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= Students’ Book material
Introduction to New Challenges

About the Students’ Book
The course has eight main modules and a Get Ready revision module at the start to get students to use language from New Challenges 1. 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. Each module starts with a Get Ready page which introduces the module topic. There are then three main lessons. In odd-numbered modules, there are Across Culture lessons and in even-numbered modules, there are Your Challenge and Understanding Grammar spots. Each module finishes with a Language Check and a Study Corner with learner development activities to help students become better learners.

New features in Students’ Book 2

Helps
These sections offer advice that students then put into practice in reading, listening, speaking and writing activities. The Help sections cover reading skills such as predicting (Module 1, page 16), listening skills such as listening for specific information (Module 7, page 79), speaking skills such as showing interest (Module 4, page 49) and writing skills such as apostrophes (Get Ready module, page 7).

Everyday Listening
These sections give students the opportunity to listen to English in everyday situations, such as shopping (e.g. Module 1, Unit 3, page 19), phoning (Module 2, Unit 6, page 29) and listening to announcements (Module 7, Unit 21, page 79). The exercises train students to listen as we do in real life, for example for specific facts and key information.

Text Builder
These sections occur in Your Challenge (Modules 2, 4, 6 and 8). They build on the sentence level skills that students practised in the Sentence Builders in New Challenges 1. They focus on important features of whole ‘texts’, such as layout (Module 2, page 30), using linkers (Module 6, page 70) and punctuation (Module 8, page 90).

About the Teacher’s 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, answers to exercises and ideas for extra activities; it also includes the answers for the Workbook.

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

Features in Challenges

Fact or Fiction?
The Fact or Fiction? texts provide short real-life contexts related to the module topic. Students decide whether they think the information is true or false. Sometimes students can use their general knowledge (e.g. page 77, Where is the world’s biggest pyramid?). Sometimes, students have to guess (e.g. page 15, How much did the first mobile phone weigh?). Encourage students to discuss and give reasons for their guesses.

The Time Out magazine
This section is at the back of the Students’ Book and provides a set of ‘fun’ activities and puzzles in a magazine format. There is one activity for each of the core units in the Students’ Book. Students can do the activities individually, in pairs or in small groups.

The magazine activities are designed to be used if 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 language and topics of the Units in new contexts and authentic, motivating activities such as puzzles (e.g. Activity 2, page 95), quizzes (e.g. Activity 15, page 100) and stories (Activities 10–12, pages 98–99).

The Picture Dictionary
Students use the Picture Dictionary to check the meaning of Key Words when they are first presented. Later, they can use the Picture Dictionary as a revision and testing aid, working as a whole class, in pairs or individually. For example, students over page 105 (Interests and games) 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.
Introduction to *New Challenges*

**Using the Teacher's Handbook in the classroom**

**Module objectives**
The module objectives are listed at the top of the first page of each Module in the Students' Book. When starting a Module, read through the objectives with the students and check that they understand any new vocabulary, e.g. ‘a takeaway’ in Module 2. If appropriate, ask students to discuss any of the activities they have done, using their own language or English, e.g. ‘writing emails’ (Module 2). Encourage students to say what they remember about any of the grammar points they have studied in the past, e.g. Present Simple (Module 1).

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 to achieve.

**Background information**
The *Background* provides facts and information about aspects of the social and cultural content of the Units. It is intended primarily for the teacher but is helpful when students ask about events, people and places mentioned in a Unit, e.g. London and Londoners (Module 2, Unit 4, page 24).

**Extra activities**
Use the short Extra activities 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:
- activities developing from a reading text, e.g. Module 4, Unit 10, after Exercise 4, page 44
- activities developing from a listening text, e.g. Module 4, Unit 12, after Exercise 2, page 48
- activities practising a language point from the lesson, e.g. Module 5, Unit 14, after Exercise 7, page 57

**Ways of checking answers**
Students can work in pairs or small groups.

Try to vary how you check students’ answers to exercises:
- 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.
- Alternatively, ask students to read the answers aloud. 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 47, Exercise 10) and quizzes e.g. page 81, Exercise 6) by referring to the answers given in their book and to the *Language Check* by listening to the CD.

**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 the 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 context. 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 listening tasks in which students can use the language they have learnt. Because these tasks are achievable, they build students’ confidence as well as laying the foundations for communicative competence. In parallel, there are learner development activities, such as self-checks, at the end of each module that encourage students to be aware of how well they are progressing towards the greater challenge of learning English.

The theme of ‘challenge’ is also present in such topics in New Challenges 2 as overcoming disability, fighting to achieve ambitions and to survive. In addition, the story focuses on how a group of teenage characters, at both a group and personal level, take part in challenges.

In New Challenges 2, the characters participate in a school exchange competition: they have to plan a two-day visit to London for the exchange students, they visit famous London sights, they decide where to take them for lunch and they find out about transport in London. The characters in the team provide positive role models for teenage students because they are doing something worthwhile and overcoming personal and group problems to achieve their goals. The story provides a springboard for education in citizenship: making students aware of their rights and responsibilities; helping others and working for the community; being a good citizen.

The Students’ Book

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 Get Ready module. The Get Ready module gets students to use language from New Challenges 1, 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. friends, shopping, films, neighbours, holidays, sport)
2 are cross-curricular (e.g. science and technology, history)
3 develop citizenship education (e.g. belonging and identity, diversity, awareness of disability)
4 are about other cultures around the world (e.g. lifestyles, charity concerts, technology)

In New Challenges 2, the eight main modules are organised like this:

1 a Get Ready page introduces students to the topic
2 the first lesson presents grammar through reading texts and gives plenty of practice
3 the second lesson develops reading, presents vocabulary and practises speaking
4 the third lesson develops the story and has a major focus on speaking and listening
5 odd-numbered modules have Across Cultures lessons with reading, speaking and a project
6 even-numbered modules have Your Challenge spots with writing tasks and Understanding Grammar spots
7 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*

**Pronunciation**
- The main pronunciation spot is in the *Everyday Listening* section. Pronunciation focuses on difficult sounds for students (e.g. /əl/, /ˌɪ/ and /ˈl/).
- *Listen closely*, also in the *Everyday Listening* section, looks at 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 at this level focus on unstressed function words (e.g. *and*/*of*) and word boundaries.

**Skills**
- In *New Challenges 2*, skills activities are guided, structured and, wherever possible, integrated with other skills. For example, in *Get Ready* pages, 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.
- There are at least three *reading* texts per module. Text types include: surveys, quizzes, letters to magazines, notices, brochures, interviews, computer game reviews, star profiles, cartoons, dialogues. There is also extra reading in the *Time Out* magazine: stories, quizzes, puzzles and guessing games.
- There are three *listening* tasks in every module. First, there is gist listening in the *Get Ready* section. In the story unit, students read and listen to dialogues which help them see the relation between spoken language and its written form. In the *Everyday Listening* sections, there is a listening text with both extensive and intensive tasks. *Listen closely/Pronunciation* develops learners’ ability to distinguish sounds, words and expressions.
- There is *writing* in every module. In odd-numbered modules, there are projects which students can either do in pairs or on their own. Projects give students a chance to write about their own world and to be creative. Clear models and stages are provided to guide students. In even-numbered modules, *Your Challenge* spots focus on more interactive writing: personal emails; a story; a postcard; a blog or a diary. Students are given clear models and the writing tasks are carefully staged. *Text Builders* focus on the structure of the target text and on linking words and expressions.
Introduction to New Challenges

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 school exchange competition.
- Finally, the Across Cultures sections compare elements from different cultures, e.g. Scotland. 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 2.
- 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 do a game, puzzle or quiz in the Time Out section.

In the 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 2, there are spots about: classroom language; storing vocabulary and learning words; using dictionaries; dealing with mistakes; communicating.
Introduction to New Challenges

- A variety of tasks systematically develop reading skills.
- These spots focus on lexical features.
- Dialogues and photos develop the story.
- Functional language is focused on and practised.
- In even-numbered modules there are Your Challenge and Understanding Grammar spots.
- This section looks at text structure, linking and punctuation.
- The final writing task is the students’ own challenge.
- These boxes focus on key features of sentence structure.
- Tasks include discussion, quizzes, questionnaires and information gap activities.
- ‘Help’ boxes present useful communication strategies.
- Extensive listening is developed through a variety of tasks.
- Deals with sounds and word stress – in other modules, listen closely looks at features of natural speech.
- These sections present and practise grammar which can often be difficult for students.
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 on the Get Ready page and in the Skills unit. Grammar structures and uses are practised in the Grammar unit and exercises are graded according to difficulty with a one-, two- and three-star system. There is also a handy Grammar Reference section at the back of the book. Reading and writing skills are practised in the Skills unit, which also includes a focus on punctuation. The Language Check in each module acts as a follow-up to the Language Quiz in the Study Corner of the Students’ Book. There are extra listening activities on every Get Ready page and in the Skills unit. The recordings are on the New Challenges 2 Workbook audio CD.
Introduction to *New Challenges*

**New Challenges 2** covers most of the descriptors of the Common European Framework at A2 level (strong Wayout) except those related to work and other adult contexts.

### Spoken Production A.2

Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked to a list. (Modules 1 and 2)

Can recall and rehearse an appropriate set of phrases from his/her repertoire. (Module 3)

Can describe him/herself, what he/she does and where he/she lives. (Modules 1 and 2)

Can give a short, rehearsed basic presentation on a familiar subject. (Module 3)

Can explain what he/she dislikes. (Module 1)

Can use simple descriptive language to make brief statements about objects. (Module 6)

Can describe habits and routines. (Module 1)

Can describe past activities and personal experiences. (Modules 3 and 4)

Can give short, basic descriptions of events and activities. (Module 3)

Can tell a story or describe something in a list of simple points. (Module 4)

Can describe everyday aspects of his/her environment e.g. people (Module 6) places (Module 8).

Can use gesture to clarify what he/she wants to say. (Module 7)

### Spoken Interaction A.2

Can indicate when he/she is following. (Module 4)

Can communicate in simple, routine tasks requiring an exchange of information on routine matters to do with free time. (general)

Can handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord. (general)

Can understand what is said, slowly and directly to him/her in simple everyday conversation; can be helped to understand. (general)

Can handle very short social exchanges but is rarely able to understand enough to keep conversation going, though he/she can be helped to understand. (general)

Can make and respond to invitations and suggestions. (Module 5)

Can say what he/she likes or dislikes. (Module 1)

Can order a meal or a snack. (Module 2)

Can communicate in simple, routine tasks using simple phrases to ask for things, get simple information and discuss what to do next. (general)

Can ask about things and make simple transactions in shops. (Module 6)

Can get simple information about travel, use public transport, ask and give directions, buy tickets. (Module 8)

Can give and receive information about quantities, numbers, prices etc. (Module 6)

Can exchange information for simple and routine tasks. (general)

Can say he/she didn’t follow. (Module 1)

Can interact in structured situations and short conversations, if the other person helps if necessary. (general)

Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (general)

Can ask very simply for repetition when he/she does not understand. (Module 3)

Can ask for clarification about key words or phrases not understood using stock phrases. (Module 3)

### Writing A.2

Can write a series of simple phrases and sentences linked with and, but and because. (Module 2)

Can write a series of simple phrases and sentences about their family and life. (Modules 1 and 2)

Can write very short, basic descriptions of events, past activities and personal experiences. (Modules 3 and 4)

Can write about everyday aspects of his/her environment in linked sentences. (Across Cultures)

### Listening A.2

Can catch the main point in short, clear, simple messages and announcements. (general)

Can understand simple directions for how to get from A to B, by foot or public transport. (Module 8)

Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. (Module 3)

Can use an idea of the overall meaning of short texts and utterances on everyday topics to understand meaning of unknown words from the context. (general)

Can understand phrases and expressions related to areas of most immediate priority. (general)

### Reading A.2

Can identify specific information in simple written material such as letters, brochures, and short newspaper articles describing events. (general)

Can understand short, simple personal letters. (Module 2)

Can understand short, simple texts on familiar matters which consist of common everyday language. (general)
Get Ready

Background
In this Unit, we are presented with the setting for the story feature of the book (London) and also the main characters who appear in the story episodes. The characters all go to the same school in London and form a group to enter the School Exchange competition outlined later on page 18. As part of this, the group will have to write information about themselves, their town and their country. They will also have to submit projects about their culture and to develop their practical skills. The prize is tickets to Shakespeare’s Globe Theatre.

Quiz – extra information
1 Julius Caesar invaded England in 55 ac. The capital, Londinium, was established nearly a century later.
2 The River Thames was once very dirty. In 1853, MPs had to leave the Houses of Parliament because the smell was so bad. It is now much cleaner.
3 Big Ben is the nickname for the bell of the clock tower at the end of the Houses of Parliament. It celebrated its 150th anniversary in 2009.
4 The red double-decker bus has been a symbol of London for decades and although the design has been updated it remains fundamentally the same as when it was first introduced.
5 The London underground, or tube, carries about three million passengers a day. This is the same as the population of Wales.
6 The Prime Meridian which divides the Eastern and Western Hemispheres has cut through the Greenwich Royal Observatory since 1851. Today it is marked at night by a green laser beam.
7 Covent Garden was formerly a fruit and vegetable market but these days is most famous for its cafés, bars, pubs and street entertainers.

Module 1

• Talk about your friends and things you like.
• Read about friends and Scotland.
• Listen to a dialogue in a shop.
• Write about your country.
• Learn about the Present Simple.

Exercise 1
• Tell students not to worry if they can’t answer all the questions in the quiz.

Exercise 2
Audio script → end of notes
• Students listen to the recording of the quiz and check their answers.

Exercise 3
Audio script → end of notes
• Tell students to select the correct option to complete the sentences (the speakers will give more information). Repeat the recording if necessary.

Answers → student page

Exercise 4
• Students check the meaning of the Key Words in the Picture Dictionary.
• Read aloud the example sentences. Tell students to write four to six similar sentences about themselves. Help individual students if necessary.
Get Ready

1. Work in pairs. Do the quiz about London.
2. The Roman name for London was …
3. The river in London is called the …
4. In the photo, you can see …
5. Buses in London are …
   a. blue.  b. red.  c. white.
6. Londoners call the London underground railway …
   a. the metro.  b. the snake.  c. the tube.
7. In London you can stand in the east and the west at the same time …
   a. in The West End.  b. at Tower Bridge.  c. at The Royal Observatory.
8. In Covent Garden there are lots of …
   a. flowers.  b. fruit and vegetables.  c. shops and cafés.
9. Exercise 2/uni00A0the metro.  c./uni00A0the tube.
10. Exercise 3/uni00A0the metro.  c./uni00A0the tube.
11. Key Words: Hobbies and Interests
    art  chess  computers  dancing  fashion  music  photography  reading  science  skateboarding
12. Exercise 5 – Extra
Exercises 2 – Audioscript

One
The Roman name for London was …
C, Londinium. That’s C, Londinium.

Two
The river in London is called the … Thames. Answer A, the Thames.

Three
In the photo, you can see … C, Big Ben. C, Big Ben.

Four
Buses in London are … B, red. That answer again, B, red.

Exercise 5
- After playing the game, students can decide what the favourite hobbies
  and interests are in their class.

Extra

Write on the board:

**SKATEBOARDING**

Give students two minutes to work in pairs or groups of three, making words from the letters in ‘skateboarding’, e.g. dog, nose, drink. Tell students to make words of three or more letters. (Example answers: eat, not, sit, ten, boat, does, kind, kite, near, road, drink, train(s), skating, drinking.)

Five
Londoners call the London underground railway … C, the tube. C, the tube.

Six
In London you can stand in the east and the west at the same time … C, at The Royal Observatory. The answer’s C, The Royal Observatory.

Seven
In Covent Garden there are lots of … C, shops and cafés. C, shops and cafés.

Exercise 3 – Audioscript

One
Ethan  Hi! My name’s Ethan and I’m fourteen. I’m from London like my mum and dad but my grandparents are from Jamaica. I’m into chess and music. I love hip hop and rap. I can write songs and they’re not bad.

Two
Grace  Hello! I’m Grace and I’m fifteen years old. I’m a Londoner but my parents aren’t. My dad’s Turkish and my mum’s Irish. I can speak Turkish and English. My interests? I like dancing and I’m really interested in sport. Chelsea is my favourite team.

Three
Lydia  My name’s Lydia. I’m fourteen and I’m from London. My dad’s a Londoner but my mum’s Polish. My brother, Joe, and I can speak Polish but our dad can’t. What am I into? My hobby is photography and I have got a lot of old cameras. I’m interested in art, too but I’m not very good at drawing.

Four
Rory  I’m Rory and I’m fourteen. I’m a Londoner, too but my parents are from Scotland. I’m into science and technology – I like computers and I’ve got lots of computer games. I’m also into music and I can mix songs on my computer.

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SAMPLE CAPTIONS
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 7, 10 and 11)
More time: do the Extra activities

Warm-up

Exercise 1

• Encourage students to discuss their favourite ways of communication.

Answers

texts, Skype, e-cards

Reading

Exercise 2

• Students read the letters and match the people with the kinds of communication.
• After checking answers, play the recording for students to read and listen.

Answers ➞ student page

Grammar: Present Simple

Exercise 3

• Check answers by asking individuals to read aloud the correct sentences.

Answers ➞ student page

Exercise 4

• Ask students to find more examples of each use of the Present Simple: things that are true in general (e.g. I live in London. / ... my dad doesn’t like it.) and things that happen regularly (e.g. I always text them. / ... my boyfriend phones me every day.).

Exercise 5

• After checking answers, ask students to translate the sentences into their own language. Check that students translate the adverbs of frequency correctly.

Answers ➞ student page

Exercise 6

• Ask one of the students to write the sentence on the board with the tick in the correct place.

Answer ➞ student page

Extra

Play the recording of Exercise 2 again for students to focus on the use of the Present Simple and adverbs of frequency in the letters.

Practice

Exercise 7

Answers

1 don’t use 2 writes 3 doesn’t go 4 meet 5 texts 6 don’t chat
Grammar: Present Simple

3 Read the letters again and choose the correct forms of the Present Simple below.

**Affirmative**

I/You/We/They
1. live / lives in London.
2. phone / phones me every night.

**Negative**

I/You/We/They
1. don't / doesn't phone my friends.
2. don't / doesn't like it.

**Questions**

1. Do / Does he/she get angry?
2. Do / Does he/she send real birthday cards.

**Short Answers**

Yes, he/she does.
No, he/she doesn't.

**Adverbs of Frequency**

100% I always do.
80% I often do.
60% I sometimes do.
40% I hardly ever do.
20% I never do.
0% I don't do.

5 Where do we put an adverb of frequency with the Present Simple tense? Tick (√) the correct place.

√ to my cousins
√ in Poland.

6 Complete the table with the sentences.

a) I usually chat with them on MySpace.
b) I hardly ever send real birthday cards.
c) I sometimes phone my old friends.

7 Put the verbs in the correct form of the Present Simple.

1. I ______ (not use) my mobile in class.
2. My sister hardly ever ______ (write) emails.
3. My grandma ______ (not go) on the Internet.
4. They usually ______ (meet) at weekends.
5. My best friend always ______ (text) me after school.
6. We ______ (not chat) on the Internet very often.

8 Use the cues to write questions.

1. when / you / chat on the Internet?
2. your parents / top up your mobile?
3. your best friend / send you real birthday cards?
4. your teachers / send you emails?
5. where / you / meet your friends?
6. your grandparents / use computers?

9 Work in pairs. Ask and answer the questions in Exercise 8.

**Your Turn**

10 Prepare a questionnaire for your friends. Write three questions. Use these ideas:

- chat on the Internet
- go out with friends
- read a newspaper
- send birthday cards
- send music/photos to friends
- stay in at weekends
- test friends
- use a pay phone
- watch the news
- write emails/letters

11 Prepare a table to record the results of three friends (A, B, C), like this:

<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you read a newspaper?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you send birthday cards?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you use a pay phone?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12 Interview your friends and complete the table with their answers.

A
Do you use a mobile? Yes, I often use one.

B
Do you send birthday cards? Yes, I often send one.

C
Do you use a pay phone? Yes, I visited one.

13 Tell the class something about your friends.

Making your friends online, but he never watches television.

**Fact or Fiction?**

The first mobile phone weighed two kilos!

**Answers**

Page 95, Exercise 1

**Exercise 11**

- Students prepare a table to record the results of their questionnaire.
- Point out that adverbs of frequency are not used in the questions but can be used in the answers.

**Exercise 12**

- Ask two students to read aloud the example question and answer.
- Students work in groups of four, interviewing each other and completing their tables. Monitor but do not interrupt students’ fluency. Make a note of any general language problems to go over with the class afterwards.

**Exercise 13**

- Read aloud the example sentence.
- Give students time to plan two or three sentences reporting their questionnaire results.
- Students report their results to the class.

**Extra**

Ask students: What were the most popular/interesting questions in the questionnaires? Which results were surprising?

**Fact or Fiction?**

- Background
  The history of mobile communication devices goes back a long way, and includes early radio telephones in the first part of the twentieth century. However the mobile phones we know today have their origins in the 1970s.

**Exercise 10**

- Read through the expressions in the box with the class. Elicit three or four example questions from the class before students work individually, writing their own questions.
- Monitor and point out any language errors for students to correct in their questions.
This Unit
Short of time: set some of the exercises for homework (e.g. Exercises 10 and 12)
More time: do the Extra activities

Background
We learn more about the main characters in the story. Ethan and Rory are best friends, as are Lydia and Grace.

Warm-up
Exercise 1
• Help students with any new vocabulary they need to talk about their interests.

Exercise 2
• Ask students if they share the same interests as their friends.

Reading
Exercise 3
• Encourage students to use the Unit title and the pictures to guess what the text is about.

Exercise 4
• Find out how many of the class chose each answer (a-d). Ask them to give their reasons.

Exercise 5
• Play the recording once for students to read and listen to the texts and check their predictions.

Exercise 6
• Students read the texts again, marking the sentences true or false and correcting the false sentences. Point out that there is more than one way to correct the false sentences.

Exercise 7
• Ask students to look at the Key Words and find the opposite of hard-working (lazy) and outgoing (shy).

Exercise 8
• Students write about their best friend, using some of the Key Words.
• Students read aloud their sentences to the class.

Extra
Play the recording of Exercise 5 again for students to focus on pronunciation. Correct any serious pronunciation errors.
6 Are the sentences true (T) or false (F)? Correct the false sentences.

1 Lydia isn’t hard-working. T
2 Grace helps Lydia with her problems. F
3 Ethan is into music. T
4 Ethan thinks Rory is moody. F
5 Rory is a good singer. T

7 Look at the Key Words and read the texts again. Complete the table.

### Key Words: Personality Adjectives
- friendly, funny, hard-working, helpful, honest, kind, lazy, moody, organised, outgoing, patient, shy, untidy

<table>
<thead>
<tr>
<th>Ethan</th>
<th>Rory</th>
<th>Lydia</th>
<th>Grace</th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 Describe your best friend. Use the adjectives from Exercise 7.

My best friend is very funny but she’s sometimes moody.

9 Complete the Word Builder with these words from the texts.

<table>
<thead>
<tr>
<th>Word Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 get up</td>
</tr>
<tr>
<td>2 get on with a person</td>
</tr>
<tr>
<td>3 get to know a person</td>
</tr>
<tr>
<td>4 go out with a person</td>
</tr>
<tr>
<td>5 look after a child/animal</td>
</tr>
<tr>
<td>6 wait for a person/a bus</td>
</tr>
</tbody>
</table>

10 Now use the Word Builder to correct the verbs in the sentences.

1 I sometimes get to know my friend’s cat. (look after)
2 She always gets on with me when I’m late.
3 What time do you usually go out with on Sundays?
4 We don’t wait for our neighbours – they aren’t very nice.
5 I never get up on my friends on Friday night – I’ve got my piano class.
6 He’s very outgoing. You can look after him at the weekend.

11 Look at the Sentence Builder.

<table>
<thead>
<tr>
<th>I’m not very good</th>
<th>at singing, writing, studying, art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>interested</td>
<td>in</td>
</tr>
</tbody>
</table>

12 Now use the cues below and write six sentences about you and your family.

I’m not very interested in tennis.
My sister, Susan, is good at it.
- sport
- cooking
- English
- computer games
- maths
- singing
- science
dancing

13 Work in pairs. Ask and answer questions from the questionnaire.

14 What are you both interested in/at?

Exercise 9
- Give students time to refer back to the texts to complete the Word Builder.
- When checking answers, ask students to read aloud the sentences from the texts containing the expressions.

Answers → student page

Exercise 11
- Read the sentences with the students.

Exercise 12
- Read through the example sentences and the cues with the class.
- Monitor students’ writing. Point out any serious language errors for students to correct.
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 5 and 6)
More time: do the Extra activity

Warm-up

Exercise 1
- Ask students: What are the names of the four students in the photo? (From left to right: Ethan, Lydia, Grace and Rory) Where are they? What are they wearing?
- Check answers by asking individuals to read aloud the sentences in the notice.
- Check that students understand the words in the school notice, e.g. school hall.

Answers
1 students 2 competition
3 places 4 lunch
5 transport

Reading and Listening

Exercise 2
- Ask students if they have ever been to London and if they know anything about the places the characters talk about.

Answers
They talk about the Tate Britain Gallery, Covent Garden, Buckingham Palace and Trafalgar Square.

Extra

Play the recording for students to focus on the speakers’ stress and intonation patterns. Students work in groups of four, reading the dialogue aloud.

Reading and Listening

Exercise 3
- Students refer back to the dialogue and complete the Key Expressions.

Answers ➞ student page

Extra

Write these symbols on the board:
✓ = like, love
– = don’t mind
✗ = hate, can’t stand
Ask students to match the phrases in the Key Expressions box to the symbols.
(Answers:
✓ = like, love
– = don’t mind
✗ = hate, can’t stand)

Exercise 4
- Ask two students to read aloud the example dialogue. Check that students use a rising intonation in the question And you?
- Elicit one or two more dialogues from the class before students work in pairs.
- Check that students use the correct plural pronoun with exams (I love/hate them).
Exercise 5
- Read the sentences with the students.
- Ask students to find another sentence in the dialogue containing don’t like ... very much. (Lydia: I don’t like doing things with him very much.)

Exercise 6
- Read aloud the example sentences.
- After writing their six sentences, students read them aloud to the class and see how many of them like (or don’t like) the same things.
Across Cultures 1

Background
The main text is an informative poster about Scotland written by Rory. (This is explained on page 13, he was born in London but his parents are Scottish.)
Scotland is one of the four countries which form the United Kingdom, the others being England, Northern Ireland and Wales. Scotland retains a strong sense of national identity and has maintained many of its customs and institutions. Since 1999 it has also had its own government. Scotland has a population of over 75,000km² including hundreds of small islands. The capital city is Edinburgh with a population of just over 500,000, while the largest city is in fact Glasgow with a population of nearly 600,000.

If you choose to do the Project option, you could display the posters on the classroom wall or make a folder of them.

Warm-up

Exercise 1
• If you have a large map of the United Kingdom, display it so that students can locate the places referred to in this Unit.
• Encourage students to share what they know about Scotland.
• In pairs, students read and try to answer the questions.

• Tell students not to worry if they can’t answer all the questions.

Reading

Exercise 2
• Ask students to read the text to find the answers to the questions in Exercise 1.
• After checking answers, play the recording for students to read and listen to the text.

Exercise 3
• Give students time to read the text again and check their understanding of vocabulary.

Exercise 4
• Draw students’ attention to the short Did You Know? text on page 21. Point out the thistle in the page title and the piper in his kilt at the bottom of the page. Ask students about the national dress, flower or animal of their country.
Exercise 5

| Answers ➔ student page |

Exercise 6

- Play the recording for students to practise the pronunciation of the Key Words.
- Students work individually or in pairs, finding the adjectives in the text and seeing what they refer to, e.g. beautiful – mountains and lakes.

Exercise 7

- Elicit sentences based on the sentence stems. Elicit one true and one false sentence about the students’ own country as examples.
- Students work individually, writing at least two true and at least two false sentences about their country. Remind students to use adjectives from Exercise 6 in their sentences. Monitor and help students correct any serious language errors in their sentences.
- Students work in pairs, taking turns to read their sentences and say if their partner’s sentences are true or false. If time, students can change partners and repeat the activity.

PROJECT

- Read through the stages of the project so that students understand what to do. Give them time in class or at home to find information, visuals etc. and make notes.
- Check students’ draft texts before they write their final versions and add their photos and illustrations.
- Students show their posters to the class. If you have space in your classroom, students can make a display of their posters.

Exercise 5

<table>
<thead>
<tr>
<th>Prepositions Complete the sentences with these words. There are similar sentences in the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Edinburgh has a population of nearly half a million.</td>
</tr>
<tr>
<td>2 It is the second largest city in Scotland.</td>
</tr>
<tr>
<td>3 The Scottish festival Hogmanay is on 31st December.</td>
</tr>
<tr>
<td>4 Sports like football, rugby and golf are very popular in Scotland.</td>
</tr>
<tr>
<td>5 The actor David Tennant is from Scotland.</td>
</tr>
</tbody>
</table>

Speaking

| Extra |
| Write sentence cues on the board and ask students to make sentences about their own country: |
| 1 ... has a population of ... |
| 2 In the capital ... there are ... |
| 3 It is the only place in ... where you can ... |
| 4 Famous ... include ... |
| 5 Every year on ... celebrate ... |

KEY WORDS: Adjectives

- beautiful excellent famous great historic lovely
Exercise 5

**Answers**
21 He often sends me emails.
22 I never write letters.
23 She always phones me after school.
24 I hardly ever use the Internet.
25 We usually meet at the station.

Exercise 6

**Answers**

**Feedback**
- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- 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: Classroom language (1)**
- Play the recording for students to listen and repeat the questions.
- Give students time to look through Module 1 and decide which words to write down in their vocabulary books or notebooks. Monitor and change students’ translations of the words where necessary.
- Students work in pairs, asking and answering the questions about their words.

Module 1 test,
Teacher’s Resources MultiROM