doesn't have lunch at school.
4 Danny / Nina does homework at school.
5 Danny / Nina plays a musical instrument at school.
6 Danny / Nina sleeps at school.

Listening

4 Listen to a boy from South Africa and choose the correct answers.

1 Name: a Betty b Bryce
2 School starts: a 9.00 b 8.15
3 Morning: a 3 lessons b 4 lessons
4 Lunch: a café b school
5 Afternoon: a 2 lessons b 4 lessons
6 School finishes: a 2.30 b 3.30
7 After school: a rugby b football

Speaking

5 Tell the class about your school day. Think about the questions below.
School starts at 8.30 every day.
• When does school start?
• How many lessons do you have in the morning?
• When is lunch?
• Where do you eat lunch?
• When does school start after lunch?
• How many lessons do you have in the afternoon?
• What time does school finish?
• What do you do after school?

Project: My school routine

1 Introduce yourself.
2 Describe your school, the morning, lunch, the afternoon, your favourite subjects and what you do after school.

Hi, I'm Konrad and I'm twelve. I'm from Poznan in Poland. My school is big and it's so great. We start school in uniform. School starts at 8.00 every day. We have three lessons in the morning and then we have a break. After the break we have two more lessons. School finishes at 1.30. My favourite lessons are English and History. We have a short lunch break, so we have lunch at school with our friends. After school, I do my homework and watch TV. On Thursday I have piano lessons after school. Mum says I'm the new Chopin!

Listening texts expand the topic and provide further input for speaking and writing.

Project work relates the topic to the students' own lives and culture.

Students' Book Cross-curricular studies

Reading texts provide interesting information about areas of the curriculum such as Geography, Art or Science.

D Cross-curricular studies

WELCOME TO NEW YORK CITY!

This is a map of New York City. New York City is a very busy place and there are lots of cool places to visit. The key has symbols for the different places in the city. Can you find the symbol for a landmark?

The Statue of Liberty is a very famous New York landmark. It's on Liberty Island in New York Harbour. Lots of people visit the Statue of Liberty every year. You can climb up to the head of the statue - but there are 154 steps! There is a museum in the statue, too.

Can you find the Statue of Liberty on the map?

The Empire State Building is a very tall skyscraper. It's 443 metres high and it's got 102 floors! You can see amazing views of New York City from the top floor. What square is the Empire State Building on the map?

New York has got some amazing parks and great museums. How many parks can you find on the map? How many museums can you find? What squares are they in? Now you're ready to explore New York City. Have fun!

New words
explore harbour high island key landmark skyscraper symbol

Reading
1 Listen and read. Name two landmarks in New York City.

Comprehension
2 Look at the map in Exercise 1 and write the grid references.
1 The hotel is in D2.
2 The fire station is in
3 The Statue of Liberty is in
4 The hospital is in
5 The theatre is in
6 The Empire State Building is in
7 The school is in
8 The bank is in
9 The restaurant is in
10 The library is in

Study tip
When you learn new words, it's sometimes useful to write the word in a sentence. The Statue of Liberty is a famous landmark in New York. Find three new words on page 70 and write a sentence for each word in your exercise book.
harbour - There are lots of boats in the harbour.

Speaking
3 Ask and answer about the places in Exercise 2.
1 A: Where's the hotel?
B: It's in D2.
2 A: Where's the fire station?
B: It's in D2.

Listening
4 Listen and draw the symbols on the grid. Which grid squares are empty?

Writing Describing a map
5 Draw a map of your town or the area near your school. Use symbols and a grid. Draw a key for your map. Then describe your map.

This is a map of my town, Toledo. Toledo has got a river and it's got some beautiful bridges. It's got an amazing old castle, too. The train station is in A1 and the bus station is in D1. My school is in C2 and the park is next to the school. In C3, Toledo has got a library, too. It's in D1. The theatre is in D3. There's a hospital in A2 and a post office in B2. Toledo is a great place to visit.

Optional information gap activities at the end of the Students' Book provide further opportunities for communicative speaking practice.

Study tips suggest various techniques for recording and memorising vocabulary.

Writing tasks give students the chance to apply the topic of the lesson to their own lives.

Students' Book pick and mix

A range of magazine-style activities consolidate language in a fun way. Students can choose what they want to do and work on their own or in pairs/groups.

pick and mix

Fun Time!
Look at the two pictures. Spot the differences. There are eight differences.
Picture A, the woman has got curly hair. In Picture B, she's got ...

STAR SPOT
Find and correct the five mistakes in the text.
This is Miley Cyrus. She's a teach and singer. She's in USA Montana. Miley is from the USA. She's got three brothers and two sisters. Miley isn't very tall but she's very pretty. She's got blue hair. She's got brown eyes. In this photo, she's got a blue jacket. She's very cool.

JUST JOKING!
What clothes has a house got?

How to ...
draw a face!
You need:
- paper
- a pencil
- an eraser
What to do:
Step 1 Draw this shape. Then draw two lines on the shape, like this.
Step 2 Think about where the eyes, nose, mouth and hair are.
Step 3 Draw the eyes, nose and mouth. Think about what kind of hair the person has got. Is it long or short? Is it straight or curly?
Step 4 Draw the hair and finish your picture. Use your eraser to erase the lines. Now your picture is ready!

Guess what?
All about HAIR!
Guess the correct number!
1 There are about hairs on your head.
a 100
b 10,000
c 100,000
2 People with blonde hair have got about hairs on their heads.
a 13,000 b 130 c 130,000
3 People with red hair have got about hairs on their heads.
a 90
b 90,000
c 900,000
4 It's normal to lose about hairs every day.
a 25
b 7
c 7,500
5 Hair is very strong. One hair can hold about grams.
That's the same weight as one chocolate bar!
a 5
b 100
c 1,000

Individual activities can be used as fillers or for a change of pace in any lesson.

Students' Book Extra speaking practice

Optional information gap activities provide opportunities for communicative speaking practice.

Student A Activities

Unit 5C, Exercise 9
Student A

1 Use the cues to make questions. Ask Student B and complete the notes about Lisa.

A: What does she do?
B: She's a hairdresser.

Lisa Roberts
Job: hairdresser
Place: _____
Works: _____
Starts work: _____

1 what / do?
2 where / work?
3 when / work?
4 what time / start work?

2 Look at the notes about John. Answer Student B's questions.

A: What does he do?
B: He's a firefighter.

John Jones
Job: firefighter
Place: fire station
Works: Fridays, Saturdays and Sundays
Starts work: four o'clock in the afternoon

3 Look at the grid and the key. Ask Student B and complete the grid.

A: What's in A1?
B: A school.

A	school			
B				
C				
	1	2	3	4

Key

- museum
- restaurant
- library
- park
- bank
- theatre

4 Look at the grid. Answer Student B's questions.

B: What's in A2?
A: A museum.

Student B Activities

Unit 5C, Exercise 9
Student B

1 Look at the notes about Lisa. Answer Student A's questions.

A: What does she do?
B: She's a hairdresser.

Lisa Roberts
Job: hairdresser
Place: salon
Works: Mondays, Wednesdays and Saturdays
Starts work: nine o'clock in the morning

2 Use the cues to make questions. Ask Student A and complete the notes about John.

B: What does he do?
A: He's a firefighter.

John Jones
Job: firefighter
Place: _____
Works: _____
Starts work: _____

1 what / do?
2 where / work?
3 when / work?
4 what time / start work?

3 Look at the grid and the key. Ask Student A and complete the grid.

B: What's in A2?
A: A museum.

A	museum			
B				
C				
	1	2	3	4

Key

- school
- police station
- car park
- hotel
- hospital
- post office

Students' Book Lenny's grammar lessons

Students' Book Word list

A six page fold-out grammar reference section provides full paradigms for all the grammar points covered in the Students' Book.

The unit-by-unit word list facilitates revision and memorisation of key vocabulary.

Lenny's grammar lessons

1 Subject pronouns
2 Possessive adjectives
3 Questions
4 Verbs to be positive and questions
5 Verb to be negative and questions
6 Indefinite article: a/an
7 This/That and These/Those
8 Noun plurals
9 There is/There are
10 Possessive 's
11 Prepositions of place
12 Verb 'have got'
13 Present simple
14 Adverbs of frequency
15 Object pronouns
16 Verb 'can'
17 Imperatives
18 Countable/Uncountable nouns
19 some/any
20 How much...?
21 Present continuous

1 Subject pronouns

I	I'm Lenny.
you	You're a student.
he	He's Mark.
she	She's Anna.
it	It's a book.
we	We're friends.
you	You're happy.
they	They're Will and Megan.

2 Possessive adjectives

my	My name is Lenny.
your	Your name is Mark.
his	His name is Will.
her	Her name is Anna.
its	Its name is Fluffy.
our	Our names are Anna and Megan.
your	Your names are Will and Mark.
their	Their names are Anna and Amy.

3 Questions

What's your name?
My name's Lenny.

Who's he?
He's Lenny.

How old are you?
I'm ten.

Where are you from?
I'm from the USA.

What day is it today?
It's Friday.

Word list

Unit 1
Lesson A
Numbers 0-100

Lesson B
Formal greetings:
Good morning!
Good afternoon!
Good evening!
The time:
five past two
ten past two
twenty past two
twenty-five past two
half past

Lesson C
Days of the week
Family members:
grandmother (grandma)
grandfather (grandad)
grandparents
mother (mom)
father (dad)
parents
uncle
aunt
brother
sister
cousin
niece
nephew
son
daughter

Unit 2
Lesson A
Countries:
Argentina
Australia
Brazil
Canada
China
Czech
France
Germany
Italy
Japan
Mexico
Poland
Portugal
Spain
Turkey
the UK
the USA

Lesson B
Colours:
black
brown
dark blue
gold
green
grey
light blue
orange
pink
purple
red
silver
white
yellow

Nationalities:
American
Argentinian
Australian
Brazilian
British
Canadian
Chinese
Czech
Italian
Japanese
Polish
Portuguese
Spanish
Turkish

Lesson C
House and furniture:
bed
bookcase
chair
cupboard
desk
door
lamp
plant
sofa
table
TV (television)
wardrobe
window

Common possessions:
ball
camera
computer
football
games console
mobile phone
radio
rollerblades
skateboard

Lesson 4
Lesson A
Clothes:
boot
cap
coat
dress
hat
jacket
jeans
jumper
shirt
shoe
shorts
skirt
trouser
trousers
T-shirt

Lesson B
Hair:
long
medium-length
short
black
blonde
brown
red
curly
spiky
straight
wavy

eText

Interactive activities can be opened via the star icons on the page spreads.

Audio icons bring up the relevant audio for the exercise in an audio player.



Tests, classroom photocopiables and additional resources are available for download as PDFs.

Videos such as animated grammar boxes can be accessed from the video icons on the page spreads.

MyEnglishLab

Interactive practice exercises and tests can be assigned to the whole class or individual students. They can be automatically graded.

The Gradebook shows at a glance how students are progressing. It can be viewed for the class or individual students.

