



NEW

Challenges

Teacher's Handbook **2** Patricia Mugglestone

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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 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 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*

Approach

Grammar

- In ***New Challenges 2***, there is grammar in the first lesson in each module.
- All grammar is presented in context. Students read articles, stories and dialogues. They then focus on structures in the text.
- First there is a focus on form. Then students work out, in a guided way, how to use the new structure.
- Practice moves from easier, more guided exercises on form to freer speaking and writing tasks.
- The final activity (*Your Turn*) always gives students an opportunity to use the grammar to talk about their own lives.
- There are four *Understanding Grammar* sections that focus on areas that can be tricky such as articles, countable and uncountable nouns, *must/mustn't* and conditionals.
- In the *Study Corner*, students check their grammar knowledge and are guided to remedial exercises to deal with problems.

Sentence Builders

- Sentence structure has often been neglected in ELT 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). L1 interference causes mistakes of word order and these are usually more serious than other mistakes because they affect understanding.
- *Sentence Builders* practise sentence patterns in English.
- Target patterns appear in texts, are explicitly focused on in *Sentence Builders* and are then practised in guided exercises. *Sentence Builders* can be used as a pattern bank to help students when revising.

Lexis

- *Key Word* boxes in ***New Challenges 2*** cover lexical areas such as jobs, personality adjectives, opinion adjectives, appearance and clothes. The boxes are often linked to the *Picture Dictionary* so that students can check the meaning of the words. *Key Words* help students to understand both reading and listening texts and give them essential vocabulary for writing and speaking tasks.
- *Word Builders* focus on key lexical features and help build up students' capacity to organise and learn English vocabulary. Lexical features include multi-part verbs (e.g. *go out with somebody*), the delexicalised verb *have* (e.g. *have dinner*), collocations (e.g. *make friends*) and compounds (e.g. *make-up*). These spots also focus on 'wordbuilding' (e.g. suffixes, adjectival prefix *un*).
- *Key Expressions* are related to key functional areas from A1 to B1 in the Common European Framework (e.g. making suggestions).
- There are other useful phrases in the story dialogues. These are focused on in the *Workbook*.

Pronunciation

- The main pronunciation spot is in the *Everyday Listening* section. Pronunciation focuses on difficult sounds for students (e.g. /aI/, /I.../ and /I/).
- *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

a variety of tasks systematically develop reading skills

11 True Stories!

Warm-up

1 Look at the Key Words. Use the adjectives to describe the pictures.

Key Words: Adjectives
dark • tiny • enormous • horrible
huge • huge • round • scary • strange

The giant squid is enormous. It's got huge eyes.

Reading

2 Read the stories (1-3) and match them with the explanations (a-d).

a) When people abandon young children, animal scientists look after them.
b) This was possibly a giant squid. They can be twenty metres long.
c) It was probably an aeroplane or weather satellite.
d) The sea creature wasn't very big.

3 Read the stories again. Are the sentences true (T) or false (F)?

1 The sea creature wasn't very big.
2 The child didn't take a photo of the creature.
3 The squid saw two whales.
4 The hunters killed the animal.
5 Mrs Trent saw a strange object in the sky.
6 Mrs Trent took some photos.

Reading and Listening

4 Read and listen to the short dialogues. Match them with the mystery stories from Exercise 2. One story has two dialogues.

A **Quick! Get me a camera!**
A Okay! Oh, it disappeared.
B **Do you live here?**
B Yes, this farm is mine.
C **Did you shoot the animal?**
F No, I haven't got a gun. The hunters used them.
D **Look at this interesting story in the newspaper about the forest.**
H Yes, the photos are nice. We ran to get the camera from the house.
E **When does it get cold in your country?**
E When does it get hot in your country?

5 Look at the Word Builder. Find two more examples in the stories.

Word Builder

hungry
get tired
angry

6 Work in pairs. Use the Word Builder to ask and answer these questions.

1 When do you get nervous?
I get nervous when I've got an exam.
2 When do you get scared?
3 When do you get angry?
4 At what time does it get dark now?
5 When does it get cold in your country?
6 When does it get hot in your country?

2 Joseph Singh was a teacher in India. One day, Mr Singh went to work but he knew he had to use two more cameras with a wall. Later, he returned with some boxes. The boxes had the guns and they shot the wall. They had found the camera - they were two young girls. They had long hair and they were very dirty. Mr Singh looked after them at school from Anand and Kanti.

3 The Terns lived in Chopta, in the United States. One day they were walking on their land when Mrs Trent saw a strange object in the sky above her head. It was long and a kind of 'dog', she said. Mr Trent said, 'It was flying around for ten minutes,' he said. They got scared and ran back to their house.

7 Look at the Sentence Builder.

Sentence Builder

Possessive adjectives
That is **my** camera.
These are **his** photos.
This isn't **her** photo.
This is **our** farm.
Those are **their** guns.

Possessive pronouns
That camera is **mine**.
The camera is **yours**.
These photos are **his**.
This photo isn't **hers**.
This farm is **ours**.
Those guns are **theirs**.

8 Choose the correct words.

1 This is my camera. That's **your** / **your**.
2 Is that his bike? No, it's **her** / **hers**.
3 Mrs Trent's camera was the best. Look, **our** / **ours** photos are the same. I got mine **my** / **my** birthday. When did you get **your** / **yours**?
4 Do you like her? I've taken photos of mine / **my**?
5 The camera to **our** / **ours** hasn't lost work. Next week we're going to **their** / **theirs**.
6 Complete the dialogues with possessive adjectives or pronouns.

1
A Nina, is this **your** phone?
B No, it isn't. **My** / **mine** is silver.
A No, I know it isn't. **Her** / **hers** is blue. Today because he lost **his** / **his**.

2
A Whose books are these? Are they **his** / **his**?
B No, these are **mine** / **mine** on **my** / **my** desk. Maybe they're Alberto's?
A Oh yes, they're **his** / **his**.
B Name's in the book.
A Whose photos are those? Are they **his** / **his**?
B They aren't mine. Look - that's Ben and Clara in the picture. It's **my** / **my** family photo.

Speaking

10 Pair work. Find out about the Loch Ness Monster. Do you believe 'Nessie' exists? Have a class vote.

Student A, page 93 Student B, page 94

Fact or Fiction?

'Nessie' is in fact a pterosaur - a reptile from prehistoric times.
Answer page 92

these boxes focus on key features of sentence structure

these spots focus on lexical features

tasks include discussion, quizzes, questionnaires and information gap activities

dialogues and photos develop the story

12 The Ghost Tour

Warm-up

1 Do you know any ghost stories? Tell the class.
This is a story about a ghost in an old house...

Reading and Listening

2 Read and listen to the dialogue. Answer the questions.

1 Where are the group?
2 Who does Danny tell them about?
3 Why did the king arrest Arabella and William?
4 Who escaped to France?
5 Where did Arabella die?
6 Whose ghost haunts the tower?

3 Read the story. Find two differences between the ghost in the picture and the ghost in the text.

The Lady in Red

Last summer, we went to Glenelg in Scotland for a holiday. One day, it was raining, so my parents went shopping and my sister, Alice, and I went to the old castle.

We were looking at the main bedroom when, suddenly, we heard a horrible noise. It came from a small room next to the bedroom. We went over but we decided to go in. We saw a horrible figure! It was a woman. She was wearing a red dress and carrying her head in her hands! Her hair was red, her eyes were angry and she was looking at us!

Suddenly, there was a second sound and the ghost disappeared. We ran out of the castle and down to the town. We met our parents outside a shop. When we told them the story they didn't believe us. Then, after dinner, we talked to the old receptionist at the hotel. She smiled and said, 'All the best Lady of Glenelg!' and told us the story of the ghost. In the end, our parents believed us!

Text Builder

2 Look at the words in blue. Match the words with their functions.

a) to make a story interesting
b) to make a story scary
c) to finish a story

3 Read the Writing Help.

Writing Help: Writing in groups

• Share your ideas. Listen to all the members of the group.
• Make decisions about the story together.
• One student is the writer and writes the story.
• Check your story together for mistakes.

4 Write a ghost story. Follow the steps.

1 Work in groups of three. Use the words in brackets to think of ideas.
One day 'John', I was in 'John's', I was with 'John'. It was 'John's'. We were 'John's'.
We were 'John's' when, suddenly, we heard 'John's'. We were 'John's' and we saw a 'John's' in 'John's'.
We felt 'John's' and we 'John's'. Then we 'John's'. In the end, we told 'John's' about the ghost. They 'John's' believe us!

2 Use the ideas to write your story in your notebook.
3 Read your story to the class.

Skills

4 Look at the Speaking Help.

Speaking Help: Showing interest

When you listen to your partner:

- Show interest.
- Look at your partner.
- Make comments to show you are listening.
- Ask questions.

5 Pronunciation Listen and repeat the reactions.

- Right • Really? • That's terrible!
- Oh, no!

6 Pair work. Use the pictures and words to tell the two parts of the story. Make the story fun. When you listen, show interest.

Student A, page 93 Student B, page 94

Everyday Listening

1 Listen to the conversation. Choose the correct answer.

1 Lydia thought the Stravinsky film was...
a) bad. b) good. c) okay.
2 Sara and Ethan saw a rock film about...
a) monsters. b) spacemen. c) aliens.
3 At their birth, M. Ethan... c) forty...
4 I chose the film...
a) terrible. b) scary. c) great.
5 The book from Simon's Stravinsky...
a) before. b) after. c) at the same time as.
6 At Ethan's house... b) Lydia's brother. c) Sara's brother.
7 I didn't read Frankenstein by Mary Shelley.

2 Pronunciation Listen to these two sounds.

1 /ə/ but 2 /ʌ/ but

3 Now listen to the words and put them in the correct column.

/ə/ /ʌ/

4 Listen and repeat the words.

Page 99, Exercise 12

'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

Functional language is focused on and practised

in even-numbered modules there are Your Challenge and Understanding Grammar spots

Your Challenge

Writing: A ghost story

1 Read the story. Find two differences between the ghost in the picture and the ghost in the text.

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We were looking at the main bedroom when, suddenly, we heard a horrible noise. It came from a small room next to the bedroom. We went over but we decided to go in. We saw a horrible figure! It was a woman. She was wearing a red dress and carrying her head in her hands! Her hair was red, her eyes were angry and she was looking at us!

Suddenly, there was a second sound and the ghost disappeared. We ran out of the castle and down to the town. We met our parents outside a shop. When we told them the story they didn't believe us. Then, after dinner, we talked to the old receptionist at the hotel. She smiled and said, 'All the best Lady of Glenelg!' and told us the story of the ghost. In the end, our parents believed us!

Text Builder

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We were 'John's' when, suddenly, we heard 'John's'. We were 'John's' and we saw a 'John's' in 'John's'.
We felt 'John's' and we 'John's'. Then we 'John's'. In the end, we told 'John's' about the ghost. They 'John's' believe us!

2 Use the ideas to write your story in your notebook.
3 Read your story to the class.

Understanding Grammar: some, any, a lot of, no

1 Read about the mystery of the Mary Celeste. What do you think happened? On 16th December, 1872, the ship was sailing across the Atlantic when its sailors saw another ship, the Mary Celeste. They noticed a strange thing - there were no sailors on it. They decided to go on the Mary Celeste in the captain's cabin, the clock didn't work and the compass was broken; there weren't any instruments for navigation; and there weren't any documents, except the captain's logbook. The last entry in the logbook was eleven days earlier. Later reports that there was some water found in the captain's cabin are not true.

The Mary Celeste was carrying a lot of barrels of alcohol in its hold but some barrels were empty. The ship was old, so there was no violence or panic. There was a lot of fresh water and food for six months, but all the sailors' possessions were there. There were no reports of storms, there was no any damage, but the lifeboat was missing.

Were there any pirates in the area? Did the ship experience any bad weather? The case of the Mary Celeste is an unexplained mystery.

2 Look at the table and complete the rules (a-d).

Countable nouns	Uncountable nouns
a sailor - sailors	food
a day - eleven days	water
_____ nouns are always singular.	_____ nouns don't take a or an.
(one, two, ...)	_____ nouns never go with with numbers.
_____ nouns can be singular or plural.	_____ nouns can be singular or plural.

3 Find more examples of countable and uncountable nouns in the text.

4 Complete the sentences from the text with some, any or a lot of.

Affirmative	Uncountable nouns
There was _____ water.	There was _____ water.
There weren't _____ documents.	There wasn't _____ damage.
There were _____ sailors on it.	There was _____ water.

5 Read this interview with Richard. He was lost at sea for four months. Complete the interview with some, any, no or a lot of.

Interviewer - I, Richard - R

I tell us about your experience.

R I had _____ biscuits, peanuts and water. I didn't have _____ water, so I had _____ weight but after three days, I had _____ food and _____ water.

I had _____ free time and solar powered TV, so I watched videos for hours and hours. No, seriously, I collected cameras and caught fish. I made a list from parts of the boat.

I did see _____ ships when you were lost? I saw _____ fishing boats at night, but I didn't have _____ lights when you were lost?

I had in the end you were very lucky and the man found me.

R That's true. When they arrived I had _____ food for a few days and I was getting bored because I didn't have _____ more video.

these sections present and practise grammar which can often be difficult for students

this section looks at text structure, linking and punctuation

the final writing task is the students' own challenge

Introduction to New Challenges

in odd-numbered modules, there are *Across Cultures* lessons

Across Cultures 2

Warm-Up

- Look at the photos and answer the questions.
 - Who are the photos from? The 1960s, 1980s or 2000s?
 - Do you like the clothes and hair?

Reading

2 Read the texts (a-b). Then answer the questions (1-4). Write Julie, Tom or both.

Who ...

- had a computer in his/her home?
- had a television in his/her home?
- had their own car?
- had a weekend job?
- shared one telephone with their family?
- borrowed their mum and dad's car?

a) The United Kingdom

In Julie's old class in Britain in the 1980s, my dad worked in a bank and my mum was a part-time teacher. My brother and I used to go to the local swimming pool. We had one computer lesson a week. At home, we didn't have a computer but we had colour television and a television when I was twelve. I had lessons to pass my driving test. I had my first car in the summer and I passed it. I passed. Sometimes I borrowed my parents' car but I had to pay for the petrol.

I was very excited when a shopping centre with a cinema opened in our town. In the weekends, I went there with my friends to shop and see films. After the film, we always had chips.

I used to like dancing. I loved looking at clothes in the shops. My brother and I used to go to the cinema. We always went there. I had my first car in the summer and I passed it. I passed. Sometimes I borrowed my parents' car but I had to pay for the petrol.

b) The United States

My names Tom Hanks and I was born in the United States in 1968. My dad was an engineer and my mum was a teacher.

I had my own car (a second-hand car) and I drove it to work. In the evenings, my friends come to watch TV with me. I go to the gym on October 2nd. 1985, my parents bought a house. I drove to school every day and I had a Saturday job to pay for gas.

On Friday evenings, I went to the shopping centre to hang out with my friends. We always went to the shopping centre. I had my first car in the summer and I passed it. I passed. Sometimes I borrowed my parents' car but I had to pay for the petrol.

3 What did Julie and Tom have in the 1980s? Complete the table. ✓ = had, ✗ = didn't have. Where would you prefer to live?

	Julie	Tom
car	✓	✓
colour television		
computer		
telephone		

4 Read text b) again. Complete the Word Builder with American English words.

Word Builder

British English	American English
1 chips	
2 cinema	
3 colour	
4 centre	
5 film	
6 gym	
7 petrol	
8 programme	
9 secondary school	
10 shopping centre	
11 teacher	

5 Look at the Sentence Builder.

Sentence Builder

I had a Saturday job to pay for gas.

6 Use the Sentence Builder to answer the questions about the texts.

- Why did Julie have lessons when she was thirteen?
- Why did she go to the shopping centre with her friends?
- Why did Tom get a Saturday job?
- Why did Tom go to the gym every week?
- Why did Tom wear white trousers with a pink jacket?

7 Prepositions Look at the texts again. Complete the table with the words and phrases in the box.

	1968	October 2nd 1985	Friday evening	the weekend	the evenings	the night	the weekends
at							
in							
on							

8 Work in pairs. Discuss these questions about your life six years ago.

- What time did you get up and go to bed?
- What did you usually do at the weekend?
- What TV programmes did you like watching?
- What computer games did you play?
- What music did you listen to?
- Who were your favourite film and sports stars?

PRO-CUT

Write a description of an older person's teenage years.

Think of a person you **know** to be a grandparent or a neighbour. Write questions to ask about his/her teenage years.

- where they lived
- what they did
- television
- school
- weekends
- favourite music/films

2 Interview the person and make notes. *lived in a nice house in a village, colour TV, no computer*

3 Write your description. *Her neighbour's name is Mrs Paul. When she was a teenager she lived in a nice house in a village.*

there is a focus on prepositions of time, place and direction

these boxes focus on sentence structure in oral language

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

texts look at culture around the world

self-test exercises check students' vocabulary, grammar and functional language

Study Corner 4

Language Check

- Which answer is not possible - a), b) or c)?
 - They saw a _____ in the sky.
 - a) spaceship
 - b) werewolf
 - c) UFO
 - I can _____ the flowers.
 - a) hear
 - b) smell
 - c) see
 - We _____ a lovely guitar.
 - a) heard
 - b) saw
 - c) smelled
 - Great squid are _____ in the sea.
 - a) common
 - b) deep
 - c) round
 - It was getting _____ in the forest so we went home.
 - a) dark
 - b) long
 - c) scary
- Complete the words in the sentences.
 - When I looked out of the window at 8 p.m., it was getting d____.
 - I didn't eat all day and I got very h____.
 - We did get _____ when I found his mobile.
 - He got very f_____ after a long day at work.
 - I got _____ when I saw a rat on my bed.

Vocabulary 1/10
- Choose the correct expression to complete the story below.

Well, it happened 10 as this. I was 11. One day we were having a picnic near the river. We were talking and suddenly I suddenly heard a noise. It was a girl's feet. I went to see what it was and saw a man. When I came back to the safe, my mum just a coat on the floor. After that, my parents arrived. They finished us again.

Expression 1/5

4 Choose the correct words to complete the sentences.

- I don't really believe in ghosts - perhaps some / a lot of stories are true.
- There weren't any / no sales on the Mary Celestia.
- I didn't enjoy the visit to Washington Court because there were some / a lot of tourists.
- We saw a UFO but there was nothing time to take a photo.
- I'm sorry, but there are no / some towers for the concert.

5 Put markers in the dialogue in the Past Continuous.

A: What _____ (you do) yesterday?

B: Yes, I _____ for a picnic with my family in the park. It was a lovely day and the sun _____ (shine). We _____ (see) some squirrels when we _____ (were) walking in the trees.

A: Why _____ (you go) towards the trees?

B: My dog _____ (run) out of the tree and my dad _____ (scare) him. He was scared but the dog didn't hurt him. A few minutes later, we _____ (eat) ice cream, when we _____ (hear) a noise behind us. But it wasn't a bear. It was my younger brother!

Grammar 1/5

students listen and check their answers before doing extra revision

learner development activities help students become better learners

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.

Council Of Europe

New Challenges 2 covers most of the descriptors of the Common European Framework at A2 level (*strong Waystage*) 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

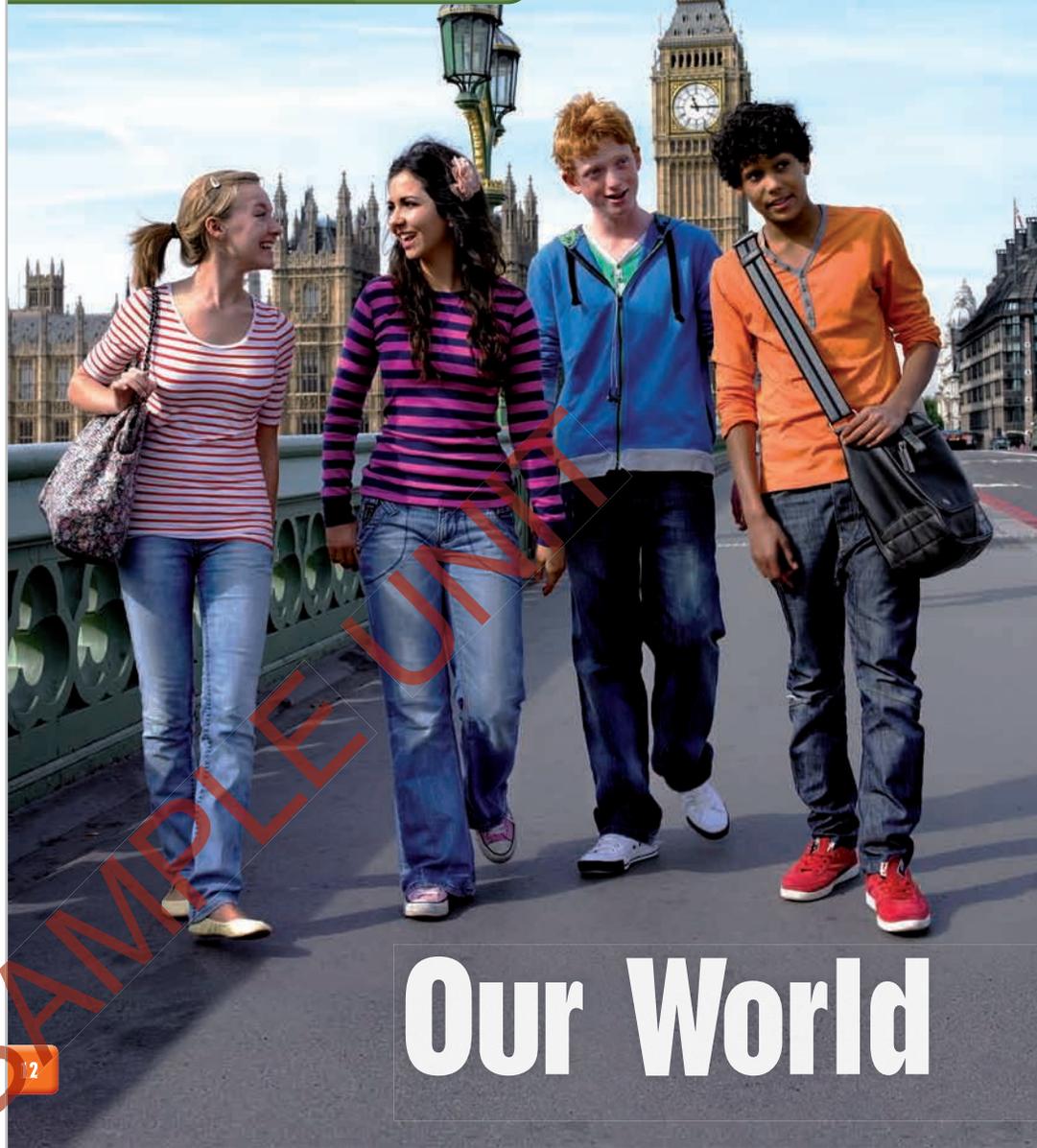
In this Unit, we are presented with the setting for the story feature of the book (London) and also the main characters who appear in the story episodes. The characters all go to the same school in London and form a group to enter the School Exchange competition outlined later on page 18. As part of 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 bc. 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.



Our World

Exercise 1

- Tell students not to worry if they can't answer all the questions in the quiz.



Exercise 2

Audioscript → end of notes

- Students listen to the recording of the quiz and check their answers.

Answers → student page



Exercise 3

Audioscript → 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

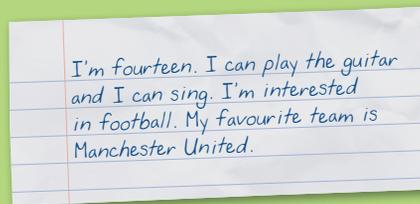
1 Work in pairs. Do the quiz about London.

- The Roman name for London was ...
a Anglium. b Capitalum. **c Londinium.**
- The river in London is called the ...
a Thames. b Seine. c Danube.
- In the photo, you can see ...
a Buckingham Palace. b Piccadilly Circus.
c Big Ben.
- Buses in London are ...
a blue. **b** red. c white.
- Londoners call the London underground railway ...
a the metro. b the snake. **c** the tube.
- In London you can stand in the east and the west at the same time ...
c at The Royal Observatory.
- In Covent Garden there are lots of ...
a flowers. b fruit and vegetables.
c shops and cafés.

1.11 2 Listen and check your answers.

1.12 3 Look at the people in the photos. Listen and choose the correct words.

4 **Picture Dictionary** pages 105 and 106. Look at the Key Words and the pictures. Write about your interests on a piece of paper. Don't write your name.



1.13

Key Words: Hobbies and Interests

art chess computers dancing fashion
music photography reading science
skateboarding sport

5 **Game** Put the pieces of paper from Exercise 4 in a bag. Take a piece of paper and read it out. Guess the person.

Ethan
He's ¹ *fourteen / fifteen*. His ² *parents / grandparents* are from Jamaica. He's interested in ³ *music / reading*.

Lydia
She's ⁸ *thirteen / fourteen*. Her ⁹ *mum / dad's* a Londoner and her ¹⁰ *mum / dad's* Polish. Lydia and her brother ¹¹ *can / can't* speak Polish. She's interested in ¹² *photography / skateboarding*.

Grace
She's ⁴ *fourteen / fifteen*. Her dad isn't from London. He's ⁵ *Irish / Turkish*. She can speak ⁶ *one / two* languages. She's interested in ⁷ *dancing / fashion*.

Rory
He's ¹³ *fourteen / fifteen*. His parents are from Scotland but he's from ¹⁴ *Scotland / England*. He's into ¹⁵ *technology / sport* and ¹⁶ *dancing / music*.

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.

Exercise 5

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

Extra

Write on the board:

S K A T E B O A R D I N G

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*.)

Exercise 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.

1 In Touch

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.*).

Warm-up

- 1 Look at the Key Words. What can you see on the page?



Key Words: Communication

send cards e-cards emails letters texts
use a landline a mobile Skype
a social networking site (e.g. Facebook, MySpace, Twitter)

Reading



- 2 Read the letters. Match the people (1–3) with how they communicate (a–c).

- 1 Sandra *b)* a) phone, social network, e-cards
2 Marcin *c)* b) texts, social network, meetings
3 Roberta *a)* c) social network

How do you keep in touch with friends and family?

Do you use the Internet?

How often do you use your mobile?

What does your mum say when you text at dinner?

Does your dad get angry about the money you spend on your mobile?

Here are your replies to this week's survey.

I don't phone my friends. I always text them – it's cheaper. But my boyfriend phones me every day! I never send emails. I chat with my friends on my laptop every night and I see them at weekends. We meet up and go dancing or to the cinema.
Sandra (15), Glasgow, Scotland

I live in London, but my parents are from Poland. They talk to my grandparents on Skype. I often talk to my cousins in Poland on Facebook. I do all my chatting on Facebook. We share music and photos – it's great fun! I never chat with people I don't know because it's dangerous.
Marcin (13), London, England

I'm from Manchester, but now I live in Leeds. I sometimes phone my old friends in Manchester on my parents' phone, but my dad doesn't like it, so I usually chat with them on MySpace. We send e-cards on birthdays – there are some brilliant websites. I hardly ever send real birthday cards – not even to my grandparents. They love getting e-cards!
Roberta (14), Leeds, England

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 <i>live</i> / <i>lives</i> in London. He/She ² <i>phone</i> / <i>phones</i> me every night.	
Negative	
I/You/We/They ³ <i>don't</i> / <i>doesn't</i> phone my friends. He/She ⁴ <i>don't</i> / <i>doesn't</i> like it.	
Questions	Short Answers
⁵ <i>Do</i> / <i>Does</i> I/you/we/they use the Internet?	Yes, I/you/we/they do. No, I/you/we/they don't.
⁶ <i>Do</i> / <i>Does</i> he/she get angry?	Yes, he/she does. No, he/she doesn't.
How often ⁷ <i>do</i> / <i>does</i> you use your mobile? What ⁸ <i>do</i> / <i>does</i> your mum say when you text at dinner?	

- 4 Read the rule and the examples of the Present Simple. Find more examples of the Present Simple in the text.

We use the Present Simple to talk about things that:

- are true in general (*She loves getting cards.*)
- happen regularly (*I see them at weekends.*)

- 5 Complete the table with these sentences.

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

Adverbs of frequency	
100%	I always text them.
80%	¹ <i>a)</i> _____
60%	I often talk to my cousins.
40%	² <i>c)</i> _____
20%	³ <i>b)</i> _____
0%	I never chat with people I don't know.

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

I talk to my cousins in Poland.

Practice

- 7 Put the verbs in the correct form of the Present Simple.
- I _____ (not use) my mobile in class.
 - My sister hardly ever _____ (write) emails.
 - My grandma _____ (not go) on the Internet.
 - They usually _____ (meet) at weekends.
 - My best friend always _____ (text) me after school.
 - We _____ (not chat) on the Internet very often.
- 8 Use the cues to write questions.
- when / you / chat on the Internet?
 - your parents / top up your mobile?
 - your best friend / send you real birthday cards?
 - your teachers / send you emails?
 - where / you / meet your friends?
 - 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 text 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:

	A	B	C
Do you read a newspaper?	<i>hardly ever</i>		

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

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

- 13 Tell the class something about your friends.

Mike often chats on the Internet, but he never watches the news.

Fact or Fiction?

The first mobile phone weighed two kilos!

Answer on page 112.

TIMEOUT! Page 95, Exercise 1

15

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.

TIMEOUT! Page 95, Exercise 1

Photocopiable activity 2, Teacher's Resources MultiROM

Exercise 8

- Check answers by asking individuals to say the questions aloud.

Answers

- When do you chat on the Internet?
- Do your parents top up your mobile?
- Does your best friend send you real birthday cards?
- Do your teachers send you emails?
- Where do you meet your friends?
- Do your grandparents use computers?

Exercise 9

- Students work in pairs, taking turns to ask and answer the questions.
- If time, students can change partners and repeat the activity.

Your Turn

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.

2 Friends

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.

1.16 Exercise 5

- Play the recording once for students to read and listen to the texts and check their predictions.

Answers → student page

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.

Answers → student page

Warm-up

- 1 Work in pairs. Ask your partner about his/her interests.

- A *What are you interested in?*
B *I'm into music and painting. And you?*

- 2 Now tell the class.

My interests are cycling and motor racing. Jack is into different things. He likes swimming and skiing.

Reading

- 3 Look at the Reading Help.

Reading Help: Predicting

- Before you begin to read, look at the pictures and the title.
- Guess what the text is about.

- 4 What do you think the texts in Exercise 5 are about?

- a) girlfriends and boyfriends
b) good friends
c) new friends
d) pen friends

- 1.16 5 Read and check your predictions.



Our Friends

Lydia is my best friend and she's good fun. I usually go out with her at the weekend. She takes lots of photographs and she's interested in art. Her marks aren't very good because she's a bit lazy. She is untidy and she can never find anything! She's very funny and we always have a good laugh together.

My best friend is Grace. She's hard-working and very organised. Her homework is never late and she always gets up early and makes her bed! She gets good marks at school - I don't because I'm bad at studying! Sometimes she's angry when I'm late but she's usually patient and waits for me. Grace is kind and honest and I talk to her when I have a problem.



Ethan is my best friend. We often listen to music and we sometimes write songs together. I write the music and he's good at writing song lyrics. He's very funny and outgoing, he's never moody or shy. He's a great friend and I like him a lot.

My best friend is Rory. He's shy and some people think he is moody but I get on with him really well. When you get to know him, he's really friendly. He's helpful and he looks after my dog in the holidays. He's into music but he's not very good at singing. His bedroom is full of old computers - he's like a mad scientist.

Answers

- 4 Ethan doesn't think Rory is moody.
5 Rory isn't very good at singing.

1.17 Exercise 7

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

Answers

Ethan: outgoing
Rory: shy, friendly, helpful
Lydia: lazy, untidy, funny
Grace: hard-working, organised, patient, kind, honest

Extra

Play the recording of Exercise 5 again for students to focus on pronunciation. Students read the texts aloud. Correct any serious pronunciation errors.

Exercise 8

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

6 Are the sentences true (T) or false (F)? Correct the false sentences.

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

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

Ethan	Rory	Lydia	Grace
funny			

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.

after for on with out with to know up

Word Builder

- 1 get up
- 2 get on with a person
- 3 get to know a person
- 4 go out with a person
- 5 look after a child/an animal
- 6 wait for a person/a bus

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~~ 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.

Sentence Builder

I'm	not very good good bad	at	singing. writing. studying. art.
	interested	in	

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

Speaking

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

What are you like?

Are you good at ... ?		Are you interested in ... ?	
swimming	<input type="checkbox"/>	science	<input type="checkbox"/>
chess	<input type="checkbox"/>	history	<input type="checkbox"/>
drawing	<input type="checkbox"/>	languages	<input type="checkbox"/>
maths	<input type="checkbox"/>	sport	<input type="checkbox"/>
dancing	<input type="checkbox"/>	computers	<input type="checkbox"/>
tennis	<input type="checkbox"/>	reading	<input type="checkbox"/>
playing an instrument	<input type="checkbox"/>	music	<input type="checkbox"/>
singing	<input type="checkbox"/>	fashion	<input type="checkbox"/>

14 What things are you both interested in/good at?

We're both interested in computers and music.

TIMEOUT! Page 95, Exercise 2

Speaking

Exercise 13

- Look at the questionnaire with the class. Point out that the question *Are you good at ... ?* is for the words in the first column and the question *Are you interested in ... ?* is for the words in the second column.
- Check students' pronunciation of the words in the questionnaire.
- Tell students to remember their own and their partner's answers for Exercise 14.

Exercise 14

- Give the pairs time to plan their sentences.
- The pairs then tell the class what they are interested in and/or good at.

Extra

Ask students to look back at the texts in Exercise 5. Tell them they are going to write a similar text about themselves and their best friend – how are they similar to their best friend and how are they different from their best friend? Students add to their sentences from Exercise 8 and write seven to ten sentences. Remind students to use some of the language from this Unit (personality adjectives, Word Builder, Sentence Builder). In groups of three or four, students then exchange and read each other's texts.

TIMEOUT! Page 95, Exercise 2

Photocopiable activity 3, Teacher's Resources MultiROM

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 10

Answers
2 waits for 3 get up
4 get on with 5 go out with
6 get to know

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.

3 The Competition

Warm-up

- 1 Read the school notice and complete it with these words.

competition lunch places
students transport

Reading and Listening



- 2 Read and listen to the dialogue. Which London sights do they talk about?

Ethan, Rory, Lydia and Grace go to the meeting about the competition. After, they meet and talk.

Lydia We can take them to the Tate Britain Gallery. I love looking at modern art.

Ethan That's boring ... I don't like art very much. What about Covent Garden?

Rory Good idea! I like Covent Garden a lot. There are always lots of street musicians. I like listening to the music.

Grace Yes, but don't forget the famous sights.

Ethan There are hundreds! Buckingham Palace, Trafalgar Square ...

Grace Let's make a list.

Lydia Oh, no! I hate writing lists!

Ethan Me too! I can't stand it.

Grace It's okay, I don't mind doing it.

Ethan Where can we have lunch?

Lydia Well, there are lots of places in Covent Garden. I love eating at the outdoor cafés and watching the people.

Grace Anyway, we can decide that later. First we need a list of interesting places. I can look on the Internet.

Ethan Hey, I like being in your team, Grace. You're hard-working!

Lydia Oh, no! You sound like my brother, Joe! I don't like doing things with him very much – he never helps!

18

Speaking

Exercise 3

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

Answers → student page

Extra

Write these symbols on the board:

✓ – X

Ask students to match the phrases in the Key Expressions box to the symbols.

(Answers:

✓ = like, love

– = don't mind

X = hate, can't stand)

SCHOOL EXCHANGE COMPETITION

Every year in June, an international group of 1 _____ visits Green Fields High School. This year, the students come from Italy, Poland and Turkey. They are here for four days: two days in school, two days in London.

What's the 2 _____? Plan the days in London! Buckingham Palace or Big Ben? You choose the 3 _____.

Sandwiches, pizza or burgers? You choose the 4 _____.

Bus or tube? You choose the 5 _____.

THE PRIZE? We use your plan and you win tickets to Shakespeare's Globe Theatre.

INTERESTED? Come to the school hall on Tuesday at 12.45 for more information.



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*).

Speaking

- 3 Complete the Key Expressions with these words from the dialogue.

hate like love mind stand

Key Expressions: Preferences

- 1 love looking at modern art.
can't 2 stand it.
3 like listening to the music.
4 hate writing lists!
don't 5 mind doing it.



- 4 Work in pairs. Use the Key Expressions to talk about these things.

- A *Do you like rap?*
B *I can't stand it. And you?*
A *I love it!*
- rap • football • getting up early
 - exams • going to the cinema
 - playing computer games • science
 - shopping • classical music • jazz

- 5 Look at the Sentence Builder.

Sentence Builder

I like Covent Garden a lot.
I don't like art very much.

- 6 Now use the Sentence Builder to write six sentences about you.

I like rap a lot. I don't like jazz very much.

Everyday Listening

- 1.19 Listen to the conversation in the mobile phone shop. Complete the information.

Mobile Warehouse Store

Customer Service Department

Mobile phone model: TSX7283
Number: 1 077 23981 PIN: 2 3321
Customer's name: 3 Lydia Hawkins
Address: 4 37 Elgin Road, London
5 E17
Home phone number: 6 0207 472 3823
Date of birth: 7 31st August 1997

- 1.20 Listen closely Complete each gap with one word.

- 1 This is your new number.
2 I don't need your personal details.
3 What's your name and address?
4 What's your date of birth?

TIMEOUT! Page 95, Exercise 3

19

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.

Everyday Listening

1.19 Exercise 1

Audioscript → end of notes

- Read through the form with the class so that students know what information they need to listen for.
- Tell students that postcodes in the UK include both letters and numbers. Make sure they remember that the number 0 is pronounced *oh* in telephone numbers.

Answers → student page

1.20 Exercise 2

- Play the recording several times if necessary for students to listen and complete the gaps.

Answers → student page

Exercise 1 – Audioscript

Lydia Yeah, I'd like this one, please.

Assistant Right. This is your new number ...

Lydia Wait! I need to write it down.

Assistant Oh seven seven ...

Lydia Oh seven seven.

Assistant Two three nine eight one.

Lydia Two three nine eight one. Okay.

Assistant Now choose a PIN.

Lydia Er ... three three two one.

Assistant Three three two one. Okay. Now, I need your personal details. What's your name and address?

Lydia Right, Lydia Hawkins.

Assistant Lydia ...

Lydia Hawkins. That's H-A-W-K-I-N-S.

Assistant And your address, please?

Lydia 37 Elgin Road. London E17.

Assistant And your home phone number?

Lydia Oh two oh seven, four seven two, three eight two three.

Assistant Just one more thing. What's your date of birth?

Lydia 31st August 1997.

Assistant 31st August 1997.

Good, that's all. How would you like to pay?

Lydia Cash, thanks.

TIMEOUT! Page 95, Exercise 3

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 five million people and covers an area 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.

Across Cultures 1

Warm-up

- 1 Work in pairs. Look at the photos. Guess the answers to these questions about Scotland.
 - a) 5 million
 - b) 10 million
 - c) 15 million
- 2 What is the capital?
 - a) Edinburgh
 - b) Glasgow
 - c) Dublin
- 3 Which rare animals can you see in Scotland?
 - a) brown bears
 - b) golden eagles
 - c) wolves
- 4 Which of these scientists is *not* Scottish?
 - a) Bell (telephone)
 - b) Edison (light bulb)
 - c) Fleming (penicillin)

Reading

-  2 Read the text and check your guesses from Exercise 1.

- 3 Read the text again. Are these sentences true (T) or false (F)?

- 1 T There are four countries in the United Kingdom.
- 2 F All buildings in Edinburgh are modern.
- 3 F There are over 800 Scottish islands.
- 4 F Brown bears are common in Scotland.
- 5 T Arthur Conan Doyle is the author of *Sherlock Holmes*.

- 4 Does your country have a national dress, flower or animal?

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.

Answers → student page



Scotland

Scotland is part of the United Kingdom (which also includes England, Wales and Northern Ireland), but it has its own parliament, football and rugby teams, and there are even Scottish banknotes. It has a population of five million people. In the capital, Edinburgh, there are excellent shops and the nightlife is great. The old town has lovely streets and there is a historic castle.

Scotland has beautiful mountains and lakes (called 'lochs'). There are also nearly eight hundred islands, and seals are very common. As in most of Europe, animals like brown bears and wolves are now extinct, but it is the only place in the UK where you can see a golden eagle. And if you're lucky, you might see the Loch Ness Monster!

Scottish people are very proud of their culture. Famous Scots include the inventors John Logie Baird (television) and Alexander Graham Bell (telephone), and writers Arthur Conan Doyle (*Sherlock Holmes*) and Robert Louis Stevenson (*Treasure Island*). The scientist Alexander Fleming (discoverer of penicillin) is also from Scotland. Every year on 25th January, Scots celebrate the birthday of their national poet, Robbie Burns.

Exercise 3

- Give students time to read the text again and check their understanding of vocabulary.

Answers → student page

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.



Did You Know?

The **thistle** is the national flower.
The national dress for Scottish men is a skirt called a **kilt**.

5 Prepositions Complete the sentences with these words. There are similar sentences in the text.

from in like of on

- 1 Edinburgh has a population of nearly half a million.
- 2 It is the second largest city in Scotland.
- 3 The Scottish festival Hogmanay is on 31st December.
- 4 Sports like football, rugby and golf are very popular in Scotland.
- 5 The actor David Tennant is from Scotland.

Speaking

6 Look at the Key Words. Find the adjectives in the text.



Key Words: Adjectives

beautiful excellent famous
great historic lovely

7 Say a true or false sentence about your country. Use the Key Words. Then the other students say if it is true or false.

*There is a historic cathedral in ...
... is a famous singer from ...*

PROJECT

Make a poster about your country.

- 1 Work in groups of five. Look at the text about Scotland. Choose a topic each from this list:
• population • the capital • countryside & wildlife • famous people & national heroes • festivals & celebrations
- 2 Find information in books or on the internet and make notes.
- 3 Find pictures on the Internet and in magazines to illustrate your project.
- 4 Use your notes to write your texts.
- 5 Put your texts together with the pictures and make a poster.
- 6 Make a poster display for your classroom.

21

Exercise 5

Answers → student page

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 ...

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.

Speaking



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*.

Study Corner 1

Language Check

Exercises 1–4

Answers → student page

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 → student page

1.23 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.

1.24 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

Language Check

- 1 Complete the student's report with personality adjectives.

REPORT CARD	
Paul is a very happy and ¹ friendly pupil. He is very ² hard-working and has got some excellent marks but his work is a bit ³ unsteady. He is quite ⁴ shy and doesn't talk a lot. But Paul is a very ⁵ helpful member of the class and is good at working in groups. Well done!	
CLASS TEACHER: Ms Jones	

- 2 Complete the sentences with these words.

after for on with out with up

- 6 I get up late on Sundays.
- 7 He goes out with his friends at weekends.
- 8 Can you wait for me after school?
- 9 I sometimes look after my little brother.
- 10 I don't get on with my cousin.

- 3 Complete the description with these words.

in like from of on

I come ¹¹from Scotland and I live ¹²in a small town ¹³of about 5,000 people. I love sports ¹⁴like football, tennis and athletics. My birthday is ¹⁵on 30th November.

Vocabulary 1 / 15

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Check where you made mistakes.

Wrong answers:	Look again at:
Numbers 1–5	Unit 2 – Key Words
Numbers 6–10	Unit 2 – Word Builder
Numbers 11–15	Across Cultures 1 – Prepositions
Numbers 16–25	Unit 1 – Grammar
Numbers 26–30	Unit 3 – Key Expressions

- Now do the exercises in Language Check 1 of the Workbook.

- 4 Complete the sentences with the verbs in the Present Simple.
- 16 Lydia takes (take) lots of photographs.
- 17 Her parents pay (pay) for her mobile.
- 18 Where do Ethan and Rory live (live)?
- 19 Where does Lydia's mum come (come) from?
- 20 Grace and Lydia don't write (not write) songs.

- 5 Order the words in the sentences.

- 21 he / me / often / emails / sends
- 22 never / letters / I / write
- 23 me / phones / always / after school / she
- 24 the Internet / use / hardly ever / I
- 25 at the station / usually / we / meet

Grammar 1 / 10

- 6 Complete the sentences with these words in the correct form.

can't stand **XX** like **✓** love **✓✓**
not like **X** not mind **–**

- 26 Rachel doesn't like basketball. **X**
- 27 She loves computers. **✓✓**
- 28 She can't stand dancing. **XX**
- 29 She doesn't mind chess. **–**
- 30 She likes swimming. **✓**

Key Expressions 1 / 5

Study Help: Classroom language (1)

- 1.24 Always ask questions in English.

How do you spell 'helpful'?

How do you say this word?

- Write down these words from Module 1.

- 1 three new words or expressions with translations in your language
 - 2 three words with difficult spellings
 - 3 three words with difficult pronunciation
- Work in pairs. Ask and answer questions about the words.

What does 'shy' mean?