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= Students’ Book material
**Introduction to New Challenges**

**How to use this Handbook**

This Handbook contains reduced pages from the Students’ Book, together with teaching suggestions, background information on the content of the Unit, pronunciation guidance for difficult names and places, tapescripts, ideas for extra activities, and answers to exercises which are written either on the reduced Students’ Book page (in red) or in the teacher’s notes.

The Handbook will help you plan your lessons and is handy for easy reference during lessons.

**Module objectives**

The module objectives are listed at the top of the first page of each Module.

When starting a Module, read through the objectives with the students and check that they understand any new vocabulary, e.g. **talented (young people)** in Module 1 (page 14). If appropriate, ask students to discuss any of the activities they have done, using their own language or English, e.g. completing a questionnaire (Module 1). Encourage students to say what they remember about any of the grammar points they have studied in the past, e.g. question words (Module 1).

Students can predict which of the objectives they think they will find interesting, easy or difficult.

At the end of a Module, ask students to read the objectives again. Help students assess how well they have achieved the objectives and to say which objectives they found easy or more difficult.

**Using the ‘Background’ information**

The ‘Background’ sections provide information about aspects of the social and cultural content of the Units. It is intended primarily for the teacher rather than the students. You can refer to the Background if, for example, students want to know more about events, people and places mentioned in a Unit, e.g. the FACE programme (Module 1 Get Ready page 14), sports men and women (Module 2 Unit 4 page 24), the Jorvik Viking Centre (Module 4 Unit 11 page 44).

Not all of the Background information will be of interest or relevance to your students. It is up to you to decide what, if any, of the Background information to pass on to your class.

**The ‘Time Out’ magazine**

At the back of the Students’ Book there is the **Time Out** section, a set of fun activities and puzzles in a magazine format. There are 24 activities in the magazine, one for each of the 24 core units in the Students’ Book. Students can do the activities working individually, in pairs or in small groups.

The magazine activities are designed to be used when there is time after students have completed a related activity in the Unit, at the end of a Unit or at home. The magazine recycles the language and topics of the Units in new contexts and through authentic, motivating activities such as puzzles (e.g. Activity 5 page 91), quizzes (e.g. Activity 2 page 89) and stories (e.g. Activities 16–18 pages 96–97).

**The Picture Dictionary**

The Study Help on page 32 gives advice to students on using the Picture Dictionary and the Study Help on page 22 gives advice on vocabulary books.

The Picture Dictionary on pages 101–110 of the Students’ Book groups together and illustrates sets of words relating to topics (e.g. animals, page 110) and functions (e.g. describing appearance, page 101). Students use the Picture Dictionary to check the meaning of Key Words (**picture dictionary**) when they are first presented in a Unit.

Later, students can use the Picture Dictionary as a revision and testing aid, working as a whole class, in pairs or individually. For example, students cover page 104 (Interests and abilities) with a sheet of paper, leaving just the top row of pictures visible. Students look at the top row of pictures and say (and/or write) the words. Students then move the paper down the page, repeating the activity for each row of pictures and checking their answers.

Towards the end of the course, when students have studied most of the pages in the Picture Dictionary, have a competition. Students work in teams, finding the words you say in their Picture Dictionary. The first team to find the word gets one point. For example,

Teacher: **Where is a (doctor)?**

Students: **Page 106.**

Teacher: **Where is the word (opposite)?**

Students: **Page 109.**

Teacher: **Where is (a big man and a small girl)?**

Students: **Page 101.**

Students can then play the game in groups.
Introduction to New Challenges

Tips

Ways of checking answers

Students can work in pairs or small groups, comparing answers before checking answers as a whole class. Try to vary how you check students’ answers.

- If spelling is important, ask students to spell the words for you to write on the board or invite students to come to the board and write the answers on the board.
- Alternatively, ask students to read aloud the answers. If necessary, correct any serious pronunciation problems.
- At times, you may prefer to write the answers on the board yourself for students to check their own answers.
- Students self-check the answers to some exercises, such as pair activities (e.g. page 27 exercise 10) and quizzes (e.g. page 19 exercise 6) by referring to the answers given in their book.

Extra activities

Short extra activities can be used if there is time in the lesson. These activities develop from the content of the Students’ Book and are intended to give a change of focus and help student motivation and concentration. Extra activities include:

- quick activities to start a lesson (e.g. Module 1 Unit 2 page 18) or end a lesson (e.g. Module 1 Get Ready page 15)
- activities developing from a reading text, e.g. Module 4 Unit 10 after Exercise 2 page 42
- activities developing from a listening text, e.g. Module 2 Get Ready after Exercise 3 page 23
- activities practising a grammar point (e.g. Module 2 Unit 4 after Exercise 5 page 23) and the vocabulary from the lesson (e.g. Module 1 Unit 1 after Exercise 1 page 16)
- out-of-class activities, e.g. at the end of Module 6 Unit 16 page 61

Fact or Fiction?

The short Fact or Fiction? texts extend the language and topics of the Units to new, real-life contexts. Students decide whether they think the information is true or false. Sometimes students can use their general knowledge (e.g. page 53 What is the minimum recorded temperature?). Sometimes students have to guess (e.g. page 19 How many instruments can the man play at the same time?). Encourage students to discuss and give reasons for their guesses.

As a follow-up activity, students can write their own Fact or Fiction? puzzles for the rest of the class to answer, e.g. What is the maximum recorded temperature? (page 53).

Digital components

New Challenges offers teachers digital material to support learning in a variety of different ways.

- New Challenges ActiveTeach: an interactive version of the Students’ Book suitable for using with any IWB or simply with a computer and projector. Using the touch-sensitive screen of the interactive whiteboard, you can easily integrate audio, video and interactive activities into your lessons to motivate your whole class. Includes games, all the audio for Students’ Book and Workbook, the New Challenges DVD, the word list, Picture Dictionary and more teacher’s resources — in short, all the New Challenges resources at the click of a button!
- New Challenges Teacher’s Resources Multi-ROM: includes Teacher Development Workshops, photocopiable resources, a DVD and DVD worksheets. It also contains print ready tests and easily customisable tests with answer keys.
Introduction to *New Challenges*

**Challenge**

We first thought of the title of this book after speaking to the inspired (and inspiring) head teacher of a secondary school in a working class district outside Warsaw. He was talking to us about all the problems his school faced and, despite them, the many achievements of his students inside and outside the classroom. They took part in science olympiads, sporting events, choirs, youth orchestras, theatre groups, chess competitions and many other activities. This demonstrated the kind of enthusiasm and challenge we wanted to inspire in our own material.

Our definition of a ‘challenge’ is a task that, while not easy to accomplish, is worthwhile and rewarding. A challenge requires patience, hard work and the ability to overcome problems. Many challenges also involve working with other people as a team to achieve goals that would be impossible to reach as an individual.

For many years, in both society and education, there has been a tendency to focus on activities that give instant reward and success. However, more and more young people are taking part in challenging activities like popular marathons, expeditions, extreme sports and voluntary work.

Even in the unlikely world of computer gaming, game designers have found that the most popular games are those that are the most difficult, hence the expression ‘hard fun’. The conclusion must be that a challenge is often fun because it is not easy; people enjoy being stretched and challenged.

**Challenge in the classroom**

Within the English language classroom there is one obvious challenge: learning a foreign language in a few hours a week within a school environment. The challenge is there for students (and teachers) whether we like it or not. It may sometimes look insurmountable, but it is not if we break it down into a series of smaller tasks or ‘challenges’. In *New Challenges*, each module contains a series of grammar and skills activities and builds towards final speaking, writing and reading and listening tasks in which students can use the language they have learnt.

In *New Challenges*, even though most language groups have quite different syntax from that in English (e.g. verb position in Slav languages; adjective position in Latin languages), LI interference causes mistakes of word order and these are usually more serious than other mistakes, such as those with verb endings, because they affect understanding.

• **Sentence Builders** focus on potentially difficult sentence structure which is often related to the main grammar (e.g. present, past and future time clauses). They systematically build up knowledge of common sentence structure in English and help students to construct a repertoire of patterns in their minds.

• **Lexis**
  • Key Word boxes in *New Challenges* cover basic lexical areas (e.g. jobs, food and drink, the weather, transport). The boxes are usually linked to the *Picture Dictionary* so that students can check the meaning of the words there. *Key Words* help students to understand both reading and listening texts and gives them essential vocabulary for writing and speaking tasks.
Introduction to New Challenges

• **Word Builders** focus on key lexical features and help build up students’ capacity to organise and learn English vocabulary. Lexical features include collocation (e.g. play the piano/ride a horse), multi-part verbs (e.g. find out how it works), compounds (hair style) and delexicalised verbs (e.g. have a shower). These spots also focus on what is traditionally called ‘wordbuilding’: the adding of prefixes and suffixes (e.g. the suffixes driver/pianist).

• **Key Expressions** are related to key functional areas from A1 and A2 in the Common European Framework (e.g. asking for and giving directions).

There are other useful phrases in the story dialogues and these are focused on in the Workbook.

**Pronunciation**

• Some pronunciation spots are related to the language presented in grammar presentations (e.g. questions/contractions).

• The main pronunciation spot is called *Listen closely*. It focuses on problem sounds (e.g. /ɪ/ and /ʌ/) and on supra-segmental pronunciation work. One of the biggest problems students have with listening to natural English speech is actually hearing words and expressions as many words just seem to disappear. *Listen closely* tasks focus on word stress, unstressed function words (e.g. and/of) and word boundaries.

**Skills**

• In **New Challenges 1**, skills activities are guided, structured and, wherever possible, integrates with other skills. For example, in the Get Ready page, students listen to people speaking about a topic before they talk about the same thing themselves.

• There are speaking activities in every lesson and tasks always use language that has been presented to students (vocabulary, grammar and key expressions). Students are given time to think about their ideas and prepare for speaking as well as time to report back to the class what they have talked about in the pairwork stage.

• There are at least three reading texts per module. Text types include: magazine articles; interviews; questionnaires; brochures; non-fiction extracts; TV reviews; websites; notes, emails and postcards. There is also extra reading in the Time Out magazine at the end of the book: a story with three episodes; a poem; notices; quizzes; puzzles and guessing games.

• There are three or four listening tasks in every module. As well as the gist listening in the Get Ready section, there is a listening task in one of the main units. In the story unit, students read and listen to dialogues; this helps students see the relation between spoken language and its written form. In the Across Cultures sections, there is a listening text with both an extensive task and an intensive task. This task (Listen closely) develops learners’ ability to distinguish sounds, words and expressions.

• **Culture**

• Cultural input appears throughout the book in both reading and listening texts.

• The story also provides cultural insights into the lives of the four characters who are doing the FACE Award. The programme is run by a local youth club and the group get involved in sports, clubs, community work and a 25-km expedition.

• Finally, the Across Cultures sections compare elements from different cultures rather than just presenting information about Britain. Students read about sport, festivals, schools around the world and read about teenagers who have emigrated to Britain. At the end of the section, learners write projects about their own culture using the language of the reading texts.

**Learner development**

• One of the greatest challenges for students is to become better learners and to learn to study English on their own. Several features encourage learner independence in **New Challenges 1**.

• On the Get Ready page, the objectives box clearly shows students what they are going to learn in the module.

• With each of the three main units, there is a corresponding spot in the Time Out magazine. This means that, when students finish early or have time to spare, they can look at the game, puzzle or quiz in the Time Out section.

• In Study Corner students test what they have learnt in the Language Check and then listen and check their answers. In the Feedback section they can find out what areas they need to study more and are referred to the Workbook for further practice.

• Finally, the Study Help systematically develops study skills. In **New Challenges 1** there are spots about: classroom language; organising vocabulary books and learning words; using the Picture Dictionary; doing homework; revising for exams.
**Introduction to New Challenges**

**Organisation**

*New Challenges* has a topic-based approach because it enables students to learn about the world through English and to learn the language at the same time. The course is divided into eight main modules plus a starter module. The *Get Ready* module revises language that students have probably seen before, familiarises them with the course and develops their awareness as learners.

The themes in the main modules:

1. are related to **students’ own world** (e.g. hobbies, music, television, amusement parks)
2. are **cross-curricular** (e.g. history, geography, science)
3. develop **citizenship education** (e.g. helping the community)
4. are about other **cultures around the world** (e.g. sport, schools, festivals)

The lessons

- these pages introduce the module topic
- lexical areas related to the module topical are presented
- speaking activities relate the topic to the students’ own lives
- these activities introduce the unit topic
- these spots focus on lexical features systematically
- texts develop reading skills and present new grammar in context
- these boxes show teachers and students the objectives of each module
- Activities develop gist listening skills
- grammar practice moves from controlled to freer exercises
- these boxes focus on problems of sentence structure
- grammar is presented through guided discovery
- lessons end with personalisation activities

In *New Challenges* 1, the eight main modules are organised like this:

1. a Get Ready page introduces students to the topic
2. two lessons have reading, listening, vocabulary and grammar
3. one lesson develops the story and has a major focus on speaking and writing
4. even-numbered modules have *Across Cultures* lessons with reading, listening, speaking and a project
5. at the end of every module there is a language check and learner development spot

At the end of the book there is a magazine section related to the units with fun activities like puzzles, games and reading for pleasure. Students can do the activities if they finish early in class or at home. There is also a picture dictionary that students can use to check new words in the units.
Introduction to New Challenges

The final writing task is the students’ own challenge.

Intensive learning deals with sounds and features of natural speech.

There are four projects in the book which give students the chance to work together and be creative.

Self-test exercises check students’ vocabulary, grammar and functional language.

Learner development activities help students become better learners.

Study Corner 2

Language Check

1. Write the opposite of the adjectives.
   a) Fresh – ____________
   b) Dry – ____________
   c) Smart – ____________
   d) Fat – ____________
   e) Strong – ____________
   f) Weak – ____________

2. Complete each gap with one word from the text.
   a) The girls are ____________ in the swimming pool.
   b) They are having ____________.
   c) The children are ____________ for the bicycle race.
   d) The runners are ____________.
   e) The teachers are ____________ their pupils.

Study Tips: Page 30: Listen to the word sections on the accompanying CD and then test yourself on page 30 of the Workbook or MyLab.

Students listen and check their answers before doing extra revision.

Across Cultures 1

Texts look at culture around the world.

Functional language is focused on and practised.

Dialogues and photos develop the story.
Introduction to New Challenges

The Workbook

The Workbook gives further practice of the language introduced in the Students’ Book. Each unit directly reflects the content of the corresponding unit of the Students’ Book. Groups of Key Words and lexical features from Word Builders are recycled and practised throughout the book. Grammar structures and uses are practised in the Vocabulary and Grammar sections and exercises are graded according to difficulty with a one-, two- and three-star system. There is also a handy Grammar Reference section and a bilingual wordlist at the back of the book. Reading and writing skills are practised in the Skills unit, which also includes a focus on punctuation, they also practise key words and expressions. There are extra listening activities on every Get Ready page of these units. The recordings are on the New Challenges 1 Workbook audio CD. The Language Check in each module acts as a follow-up to the Language Quiz in the Study Corner of the Student’s Book. Alternate modules of the Workbook finish with a Reading Corner, which can be used as a ‘reading for pleasure’ activity or to give further reading comprehension practice.

Council of Europe

New Challenges 1 covers all of the descriptors of the Council of Europe Framework at A1 level (Breakthrough) except those related to work and other adult contexts (e.g. making announcements):

**Spoken production A.1**

Can produce simple, isolated phrases about people and places. (general)

Can describe him/herself, what he/she does and where he/she lives. (Module 3)

**Spoken interaction A.1**

Can interact in a simple way but communication dependent on repetition at a slower rate of speech, rephrasing and repair. (general)

Can ask and answer simple questions, initiate and respond to simple statements of immediate need or on very familiar topics. (general)
Get Ready

Background
This two-page spread introduces the characters of the story and gives some background about the challenge that they face participating in the FACE programme. In this initial overview of the FACE programme the lexical content is quite demanding so be prepared to support students with definitions and translations when and where necessary.

The FACE programme
The FACE programme referred to in the Students’ Book is a fictional organisation loosely based on the Scout movement and various youth award schemes. Like its real-life counterparts, the FACE programme is aimed at young people and designed to expand their horizons through new hobbies and interests. An important element of such schemes is helping people or the community while simultaneously developing personal skills. Through these activities participants develop a value system through a non-formal education experience.

Exercise 1
- Students check the meaning of the Key Words in the Picture Dictionary.
- Students listen and repeat the Key Words to practise pronunciation and word stress.

Exercise 2

Answers
Emily – swimming
Laura – horse riding
Jake – photography

Extra
Ask students to describe Emily, Ryan, Laura and Jake using the adjectives of appearance from Exercise 1 on page 13.

Exercise 3

Answers
2a) 3d) 4c)

Extra
Elicit more examples of each activity from the class, e.g. cycling, running, playing football are examples of activity 2 (start a new activity).
Get Ready

The Challenge

Module b)

Complete a form.

Talk about your abilities and interests.

Key Words:
Achievement
Fun

(a–d) with the activities (1–4).

Read the poster. Match the examples people with their interests.

Look at the Key Words.


Emily can

and question words.

ARE YOU READY FOR

Come and take the FACE challenge!

un    chievement   ommunity   nvironment

A programme for students and young people:

Go on an expedition.

1

Clean up your city.

Cycling is Ryan's favourite thing.

Ryan Hillier
Age: fourteen
From: Rosario, Argentina
Interests: Animals, horse riding

Emily Hillier
Age: fourteen
From: Rosario, Argentina
Interests: Swimming

Jake Samuels
Age: thirteen
From: York
Interests: Art, photography

Extra

Write jumbled words on the board. Students sort out the letters to spell five interests.

1  S O N F A H I (fashion)
2  T O P T R E Y (pottery)
3  S H E S C (chess)
4  G I N Y C C L (cycling)
5  T H R O O G H A P P Y (photography)

Exercise 4 – Audioscript

Ryan  Hi. I'm Ryan. Ryan Hillier. I'm thirteen and I'm from York. My sister, Emily, and I are on the FACE programme. My interests? Well, computers, swimming and cycling. But computers are my favourite things. They're fantastic!

Emily  Hi there! My name's Emily Hillier. 'Em' to my friends and family. I'm fourteen and I'm from York. I'm on the FACE programme with my brother. He's okay, really. My interests are swimming and singing. I'm in the swimming club at school.

Jake  Hello. My name's Jake and I'm thirteen. I'm from York but my grandparents are from Jamaica. My interests are art and photography but my favourite thing is music. My dad is a music teacher and I'm in a group at school.

Laura  Hola, I'm Laura and I'm fourteen. I'm from Rosario in Argentina. I'm half English and half Argentinian. My dad is a student at the University of York and we are all here for a year. My interests are animals, horse riding and reading. Horses are my favourite animals.
This Unit

Short of time: set some of the exercises for homework (e.g. Exercise 7)
More time: do the extra activities

Background
This lesson is about young people and what they are capable of achieving. There are many such real people with similar talents and abilities.

Warm-up

Exercise 1
• Students check the meaning of the Key Words in the Picture Dictionary.

Extra

Mime some of the Key Words for students to guess the ability, e.g. cook, draw, paint, play the piano, take photos.

Reading

Exercise 2

Answers
1c) 2a) 3d) 4b)

Exercise 3
• Explain or encourage students to guess the meaning of any new words in the texts.

Answers
1 seven
2 in art galleries in New York and Paris
3 China
4 No. He’s captain of the basketball team.

Grammar: can (ability)

Exercise 4
• Ask students to find two more examples of can in affirmative sentences (e.g. He can play chess. She can paint great pictures.), two more examples of can’t in negative sentences (e.g. He can’t speak English. Carolina can’t draw.), one example of a question and short answer (Can he play tennis, too? Yes, he can.) and one example of a Wh-Question (What can she play?).

Answers ➔ student page

Exercise 5
• Check students understand that the strong pronunciation of can (/kæn/) is used in short affirmative answers (Yes, I can.) and at the beginning of questions (Can you paint?).

Exercise 6

Answers
b) 1 c) 3 d) 2 e) 1 f) 2

Extra

After checking students’ answers, play the recording for students to listen and repeat the sentences.
1.27 Amy Liu is from China. She is nine years old and she can play three musical instruments. What countries in the world can they do? Picture Dictionary pages 104-105. Look at the picture. Charlie Harris is a disabled teenager from the UK. He can’t walk but he can play basketball. Can Stefan play chess? Stefan can’t play the guitar. He can play chess. Can Carolina paint pictures? Carolina can’t draw. She can paint. Can Ryan Laura Jake Emily sing? Yes, she can. Can Stefan speak English? No, he can’t. Can Jake paint? No, he can’t. Can Emily play the piano? Yes, she can. Charlie can ride a bike. She can play chess but she can’t paint. Can Stefan play chess? Yes, he can. Can Carolina paint? Yes, she can. Can Amy act? No, she can’t. Can Charlie play tennis? Yes, he can.

**Practice**

**Exercise 7**

**Answers**
2 Carolina can’t draw. She can paint.
3 Amy can’t act. She can play three musical instruments.
4 Charlie can’t walk. He can play basketball and tennis.

**Exercises 8 and 9**

- Check students’ questions before they answer them.
- Then ask two students to read aloud each question and answer.

**Answers**
2 Can Stefan speak English? No, he can’t.
3 Can Carolina paint pictures? Yes, she can.
4 Can Amy act? No, she can’t.
5 Can Charlie play tennis? Yes, he can.
This Unit

Short of time: set some of the exercises for homework (e.g. Exercise 6)
More time: do the extra activity

Warm-up

Extra

Revise can/can’t. Ask students to say a sentence about one thing they can do and one thing they can’t do. Remind students to use but to join their ideas and encourage them to use some of the vocabulary from earlier units.

Exercise 1

• Students can compare answers in pairs before checking answers as a class.
• Check answers by asking students to complete the table on the board.

Answers
play: chess, computer games, football, the guitar, tennis ride: a bike, a horse, a motorbike use: a computer, the Internet, a mobile phone, social networking sites speak: Chinese, English, Spanish

Reading

Exercise 2

• Read the questionnaire with the class and check that students understand any new vocabulary, e.g. a blog.

Answers → student page

Listening

Exercise 3

Audioscript → end of notes

Answers → student page

Grammar: Question words

Exercise 4

Answers → student page

Exercise 5

• Check that students use a falling intonation in these Wh- Questions.

Exercise 6

Answers → student page

Exercise 7

• Students can see how many of them got six answers right.

Answers
1 Emily, Ryan, Laura, Jake
2c) 3a) 4b) 5a) 6c)

Exercise 8

• Check question forms before students work in pairs (1 How many people are in your …? 2 Who is …? 3 Who in your class can …? 4 Where is …? from? 5 What things are in your …? 6 How old is your …?)
• Make sure students use the plural form are in the example and in Questions 4 and 5.
Listening

3 Listen to the interview with Jake. Complete the questionnaire with his answers.

Grammar: Question words

4 Match the questions (1–6) with the answers (a–f).

1 How old are you? a) Her name’s Mrs Hill.
2 What can you do? b) One: English.
3 What’s your name? c) I can play the guitar.
4 Where are you from? d) I’m thirteen.
5 Who is your teacher? e) Jake Samuels.
6 How many languages can you speak? f) I’m from York.

5 Pronunciation Listen and repeat the questions.

Practice

6 Complete the questions in the quiz.

The Challenge

1 Who are the students on the FACE programme?
2 What is their monitor’s name?
3 How old is Ryan?
4 Where is Laura from?
5 Who can ride a horse in the group?
6 What can Emily do?

Fact or Fiction?

Rory Blackwell from the UK can play 108 musical instruments at the same time.

Exercise 3 – Audioscript

Mel Okay, Jake. I’m Mel Franklin, the monitor on the FACE programme. Can I ask you some questions?
Jake Yeah, sure.
Mel So, what’s your full name?
Jake Jake Samuels. S-A-M-U-E-L-S.
Mel How old are you?
Jake I’m thirteen.
Mel And where are you from?
Jake I’m from York.
Mel Who is your class teacher?
Jake Her name’s Mrs Hill.
Mel Okay, that’s section 1. Now, computers. What can you do with computers?
Jake Well, I can use a computer. And I can use the Internet, write emails and play computer games, of course.
Mel And can you use networking sites, like Facebook?
Jake Yes, I can but I can’t write a blog or make films.
Mel Okay. Now, section three, the arts. Can you paint and draw?
Jake Yes, I can. I’m good at art.
Mel Great. And can you act?
Jake Yes, I’m in a theatre group at school but I can’t dance or sing.
Mel And can you play a musical instrument?
Jake Yes, the guitar and the drums.
Mel Hmm. Now, photography? Can you take photos?
Jake Yes, photography is one of my favourite things.
Mel That’s great. You’re very artistic! Right, languages.
Jake I can speak one language. English.
Mel Okay, the final section is practical things. What can you do?
Jake I’m not very practical. But I can ride a bike, use a mobile phone and I can cook.
Mel You can cook? Fantastic! Thanks, Jake.
Jake No problem.

Exercise 9

Elicit two or three example questions from the class and remind students of the correct pronunciation of can and can’t before they start work in pairs.

If there is time, students change partners and repeat the activity with their new partner.

Fact or Fiction?

• Background
Rory Blackwell played 108 instruments at the same time on May 29, 1989, in Dawlish, United Kingdom.
Rory Blackwell is a former rock ‘n’ roll musician. In 1995, he played 400 separate drums in 16.2 seconds and won the title of the world’s fastest drummer.

• Check that students remember how to say the number 108 (a/one hundred and eightie).
This Unit

Short of time: set some of the exercises for homework (e.g. Your Challenge, Exercise 2)
More time: do the extra activities

Background
In this episode of the story, the characters go for a meeting at their youth club to talk about the FACE programme. Emily, Ryan and Jake know each other but a newcomer arrives – Laura – who is from Argentina but staying for a year in York. Mel, their monitor, introduces herself and then the characters start to talk about the programme and the activities that interest them.

Warm-up

Extra

Write on the board:
Emily Jake Laura Ryan
Students say what they remember about each character.

Exercise 1

Encourage students to give reasons for their choice of favourite activities for the characters based on what they already know about them from Module 1.

Reading and Listening

Exercise 2

Answers
Jake – film classes
Emily – dance club
Ryan – making computer games
Laura – horse riding

Exercise 3

Answers
a) brilliant, cool, great, interesting, pretty
b) nice, not bad, okay
c) silly (pretty is usually used for people)

Exercise 4

Students match the opinion adjectives to the different categories in the box. Make sure they understand that the first column refers to the person speaking while the second column refers to what they are speaking about.

After checking answers, ask students what opinion adjective Jake uses for film classes (interesting).

Exercise 5

Ask students to repeat the questions and answers in the table after you. Pay particular attention to sentence stress.

Students can write negative as well as affirmative sentences, if they wish, e.g. I'm (not) into/interested in …

Exercise 6

Revise the third person singular of the verb to be. After completing the activity each student tells the class two things about their partner, e.g. (Maria) is interested in photography. She isn't into chess.
Your Challenge

Writing: A form

Exercise 1
- Give students time to read through the form (1–7) and the answers (a–g). Do item 2 (Nationality) with the class.
- Check students understand that the information is for one of the characters and that they have to complete the First name and Surname lines once they identify him or her.
- Students then complete the form, working individually.

Exercise 2
- If they wish, students can attach a photograph or drawing of themselves to their form.

Speaking: Interview

Exercise 1
- Ask students to think what questions they need to ask in order to complete sections 1–7 on the form in Exercise 1.

Answers
1. How old are you?
2. What’s your nationality?
3. Where are you from?
4. What’s the name of your school?
5. Who is/What’s the name of your teacher?
6. What can you do?
7. What are you into in your interests?

Exercise 2
- Encourage students to use vocabulary from the first two units. Remind students to invent a new identity instead of answering about themselves. Give one or two examples if necessary, e.g. I am from (New York).

Exercise 3
- Ask students to tell the class about their partner’s new identity. Remind them to use the third person singular of the verb to be.

Extra
Tell students to listen very carefully to the new identities and decide which of the invented people is most similar to them.
Language Check

Exercises 1 and 2

Answers → student page

Exercise 3

Answers
11 Can you draw and paint?
12 My grandma can’t use a mobile phone.
13 I can write emails.
14 Can your brother speak English?
15 What can they do?
16 Can she play the piano?
17 I can’t ride a horse.
18 How many languages can you speak?
19 They can sing and dance.
20 He can swim but he can’t ride a motorbike. (Also: He can’t ride a motorbike but he can swim.)

Exercises 4 and 5

Answers → student page

Feedback

• Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
• After checking answers to Exercise 5, students work in pairs, reading the dialogue aloud. Correct any serious pronunciation errors.
• Students look at the table to see which sections in the Students’ Book they need to look at again.
• Give students time in class or at home to do Language Check 1 of the Workbook.

Study Help: Vocabulary books

• Check that each student has a personal notebook to use as their own vocabulary book. Suggest that students have a section in their books for words about interests and hobbies.
• Copy the topic diagram on to the board. Elicit more interests from this Module and add them to your diagram.
• Elicit verbs that go with the interests, (e.g. play chess/computer games) and add them to your diagram.
• Read the information for the word painting with students. Elicit information for another interest in the diagram, e.g. horse riding.
• Students work individually or in pairs, making their own diagram. They may like to choose a topic from the Get Ready sections, e.g. family, classroom. Check their diagrams and help them correct any errors.
• Students work in small groups, showing each other their diagrams and information.

Module 1 test, Teacher’s Resources MultiROM