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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* and *2*. 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 3**

**Speak Out**
These sections give students the chance to express their personal views about topics and ideas presented in the units. For example, in Module 1 students are asked to give their opinions about their own school environment (page 9, Exercise 6), about an alternative type of school described in the Unit (page 10, Exercise 3) and about their school rules (page 13, Exercise 12).

**Word Bank**
The Word Bank (pages 106–111) provides a module-by-module study and reference resource for students to use during lessons and for revision purposes. It lists and expands vocabulary from the Module under headings such as Multi-part Verbs, Collocations, Prepositions, Compounds and Word Building as well as grouping vocabulary in word families, e.g. Cooking (Module 3).

Vocabulary is presented with definitions and example sentences using the words or phrases in context, e.g. *take part in something* do an activity with other people: I *take part in the school sports day every year.* (Module 1)

During lessons, students are referred to the Word Bank to develop their word building skills (e.g. Module 1, Unit 2, Exercises 8, 9 and 10, page 13); to expand word families (e.g. Module 3, Across Cultures, Exercise 8, page 37) and to check their answers to an exercise (e.g. Module 3, Unit 8, Exercise 9, page 33).

**Other features in Students’ Book 3**

**Helps**
These sections offer advice that students then put into practice in reading, writing, listening and speaking activities. The Help sections cover reading skills such as scanning for information (Module 1, page 13), writing skills such as getting ideas for emails, letters and postcards (Module 2, page 26), listening skills such as listening for specific information (Module 4, page 45) and speaking skills such as preparation for roleplays (Module 3, page 33).

**Everyday Listening**
These sections give students the opportunity to listen to English in everyday situations, such as interviews for holiday jobs (Module 2, Unit 6, page 25), phone calls (Module 4, Unit 12, page 45) and announcements (Module 1, Unit 3, page 15). 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* and *2*. Text Builders focus on important features of whole ‘texts’, such as paragraph topics (Module 2, page 26), reference words (Module 4, page 46) and linkers (Module 8, page 86).

**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 23, the first woman to win a Nobel Prize). Sometimes students have to guess (e.g. page 43, the percentage of American parents who say they have the same values as their children and vice versa). Encourage students to discuss and give reasons for their guesses.

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

The magazine activities are designed to be used when there is time after students have completed a related activity in the Unit, at the end of a Unit or at home. The magazine recycles language and topics of the Units in new contexts and authentic, motivating activities such as puzzles (e.g. Activity 4, page 94), quizzes (e.g. Activity 7, page 95) and stories (Activities 16–18, pages 100–101).
Introduction to New Challenges

How to use this Handbook

This Handbook contains reduced pages from the Students’ Book, together with teaching suggestions, background information on the content of the Unit, pronunciation guidance for difficult names and places, audioscripts, 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.

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. ‘announcements’ in Module 1, ‘abilities’ 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 and Present Continuous (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

Background Information 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. Eton and Roedean (Module 1, Unit 2, page 12).

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 on the board.
• Alternatively, ask students to read aloud the answers. If necessary, correct any serious pronunciation problems.
• At times you may prefer to write the answers on the board yourself for students to check their own answers.
• Students self-check the answers to some exercises, such as pair activities (e.g. page 83, Exercise 11) and quizzes (e.g. page 37, Exercise 10) by referring to the answers given in the book and to the Language Check by listening to the CD.

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 2, Unit 4, after Exercise 4, page 20
• activities developing from a listening text, e.g. Module 2, Unit 6, after Everyday Listening, Exercise 2, page 25
• activities practising a language point from the lesson, e.g. Module 2, Unit 5, after Exercise 5, page 22

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 the Students’ Book and Workbook, the New Challenges DVD, the Word Bank and more teacher’s resources – in short, all the New Challenges resources at the click of a button!
• New Challenges Teacher’s Resources MultiROM: includes Teacher Development Workshops, photocopiable resources, a DVD and DVD worksheets. It also contains print ready tests and easily customisable tests with answer keys.
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 student 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 as the achievements of talented young people in history, dealing with teenage problems and the harshness of a nomadic lifestyle. 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 3, the characters are at a school of performing arts: they have to do auditions, perform a piece of music and a song, make a film and give a presentation.

The characters in the story 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. 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 and 2, 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. schools, health, the generation gap, music, films)
2 are cross-curricular (e.g. famous women in history, the history of medicine, musical instruments, literature, inventions, prehistory)
3 develop citizenship education (e.g. learning about people around the world, rights and responsibilities of teenagers)
4 are about other cultures around the world (e.g. schools, food, nomads, music)

In New Challenges 3, 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 Time Out, a magazine section related to the lessons 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 Word Bank organised by lexical features (Multi-part Verbs, Word Families, Compounds etc.). Students can use this section to do activities in the coursebook and as a reference to revise and increase their own vocabulary.
Approach

Grammar
In *New Challenges 3*, grammar is the first lesson in each module.

- Grammar is presented in context. Students read a variety of texts and then focus on the structures.
- 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*) gives students an opportunity to use the grammar to talk about their own lives.
- There are four *Understanding Grammar* sections that focus on problematic areas such as question tags.
- In the *Study Corner*, students test their knowledge and are guided to remedial exercises.

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* focus on sentence structure which is often related to the main grammar (e.g. *while* and *when* related to past tenses).
- 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 3* cover lexical areas such as schools, abilities, health, food, places, transport, jobs, films, personality, feelings, music and science. *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. *take up* an activity), the delexicalised verbs *make* and *do* (e.g. *make your bed*), dependent prepositions (e.g. *study for*), verbs with prepositions (e.g. *live in*), word families (e.g. *boil/fry/grill*), confusing words (e.g. *actually* and *now*) and compound nouns and adjectives (e.g. *campsite* and *well-known*). These spots also focus on wordbuilding (e.g. adjective suffixes, noun suffixes, adjectival prefixes).
- The *Word Bank* provides a reference for all of the lexical features in *New Challenges 3* and also contains the lexical features that students looked at in the previous two levels of *New Challenges*.
- *Key Expressions* are related to key functional areas from B.1.1 and some of those from B.1.2 in the Common European Framework (e.g. expressing belief, opinion, agreement and disagreement politely).
- 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. */t/*, */d/*, */θ/* and */ð*/).
- *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 stress in common phrases, contractions, unstressed function words (e.g. *are/aff/ have*) and word boundaries.

Skills

- In *New Challenges 3*, skills activities are guided, structured and, whenever possible, integrated with other skills.
- 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: magazine articles/letters; letters, emails and notes; extracts from non-fiction; interviews; questionnaires; travel brochures; stories; and biographies. There is also extra reading in the *Time Out* magazine.
- There are three *listening* tasks in every module. First there is a 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. The *Everyday Listening* has both extensive and intensive tasks. *Listen closely* and *Pronunciation* tasks develop 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. There are clear models and stages. In even-numbered modules, *Your Challenge* spots focus on more interactive writing: an email; short notes; a film review; a biography. 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.
Culture

- There is cultural input throughout the book.
- The story also provides cultural insights into the lives of the four characters who are at the school of performing arts in Norwich and visit different places in Norfolk.
- The Across Cultures sections deal with different cultures. 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 3.
- 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 3, there are spots about: similar words; storing words/expressions; memorising vocabulary; explaining words; self-assessment.

These boxes show teachers and students the objectives of each module.
These activities develop gist listening skills.
Speaking activities relate the topic to the students’ own lives.
Grammar is presented through guided discovery.
Grammar practice moves from controlled to freer exercises.
Lessons end with personalisation activities.
**Introduction to New Challenges**

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. Alternate modules of the Workbook finish with a Reading Corner, which can be used as a ‘reading for pleasure’ activity or to give further reading comprehension practice. There are extra listening activities on every Get Ready page and in the Skills unit. The recordings are on the New Challenges 3 Workbook audio CD.
Council Of Europe

New Challenges 3 covers most of the descriptors of the Common European Framework at B.1.1 level (low threshold) except those related to work and other adult contexts, and some of those at B.1.2 level (high threshold).

Spoken Production B.1.1
Can give a straightforward presentation on a familiar topic. (Module 7)
Can relate the plot of a book or film and describe his/her reactions. (Module 6)
Can briefly give reasons and explanations for opinions, plans and actions. (Module 6)
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or finds the means to express. (Module 3)

Spoken Production B.1.2
Can convey meaning by qualifying a word meaning something similar. (Module 5)
Can define the features of something concrete for which he/she can’t recall the word. (Module 5)

Spoken Interaction B.1.1
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (Module 4)
Can take part in discussions on familiar subjects. (Module 2)
Can deal with transactions while travelling. (Module 5)
Can express belief, opinion, agreement and disagreement politely. (Module 2)
Can make his/her opinions and reactions understood as regards to possible solutions of the question of what to do next. (Module 6)
Can find out and pass on straightforward factual information. (Module 5)
Can ask for and follow detailed information. (Module 5)

Spoken Interaction B.1.2
Can express thoughts on abstract, cultural topics such as films, books and music. (Modules 6 and 7)
Can summarise and give his/her opinion about a book. (Module 6)
Can provide concrete information required in an interview/consultation (e.g. doctor: symptoms). (Module 3)

Writing B.1.1
Can write accounts of experiences, describing feelings and reactions in a simple connected text. (Module 2)
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. (Modules 2, 4 and 8)
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others. (Modules 4 and 8)
Can write very brief reports to a standard conventionalised format, which pass on routine factual information. (Module 3)
Can write personal letters describing experiences, feelings and events in some detail. (Module 2)

Listening B.1.1
Can extrapolate meaning of occasional unknown words from context and deduce sentence meaning provided the topic discussed is familiar. (Modules 4 and 5)
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (Module 8)

Reading B.1.1
Can understand the description of events, feelings and wishes in personal letters. (Module 2)
Can find and understand relevant information in letters and brochures. (Modules 1, 2 and 5)
Can recognise significant points in a straightforward magazine article on familiar subjects. (Modules 1, 3, 5, 7 and 8)
Get Ready

Background
This spread introduces the characters and the setting of the story. In the photos we can see the characters in their home environments. All of them are artistic in different ways and interested in developing their talent at the school.

The Petergate School of Performing Arts in Norwich is not real but is based on many similar schools in Britain and the United States. Norwich is a medium-sized city in East Anglia.

More information about both important music and performing arts schools and the city of Norwich is available on the Internet.

Extra
Read through the module objectives with the class. Check that students understand any new words and phrases, e.g. ‘school announcements’. Encourage them to say which of the activities they think they will find easier or more difficult. At the end of the module, help students to assess how well they have achieved the objectives. Follow this procedure in each module.

Exercise 1
Audioscript ➔ page 105
• Ask students to look at the photos and guess what the people like doing and what they want to be. Play the recording, twice if necessary. Students write notes.
• Tell students not to worry if they can’t hear all the information as there is a lot to listen for.
Get Ready

Module 1

- Learn more about the Present Simple and
- Write about your ideal school.
- Listen to school announcements.
- Read about schools around the world.
- Talk about your school, likes and dislikes.
- Present Continuous.
- Matt school got? Has it got any others?
- Look at the Key Words. What facilities has your
- and has dance classes after school.
- has acting classes at school.
- has a good dance teacher.
- goes to a small private school.
- goes to a big school.
- • what they like
- • what they want to be
- • what they are good at
- • where they are from
- • I'd like to do drama and I'd like to make a film.
- Read the advert. Which things would you

Exercise 5
- Give students time to think of their answers and reasons before they work in pairs. Help with any new vocabulary students need.

Extra
- Ask students to say which day of the week they don’t like and which place in the school they don’t like and to give their reasons.

Exercise 6
- Read through the questions with the class and elicit two or three suggestions.
- In turn, students tell the class their opinions. They can see which ideas are most popular.

Extra
- Give students one minute to read through the lesson. Students then close their books.
- Write four or five phrases on the board, omitting the vowels, e.g.
  1  R _ S _ D _ N T _ L
  2  _ X C _ L _ N T
  3  _ L L _ B _ R D
  4  D _ N C _ S T _ D _
  5  S C _ _ N C _ L _ B _ R _ T _ R Y
- Students work in pairs, completing the phrases with vowels.
- Check answers by asking individuals to complete the words on the board.
- Answers:
  1  residential course
  2  excellent facilities
  3  full board
  4  dance studio
  5  science laboratory
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7, 8 and 9)

More time: do the Extra activity

Background

The concept of home schooling is completely alien in many countries and you may like to share student reactions to the idea in class. As the text states, only a relatively small number of children are educated at home in Britain but the number is growing.

The law on home schooling in the UK is very flexible and, as the text states, it is not necessary for either parent to be a qualified teacher. The only condition is that children must receive a full-time education appropriate to their age. Local authorities may at times check informally that a child being educated at home is indeed receiving tuition and may take action if they believe that parents are not complying with the law.

More detailed information about home schooling in the UK is available on the Internet by searching for ‘home schooling’ at: www.direct.gov.uk

Warm-up

Exercise 1

• Check that students understand any new words in the text about home schooling in Britain, e.g. ‘match’, ‘abilities’ and ‘learning styles’.

• Students suggest how home schooling differs from their school day.

Reading and Listening

Exercise 2

• Play the recording for students to read and listen and check their ideas.

Example answers
Leah decides what she does every day. She doesn’t have formal lessons. She’s never bored. Ned chose the subjects he’s studying for. He studies with another home-school student and her father.

Exercise 3

• Students discuss the questions in small groups of three or four.

• The discussion can then be opened up as a class discussion.

Grammar: Present Simple and Present Continuous

Exercise 4

Answers ➔ student page

Exercise 5

• Read aloud the uses (a–d) and check students’ understanding.

• After checking their answers, students find more examples in the text for each use.

Answers ➔ student page
5. Find the sentences [1–6] from Exercise 4 in the text. Match them with the uses [a–f] below. Find more examples in the textbook for each use.

We use the Present Simple to talk about: a) a present state or feeling, b) an activity we do regularly.

We use the Present Continuous to talk about: c) an activity happening right now at the time of speaking, d) an activity happening for some time around the time of speaking but not necessarily now.

Exercise 6
Match the people [1–6] with the sentences (a–f).

1. a person allergic to chocolate a) I'm not eating chocolate.
b) I don't eat chocolate.
2. a person on a slimming diet c) I only read magazines.
d) I'm only reading magazines.
3. a history teacher on holiday e) I study every day.
f) I'm studying every day.
4. a teenage girl f) I'm not eating sweets this month.
5. a student before an exam g) I'm not eating sweets.
6. a hard-working student h) I'm not eating sweets.

7. Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous.

1. Laura is a good student. She _______ (like) school a lot.
2. Jill wants to travel across Siberia next year so she _______ (learn) Russian.
3. Chris is very fit. He _______ (swim) a lot and _______ (go) jogging every day.
4. I'm on a diet. I _______ (not eat) sweets this month.

8. Complete the interview with Ruby with the correct form of the verbs in brackets.

I: Tell me about a typical day for you.
R: Every day is different. I _______ (not start) at a regular time. At the moment, I _______ (not learn) about the stars, so I _______ (do) a lot of things at night!
I: Your parents _______ (study) the stars with you?
R: My dad is but Mum isn't. She _______ (not hate) being outside in the cold for hours.
I: You always _______ (study) with your dad?

Test your language skills with the grammar practice exercises.

Practice
Exercise 6
Answers
2a) 3d) 4c) 5f) 6e)

Exercise 7
Check answers by asking individuals to read aloud the sentences.

Answers ➞ student page

Exercise 8
Advise students to read through the interview quickly for general understanding before they start completing it.

Check answers by asking pairs of students to read aloud the questions and answers in the dialogue.

Answers
2) I'm learning 3) I'm doing 4) Are (your parents) studying 5) hates 6) Do (you always) study 7) teaches 8) do 9) is studying 10) is helping 11) don't know 12) take 13) don't worry

Extra
Write on the board:
1. Tell me about a typical day for you.
2. Do you get good grades?
3. How do you know if you are learning?

Students work in small groups, asking and answering the questions. Tell them to give as much information as they can in their answers. Open up a class discussion about the last question.

Exercise 9
Students do the exercise orally or as a written exercise.

Answers
Ned is doing a practice exam today. He learns at home. He never wears a school uniform. He isn't doing a past exam paper on the Internet. He plays football every day. He is studying for three exams at the moment.

Ruby is looking at the sky this week. She's making notes today. She doesn't go to a traditional school. She doesn't often work on a laptop. She plays tennis every weekend. She studies French with her mum.

Your Turn
Exercise 10
Read the example sentences with the class. Remind students of the position of time expressions (e.g. often, at the moment) in sentences.

Check students' writing and point out any language errors for the pairs to correct before they read their description in Exercise 11.

Exercise 11
Students read their descriptions and discuss as a class.

Photocopiable activity 1, Teacher's Resources MultiROM
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 7, 9 and 10)
More time: do the activity in the Time Out section

Background

Eton and Roedean are two of the most prestigious schools in the UK. Some schools in the UK still have ‘house’ systems as mentioned in the text, though these are less common in schools today.

Warm-up

Exercise 1
• Give students time to read about Eton /ˈɛtən/ and Roedean /ˈroʊdiːn/. Check that they understand the vocabulary, e.g. (school) houses. Students may like to convert the fees from British pounds into their own currency.
• Students say if they would like to go to a boarding school and give their reasons.

Reading

Exercise 2
• Ask students to talk about the people and the places in the photos.
• Read through the titles (a–e) with the class.
• Students read the text, matching the titles with the paragraphs. Tell students to read for general understanding. Explain that they will study the text in detail in Exercises 3–5.

Answers
1d 2c 3b 4c 5a

Exercise 3
• Read aloud the advice and check that students understand the meaning of scanning. Encourage them to do this when they read texts in their L1.

Exercise 4
• Students work individually, scanning the texts and completing the table.
• Write the headings of the table on the board. Check answers by asking students to complete the table on the board.

Answers

<table>
<thead>
<tr>
<th></th>
<th>Atlantic College</th>
<th>Eton</th>
<th>Roedean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Wales</td>
<td>Windsor, near London</td>
<td>Brighton</td>
</tr>
<tr>
<td>Year opened</td>
<td>1962</td>
<td>1440</td>
<td>1885</td>
</tr>
<tr>
<td>Type of school</td>
<td>mixed boarding school</td>
<td>boys boarding school</td>
<td>girls boarding school</td>
</tr>
<tr>
<td>Age of students</td>
<td>16–19</td>
<td>13–18</td>
<td>11–18</td>
</tr>
<tr>
<td>Number of students</td>
<td>350 students</td>
<td>1300 students</td>
<td>400 students</td>
</tr>
<tr>
<td>Number of houses</td>
<td>7</td>
<td>25</td>
<td>3</td>
</tr>
</tbody>
</table>
Reading Help: Scanning for information
- Read the text quickly to get the general idea.
- Read the questions to see what type of information you need (e.g. names, dates, times).
- Find the paragraph with the information and read it carefully.

Copy the table. Scan the texts from Exercises 1 and 2 and complete the table.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
<th>Year Opened</th>
<th>Type of School</th>
<th>Age of Students</th>
<th>Number of Students</th>
<th>Number of Houses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic College</td>
<td>Eton</td>
<td>1440</td>
<td>mixed boarding school</td>
<td>16–19</td>
<td>1,300</td>
<td>7</td>
</tr>
<tr>
<td>Eton</td>
<td>Brighton</td>
<td>1440</td>
<td>mixed boarding school</td>
<td>16–19</td>
<td>1,300</td>
<td>7</td>
</tr>
<tr>
<td>Roedean</td>
<td>Brighton</td>
<td>1920</td>
<td>mixed boarding school</td>
<td>16–19</td>
<td>1,300</td>
<td>7</td>
</tr>
</tbody>
</table>

Read the text in Exercise 2 again. Are the sentences true (T), false (F) or is there no information (NI)?

1. All the UWC are international.   
2. The first UWC was in Germany.   
3. Atlantic College students must play sports.   
4. All students at UWC study in English.   
5. Most students at a UWC are from rich families.

Look at the Sentence Builder. Find two more expressions in the text.

Exercise 5
- Students do the exercise individually.
- If students disagree about any of the answers, ask them to read aloud the section of the text that supports their answer.

Exercise 6
- Read the sentences with the students.

Exercise 7
- Compare your school with Atlantic College, Eton and Roedean. Use the Sentence Builder and these words to write sentences.
  - activities • big • classes • expensive • famous • international • old • students
  - My school has more students than Atlantic College.

Exercise 8
- Students find and read aloud the sentences in the text which contain the verbs. Check that students understand the meaning of the verbs.

Exercise 9
- Check answers by asking individuals to read aloud the sentences.

Answers
2 Why don’t you take up learning Italian?   
3 Please take care of the baby.   
4 She always takes part in the school play.   
5 Can you take care of my cat while I’m away, please?   
6 I’d like to take up judo next term.

Exercise 10
Answers ➔ student page

Speaking
Exercise 11
- After students have worked in pairs, open up a class discussion about some of the questions.

Exercise 12
- Give students time to think of what school rules are unfair.
- Then, each student tells the class to see how much general agreement there is.

Fact or Fiction?
- After checking the answer, ask students if this information surprises them. What different types of school do they have in their country?
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3 and 4)
More time: do the Extra activities

Background
The four characters arrive at the Petergate School of Performing Arts in Norwich. We see the owner of the school (Mrs Tyler-Smith) and two teachers (Mr Grant and Mr Bywater).

Warm-up

Exercise 1
• Encourage students to say as much as they can remember about each of the students.
• Students describe the appearance of the three adults in the picture. Check that students remember the word *beard*.

Reading and Listening

Exercise 2
• Play the recording twice for students to listen, read and complete the task.

Exercise 3
• Students do the exercise, working individually.

Extra
Ask students if they (or any of their friends or family) are allergic to anything. If so, what problems do they have?

Speaking

Exercise 4
• Advise students to read through the sentences before they start completing them.
• Check answers by asking individuals to read aloud the sentences. Check that students understand that the *d* in *You'd* and *I'd* in sentences 3 and 4 stands for *would*.

Exercise 5
• Ask three students to read out the example dialogue. Elicit two or three more sentences from the class, using some of the Key Expressions.
• Students work in groups of three to five, discussing what they like and dislike about school.

Extra
Put students into groups of six to act out the dialogue.
Exercise 1

Audio script → page 105

• Give students time to read through the information before you play the recording.
• Play the recording, twice if necessary, for students to listen and complete the information.

Answers → student page

Exercise 2

Audio script → page 105

• Write on the board:
  1 They are students at a boarding school.
  2 We have got a pair of scissors.
• Draw students’ attention to the words are and a in the first sentence and have and of in the second sentence. Ask several students to read aloud the sentences.
• Play the recording, pausing it appropriately for students to listen and note if they hear are or a.
• After checking answers, ask students to listen again and say the complete sentences.

Answers

1  a  2  are  3  a  4  are
5  a  6  are

Exercise 3

Follow the same procedure as in Exercise 2.

Audio script → page 105

Answers

1  have  2  of  3  have
4  have  5  of  6  of

Exercise 4

Read the sentences with the students. Remind students of sentences 3 and 4 in Exercise 4.

Answers

a) I like watching/I prefer watching
b) I’d like to watch/I’d rather watch

Exercise 8

Remind students to say true sentences.

Exercise 9

Ask two students to read aloud the example dialogue. Elicit suggestions for continuing and finishing the dialogue from the class.
• Students work in pairs, taking turns to start the dialogue.
• Some of the pairs can say one of their dialogues for the class to hear.

Photocopiable activity 2, Teacher’s Resources MultiROM
Across Cultures 1

Background
Depending on your students’ educational background, they may find the information in the text more or less surprising. Many countries have state education systems which are offered to all students, although private education in various shapes and forms is also very common. Examination systems vary substantially from country to country and students may be relatively unfamiliar with the concept of public exams.

Exercise 5 You might like to try to answer any questions which the students wrote in the Warm-up and which remain unanswered by the main text.

Warm-up
Exercise 1
- Students work individually, writing their questions before comparing their ideas.
- Elicit some example questions from the class.

Reading
Exercise 2
- Students read the questions (1–6) at the beginning of the text.
- See if there are any questions which no one in the class thought of.

Exercise 4
- When checking students’ answers, ask them to correct the false sentences or explain why they are false.

Answers → student page
1 F – Text a) says state education is free and that about ninety per cent of British students go to a state school.
2 F – Text b) says state education is free and that about ninety per cent of British students go to a state school.
3 F – Text c) says state students take GCSEs at 16 and that after that they can leave school.
4 F – Text d) says secondary schools usually have a uniform.

Exercise 5
- Students work in pairs, reading their questions again and trying to answer them.
- Each pair says their two questions and answers them if possible.

Extra
Open up a class discussion about students’ reactions to different aspects of the text, e.g. uniforms, types of school, the ages for starting and leaving school, public exams.
Across Cultures

a school uniforms and things like rulers, calculators. Also, schools charge for pay for teachers, books, exam fees science, etc. We (parents) pay for Do schools have entrance exams? Do kids wear a uniform? Are schools free in the UK? Can anyone answer our questions?

Our family is moving from the United States to London. Keira, (thirteen) and Oliver (fifteen) are worrying about going to school in the UK. (The

Moving Mom

1.15

Imagine you are moving to a school in another country? Can you describe your ideal school? (a–e).

1. Think about these things: location • day school or boarding school • school trips • boys, girls or mixed school • number of students in a class • facilities • uniform or no uniform • school rules • after-school clubs

2. Plan your description. Make notes on these points:

- general description (location, type of school, uniform, rules, facilities)
- a typical school day (classes, lunch, breaks)
- after school (clubs, activities, trips, homework)

3. Write your description in three paragraphs. My ideal school is near the sea. It’s a day school for boys and girls. There isn’t a uniform and there aren’t any rules the school has a music studio, an Olympic-size swimming pool and a computer for every student.

4. Work in groups. Read each other’s descriptions. Say what you like or dislike about your partners’ ideal schools.

Exercise 9

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

Exercise 10

Give students time to read the text again. Tell them to try and remember as much as possible.

• Students work in pairs, testing each other on the text. Suggest that each student asks three or four questions, then they change roles. If you have a mixed-ability class, you may wish to have weaker students work in groups of three or four and allow them to cooperate in answering questions.

Exercise 6

Students work individually or in pairs, finding the words in the text. Check answers by asking individuals to read aloud the sentences containing the words.

Answers
2 comprehensive school 3 school uniform 4 school canteen 5 public exam 6 exam fee 7 entrance exam

Exercise 7

Ask students to find and read aloud the sentences in the text containing the Word Builder expressions.

Students discuss whether in their language they also use prepositions after these verbs.

Exercise 8

Make sure students understand that they should use words and phrases from both Exercises 6 and 7 to complete the questions.

Answers
1 public exams 2 study for 3 school canteen 4 charge for 5 pays for
Language Check

Exercises 1–4

Answers → student page

Feedback

• Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
• After checking answers to Exercise 3, students work in pairs, reading the dialogue aloud. Correct any serious pronunciation errors.
• Students look at the table to see which sections in the Students’ Book they need to look at again.
• Give students time in class or at home to do Language Check 1 of the Workbook.

Study Help: Using your coursebook

• The exercises in this section give students an opportunity to become familiar with the different components and exercise types in New Challenges 3.
• Read through the list of headings with the class. Give students time to work individually or in pairs, looking through the first module again and finding examples of each heading. Remind students that the Time Out Magazine and Word Bank are at the end of the book.

• Students need to refer to their Workbook as well as the Students’ Book for the next exercise. Read through the problems (1–10) and the solutions (a–j) with the class.
• Elicit the solutions to the first two or three problems from the students.
• Students work individually, completing the exercise. They can compare answers in pairs or groups of three before checking answers as a class.
• After checking answers, students discuss which of these problems and solutions they think are most important for them at this stage in their learning.

Answers → student page

Module 1 test,
Teacher’s Resources MultiROM

Language Check

1 Complete the words in the sentences.
1 We have our chemistry lessons in a
2 Our school has got three tennis
3 There is a football
4 I get books from the school
2 Complete the verbs in the sentences.
1 I want to take
2 When I’m ill, my mum takes
3 I’d like to take
4 When my neighbour is away, I take
5 He’d like to take
6 The school dance takes
3 Put the verbs in brackets in the Present Simple or the Present Continuous.
A Hi, Alan. What are you doing here?
B Shh, Fred, don’t speak so loudly.
I am revising (revise) for my exams. I often
use (use) the computers here.
A I use (use) my dad’s computer at home
when my sister isn’t on it!
B Where is she? I want to talk to her.
A She’s playing (play) hockey. They
are having (have) a school competition
this week. They always do have (have) it at this time.
B Oh yes, I forgot about that. Anyway, why are you here? You hate studying.

Study Help: Using your coursebook

Find these things in New Challenges 3. Which are the most useful for you?

Vocabulary

• Time Out Magazine
• Sentence Builder • Language Check
• Key Words • Key Expressions • Word Builder
• Get Ready Lessons 1–30
Numbers 1–20
Unit 1 – Grammar
Numbers 11–20
Unit 2 – Word Builder
Numbers 21–30
Unit 3 – Key Expressions

Grammar

1 Complete and I’m looking for (look for) information for the quiz. They
ask (ask) a lot of geography questions and there’s a good atlas here.

4 Choose the correct word.
A Would you love (like) going to the school dance this weekend?
B Thanks, but I’d rather (rather) prefer to go to the cinema. I love being (be) in noisy places.

Communication

A I don’t know what – I love
to go (go) to clubs and discos!

Language Check

Grammar

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ask (ask) a lot of geography questions and there’s a good atlas here.

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A I don’t know what – I love
to go (go) to clubs and discos!
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* and *2*. 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 3**

**Speak Out**

These sections give students the chance to express their personal views about topics and ideas presented in the units. For example, in Module 1 students are asked to give their opinions about their own school environment (page 9, Exercise 6), about an alternative type of school described in the Unit (page 10, Exercise 3) and about their school rules (page 13, Exercise 12).

**Word Bank**

The Word Bank (pages 106–111) provides a module-by-module study and reference resource for students to use during lessons and for revision purposes. It lists and expands vocabulary from the Module under headings such as Multi-part Verbs, Collocations, Prepositions, Compounds and Word Building as well as grouping vocabulary in word families, e.g. Cooking (Module 3).

Vocabulary is presented with definitions and example sentences using the words or phrases in context, e.g. *take part in something* do an activity with other people: *I take part in the school sports day every year.* (Module 1)

During lessons, students are referred to the Word Bank to develop their word building skills (e.g. Module 1, Unit 2, Exercises 8, 9 and 10, page 13); to expand word families (e.g. Module 3, Across Cultures, Exercise 8, page 37) and to check their answers to an exercise (e.g. Module 3, Unit 8, Exercise 9, page 33).

**Other features in Students’ Book 3**

**Helps**

These sections offer advice that students then put into practice in reading, writing, listening and speaking activities. The Help sections cover reading skills such as scanning for information (Module 1, page 13), writing skills such as getting ideas for emails, letters and postcards (Module 2, page 26), listening skills such as listening for specific information (Module 4, page 45) and speaking skills such as preparation for roleplays (Module 3, page 33).

**Everyday Listening**

These sections give students the opportunity to listen to English in everyday situations, such as interviews for holiday jobs (Module 2, Unit 6, page 25), phone calls (Module 4, Unit 12, page 45) and announcements (Module 1, Unit 3, page 15). 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* and *2*. Text Builders focus on important features of whole ‘texts’, such as paragraph topics (Module 2, page 26), reference words (Module 4, page 46) and linkers (Module 8, page 86).

**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 23, the first woman to win a Nobel Prize). Sometimes students have to guess (e.g. page 43, the percentage of American parents who say they have the same values as their children and vice versa). Encourage students to discuss and give reasons for their guesses.

**The Time Out magazine**

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

The magazine activities are designed to be used when there is time after students have completed a related activity in the Unit, at the end of a Unit or at home. The magazine recycles language and topics of the Units in new contexts and authentic, motivating activities such as puzzles (e.g. Activity 4, page 94), quizzes (e.g. Activity 7, page 95) and stories (Activities 16–18, pages 100–101).
Introduction to *New Challenges*

**How to use this Handbook**
This Handbook contains reduced pages from the Students’ Book, together with teaching suggestions, background information on the content of the Unit, pronunciation guidance for difficult names and places, audioscripts, 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.

**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. ‘announcements’ in Module 1, ‘abilities’ 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 and Present Continuous (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**
*Background Information* 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. Eton and Roedean (Module 1, Unit 2, page 12).

**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 on the board.
- Alternatively, ask students to read aloud the answers. If necessary, correct any serious pronunciation problems.
- At times you may prefer to write the answers on the board yourself for students to check their own answers.
- Students self-check the answers to some exercises, such as pair activities (e.g. page 83, Exercise 11) and quizzes (e.g. page 37, Exercise 10) by referring to the answers given in the book and to the Language Check by listening to the CD.

**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 pace and help student motivation and concentration.

Extra activities include:
- activities developing from a reading text, e.g. Module 2, Unit 4, after Exercise 4, page 20
- activities developing from a listening text, e.g. Module 2, Unit 6, after Everyday Listening, Exercise 2, page 25
- activities practising a language point from the lesson, e.g. Module 2, Unit 5, after Exercise 5, page 22

**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 the Students’ Book and Workbook, the *New Challenges* DVD, the Word Bank and more teacher’s resources – in short, all the *New Challenges* resources at the click of a button!

- *New Challenges* Teacher’s Resources MultiROM: includes Teacher Development Workshops, photocopiable resources, a DVD and DVD worksheets. It also contains print ready tests and easily customisable tests with answer keys.
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 3 as the achievements of talented women in history, dealing with teenage problems and the harshness of a nomadic lifestyle. 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 3, the characters are at a school of performing arts: they have to do auditions, perform a piece of music and a song, make a film and give a presentation.

The characters in the story 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. 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 and 2, 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. schools, health, the generation gap, music, films)
2. are cross-curricular (e.g. famous women in history, the history of medicine, musical instruments, literature, inventions, prehistory)
3. develop citizenship education (e.g. learning about people around the world, rights and responsibilities of teenagers)
4. are about other cultures around the world (e.g. schools, food, nomads, music)

In New Challenges 3, 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 Time Out, a magazine section related to the lessons 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 Word Bank organised by lexical features (Multi-part Verbs, Word Families, Compounds etc.). Students can use this section to do activities in the coursebook and as a reference to revise and increase their own vocabulary.
Approach

Grammar

In New Challenges 3, grammar is the first lesson in each module.

- Grammar is presented in context. Students read a variety of texts and then focus on the structures.
- 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) gives students an opportunity to use the grammar to talk about their own lives.
- There are four Understanding Grammar sections that focus on problematic areas such as question tags.
- In the Study Corner, students test their knowledge and are guided to remedial exercises.

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 focus on sentence structure which is often related to the main grammar (e.g. while and when related to past tenses).
- 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 3 cover lexical areas such as schools, holidays, health, food, places, transport, jobs, films, personality, feelings, music and science. 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. take up an activity), the delexicalised verbs make and do (e.g. make your bed), dependent prepositions (e.g. study for), verbs with prepositions (e.g. live in), word families (e.g. boil/fry/grill), confusing words (e.g. actually and now) and compound nouns and adjectives (e.g. campsite and well-known). These spots also focus on wordbuilding (e.g. adjective suffixes, noun suffixes, adjectival prefixes).
- The Word Bank provides a reference for all of the lexical features in New Challenges 3 and also contains the lexical features that students looked at in the previous two levels of New Challenges.

- Key Expressions are related to key functional areas from B.1.1 and some of those from B.1.2 in the Common European Framework (e.g. expressing belief, opinion, agreement and disagreement politely).
- 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. /θ/, /d/, /ð/ and /Ø/).
- 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 stress in common phrases, contractions, unstressed function words (e.g. ‘are’/’af/ have) and word boundaries.

Skills

- In New Challenges 3, skills activities are guided, structured and, whenever possible, integrated with other skills.
- 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: magazine articles/letters; letters, emails and notes; extracts from non-fiction; interviews; questionnaires; travel brochures; stories; and biographies. There is also extra reading in the Time Out magazine.
- There are three listening tasks in every module. First there is a 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. The Everyday Listening has both extensive and intensive tasks. Listen closely and Pronunciation tasks develop 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. There are clear models and stages. In even-numbered modules, Your Challenge spots focus on more interactive writing: an email; short notes; a film review; a biography. 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.
Culture

- There is cultural input throughout the book.
- The story also provides cultural insights into the lives of the four characters who are at the school of performing arts in Norwich and visit different places in Norfolk.
- The Across Cultures sections deal with different cultures. 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 3.
- 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 3, there are spots about: similar words; storing words/expressions; memorising vocabulary; explaining words; self-assessment.
A variety of tasks systematically develop reading skills.

These lexical quiz activities test students on the same lexical feature as the Word Builder but using vocabulary they have seen before. Students are referred to the Word Bank to help them and to check their answers.

Dialogues and photos develop the story.

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

These spots focus on lexical features.

Functional language is focused on and practised.

Extensive listening is developed through a variety of tasks.

These boxes focus on key features of sentence structure.

These boxes focus on lexical features.

Tasks include discussion, quizzes, questionnaires and information gap activities.

These spots focus on key features of sentence structure.

Everyday Listening deals with sounds and word stress – in other modules, Listen closely looks at features of natural speech.
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. Alternate modules of the Workbook finish with a Reading Corner, which can be used as a ‘reading for pleasure’ activity or to give further reading comprehension practice. There are extra listening activities on every Get Ready page and in the Skills unit. The recordings are on the New Challenges 3 Workbook audio CD.
Introduction to New Challenges

New Challenges 3 covers most of the descriptors of the Common European Framework at B.1.1 level (low threshold) except those related to work and other adult contexts, and some of those at B.1.2 level (high threshold).

Spoken Production B.1.1
Can give a straightforward presentation on a familiar topic. (Module 7)
Can relate the plot of a book or film and describe his/her reactions. (Module 6)
Can briefly give reasons and explanations for opinions, plans and actions. (Module 6)
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or finds the means to express. (Module 3)

Spoken Production B.1.2
Can convey meaning by qualifying a word meaning something similar. (Module 5)
Can define the features of something concrete for which he/she can’t recall the word. (Module 5)

Spoken Interaction B.1.1
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (Module 4)
Can take part in discussions on familiar subjects. (Module 2)
Can deal with transactions while travelling. (Module 5)
Can express belief, opinion, agreement and disagreement politely. (Module 2)
Can make his/her opinions and reactions understood as regards to possible solutions of the question of what to do next. (Module 6)
Can find out and pass on straightforward factual information. (Module 5)
Can ask for and follow detailed information. (Module 5)

Spoken Interaction B.1.2
Can express thoughts on abstract, cultural topics such as films, books and music. (Modules 6 and 7)
Can summarise and give his/her opinion about a book. (Module 6)
Can provide concrete information required in an interview/consultation (e.g. doctor: symptoms). (Module 3)

Writing B.1.1
Can write accounts of experiences, describing feelings and reactions in a simple connected text. (Module 2)
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. (Modules 2, 4 and 8)
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others. (Modules 4 and 8)
Can write very brief reports to a standard conventionalised format, which pass on routine factual information. (Module 3)
Can write personal letters describing experiences, feelings and events in some detail. (Module 2)

Listening B.1.1
Can extrapolate meaning of occasional unknown words from context and deduce sentence meaning provided the topic discussed is familiar. (Modules 4 and 5)
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (Module 8)

Reading B.1.1
Can understand the description of events, feelings and wishes in personal letters. (Module 2)
Can find and understand relevant information in letters and brochures. (Modules 1, 2 and 5)
Can recognise significant points in a straightforward magazine article on familiar subjects. (Modules 1, 3, 5, 7 and 8)
Get Ready

Background
This spread introduces the characters and the setting of the story. In the photos we can see the characters in their home environments. All of them are artistic in different ways and interested in developing their talent at the school. The Petergate School of Performing Arts in Norwich is not real but is based on many similar schools in Britain and the United States. Norwich is a medium-sized city in East Anglia. More information about both important music and performing arts schools and the city of Norwich is available on the Internet.

Extra
Read through the module objectives with the class. Check that students understand any new words and phrases, e.g. ‘school announcements’. Encourage them to say which of the activities they think they will find easier or more difficult. At the end of the module, help students to assess how well they have achieved the objectives. Follow this procedure in each module.

Module 1
- Talk about your school, likes and dislikes.
- Read about schools around the world.
- Listen to school announcements.
- Write about your ideal school.
- Learn more about the Present Simple and Present Continuous.

Exercise 1
Audioscript ➔ page 105
- Ask students to look at the photos and guess what the people like doing and what they want to be. Play the recording, twice if necessary. Students write notes.
- Tell students not to worry if they can’t hear all the information as there is a lot to listen for.

Answers
**Matt**: from New York; likes acting and music; good at playing the guitar; wants to be an actor.
**Jasmin**: from Manchester; likes dancing and music; good at playing the saxophone; wants to be a dancer.
**Sam**: from London; likes music; good at singing; wants to be a pop star.
**Gwen**: from Cardiff; likes films; good at taking photos; wants to be a film director.
**Module 1**

- Learn more about the Present Simple and
  - Write about your ideal school.
  - Read about schools around the world.
  - Talk about your school, likes and dislikes.

**Present Continuous**

- Jasmin
- Matt
- Sam

Jasmin:
- has acting classes at school.
- has a good dance teacher.
- goes to a small private school.

Matt:
- goes to a big school.
- play the piano.
- I'd like to do drama and I'd like to make a film.

Sam:
- what they like
- his favourite subject is chemistry because he's got a great teacher.
- My favourite subject is chemistry because I've got a great teacher.
- What is your favourite subject at school?
- What is your favourite subject at school?
- What is your favourite subject at school?
- What is your favourite activity in your school?
- What is your favourite day of the week?
- What extra classes would you like to have?
- What is your favourite place in the school?

**Exercise 2**

- Give students time to read through the sentences and see if they can remember who does what.
- Play the recording for students to complete the sentences.

**Answers ➔ student page**

**Exercise 3**

- Play the recording for the students to listen and repeat the Key Words. Check word stress and students’ understanding.

**Exercise 4**

- Read through the advert with the class. Explain or encourage students to guess the meaning of any new words.
- Students work in groups or as a whole class, saying what they would like to do.

**Exercise 5**

- Give students time to think of their answers and reasons before they work in pairs. Help with any new vocabulary students need.

**Extra**

Ask students to say which day of the week they don’t like and which place in the school they don’t like and to give their reasons.

**Exercise 6**

- Read through the questions with the class and elicit two or three suggestions.
- In turn, students tell the class their opinions. They can see which ideas are most popular.

**Extra**

Give students one minute to read through the lesson. Students then close their books.

Write four or five phrases on the board, omitting the vowels, e.g.

1. R_S_D_N_T_L
   C_R_S_
2. X_C_L_L_N_T
   F_C_L_T_S
3. F_L_B_R_D
4. D_N_C_S_T_D_
5. S_C_N_C_L_R_T_R_Y

Students work in pairs, completing the phrases with vowels. Check answers by asking individuals to complete the words on the board.

Answers:
1. residential course
2. excellent facilities
3. full board
4. dance studio
5. science laboratory
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7, 8 and 9)
More time: do the Extra activity

Background
The concept of home schooling is completely alien in many countries and you may like to share student reactions to the idea in class. As the text states, only a relatively small number of children are educated at home in Britain but the number is growing. The law on home schooling in the UK is very flexible and, as the text states, it is not necessary for either parent to be a qualified teacher. The only condition is that children must receive a full-time education appropriate to their age. Local authorities may at times check informally that a child being educated at home is indeed receiving tuition and may take action if they believe that parents are not complying with the law.

More detailed information about home schooling in the UK is available on the Internet by searching for ‘home schooling’ at: www.direct.gov.uk

Warm-up

Exercise 1
- Check that students understand any new words in the text about home schooling in Britain, e.g. ‘match’, ‘abilities’ and ‘learning styles’.
- Students suggest how home schooling differs from their school day.

Reading and Listening

Exercise 2
- Play the recording for students to read and listen and check their ideas.

Example answers
Leah decides what she does every day. She doesn’t have formal lessons. She’s never bored.
Ned chose the subjects he’s studying for. He studies with another home-school student and her father.

Exercise 3
- Students discuss the questions in small groups of three or four.
- The discussion can then be opened up as a class discussion.

Grammar: Present Simple and Present Continuous

Exercise 4
Answers ➔ student page

Exercise 5
- Read aloud the uses (a–d) and check students’ understanding.
- After checking their answers, students find more examples in the text for each use.

Answers ➔ student page
5 Find the sentences (1–4) from Exercise 4 in the text. Match them with the uses (a–d) below. Find more examples in the text for each use.

We use the Present Simple to talk about:

a) a present state or feeling, e.g.

b) an activity we regularly do, e.g.

We use the Present Continuous to talk about:

c) an activity happening right now at the time of speaking, e.g.

d) an activity happening for some time around the time of speaking but not necessarily now, e.g.

Practice

6 Match the people (1–6) with the sentences (a–f).

1 a person allergic to chocolate

2 a person on a slimming diet

3 a history teacher

4 a teenager girl

5 a student before an exam

6 a hard-working student

Ned: do a practice exam today, learn at home, never wear a school uniform, not do a past exam paper on the Internet, play football every day, study for three exams at the moment

Ruby: look at the sky this week, make notes today, not go to traditional school, not often work on a laptop, play tennis every weekend, study French with her mum

7 Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous.

1 Laura is a good student. She ________ (like) school a lot.

2 Jill wants to travel across Siberia next year so she ________ (learn) Russian.

3 Chris is very fit. He ________ (swim) a lot and ________ (not eat) sweets this month.

4 I’m on a diet. I ________ (not eat) sweets every day.

8 Complete the interview with Ruby with the correct form of the verbs in brackets.

Tell me about a typical day for Ned.

Every day is different. I ________ (not start) at a regular time. At the moment, I ________ (learn) about the stars, so I ________ (do) a lot of things at night!

Tell me about a typical day for Ruby.

My dad is but Mum isn’t. She ________ (not like) school. She ________ (hate) being outside in the cold for hours. She ________ (not know) how to drive.

9 Use the notes below to make sentences about Ned and Ruby. Use the Present Simple and Present Continuous.

Ned: do a practice exam today, learn at home, never wear a school uniform, not do a past exam paper on the Internet, play football every day, study for three exams at the moment

Ruby: look at the sky this week, make notes today, not go to traditional school, not often work on a laptop, play tennis every weekend, study French with her mum

Your Turn

10 Work in pairs. Describe your school. Use the ideas below and the time expressions in the box. Add your own ideas.

every day sometimes never often at the moment always this week/month

got grades on a report/music • have lessons • have tests • train for a match • go on trips • work with other students • watch films • play sports

We haven’t ________ every day but we don’t ________ very often. This week our class team is ________ for the ________ match.

11 Read your descriptions to the class. Which is the most interesting?

Exercise 8

• Advise students to read through the interview quickly for general understanding before they start completing it.

• Check answers by asking pairs of students to read aloud the questions and answers in the dialogue.

Answers

2 I’m learning 3 I’m doing 4 Are (your parents) studying 5 hates 6 Do (you always) study 7 teaches 8 do 9 is studying 10 is helping 11 don’t know 12 take 13 don’t worry

Exercise 9

• Students do the exercise orally or as a written exercise.

Answers

Ned is doing a practice exam today. He learns at home. He never wears a school uniform. He isn’t doing a past exam paper on the Internet. He plays football every day. He is studying for three exams at the moment.

Ruby is looking at the sky this week. She’s making notes today. She doesn’t go to a traditional school. She doesn’t often work on a laptop. She plays tennis every weekend. She studies French with her mum.

Your Turn

Exercise 10

• Read the example sentences with the class. Remind students of the position of time expressions (e.g. often, at the moment) in sentences.

• Check students’ writing and point out any language errors for the pairs to correct before they read their description in Exercise 11.

Exercise 11

• Students read their descriptions and discuss as a class.

Answers

2 I’m learning 3 I’m doing 4 Are (your parents) studying 5 hates 6 Do (you always) study 7 teaches 8 do 9 is studying 10 is helping 11 don’t know 12 take 13 don’t worry

Photocopiable activity 1, Teacher’s Resources MultiROM
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 7, 9 and 10)
More time: do the activity in the Time Out section

Background

Eton and Roedean are two of the most prestigious schools in the UK. Some schools in the UK still have ‘house’ systems as mentioned in the text, though these are less common in schools today.

Warm-up

Exercise 1
• Give students time to read about Eton /ˈɛtən/ and Roedean /roʊdiːn/. Check that they understand the vocabulary, e.g. (school) houses. Students may like to convert the fees from British pounds into their own currency.
• Students say if they would like to go to a boarding school and give their reasons.

Reading

Exercise 2
• Ask students to talk about the people and the places in the photos.
• Read through the titles (a–e) with the class.
• Students read the text, matching the titles with the paragraphs. Tell students to read for general understanding. Explain that they will study the text in detail in Exercises 3–5.

Exercise 3
• Read aloud the advice and check that students understand the meaning of scanning. Encourage them to do this when they read texts in their L1.

Exercise 4
• Students work individually, scanning the texts and completing the table.
• Write the headings of the table on the board. Check answers by asking students to complete the table on the board.

Answers

<table>
<thead>
<tr>
<th>Location</th>
<th>Atlantic College</th>
<th>Eton</th>
<th>Roedean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year opened</td>
<td>1962</td>
<td>1440</td>
<td>1885</td>
</tr>
<tr>
<td>Type of school</td>
<td>mixed boarding school</td>
<td>boys boarding school</td>
<td>girls boarding school</td>
</tr>
<tr>
<td>Age of students</td>
<td>16–19</td>
<td>13–18</td>
<td>11–18</td>
</tr>
<tr>
<td>Number of students</td>
<td>350 students</td>
<td>1300 students</td>
<td>400 students</td>
</tr>
<tr>
<td>Number of houses</td>
<td>7</td>
<td>25</td>
<td>3</td>
</tr>
</tbody>
</table>
### Exercise 5
- Students do the exercise individually.
- If students disagree about any of the answers, ask them to read aloud the section of the text that supports their answer.

**Answers ➞ student page**

### Exercise 6
- Read the sentences with the students.

**Answers**
The students come from as many as eighty different countries. Life at UWC Atlantic College is not as formal as at some boarding schools.

### Exercise 7
- Compare your school with Atlantic College, Eton and Roedean. Use the Sentence Builder and these words to write sentences.

- activities • big • classes • expensive • famous • international • old • students

**My school has more students than Atlantic College.**

### Exercise 8
- Students find and read aloud the sentences in the text which contain the verbs. Check that students understand the meaning of the verbs.

### Exercise 9
- Check answers by asking individuals to read aloud the sentences.

**Answers**
2 Why don’t you take up learning Italian?
3 Please take care of the baby.
4 She always takes part in the school play.
5 Can you take care of my cat while I’m away, please?
6 I’d like to take up judo next term.

### Exercise 10
**Answers ➞ student page**

### Speaking
**Exercise 11**
- After students have worked in pairs, open up a class discussion about some of the questions.
- Give students time to think of what school rules are unfair.
- Then, each student tells the class to see how much general agreement there is.

### Fact or Fiction?
- After checking the answer, ask students if this information surprises them. What different types of school do they have in their country?
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3 and 4)
More time: do the Extra activities

Background
The four characters arrive at the Petegate School of Performing Arts in Norwich. We see the owner of the school (Mrs Tyler-Smith) and two teachers (Mr Grant and Mr Bywater).

Warm-up

Exercise 1
• Encourage students to say as much as they can remember about each of the students.
• Students describe the appearance of the three adults in the picture. Check that students remember the word beard.

Reading and Listening

Exercise 2
• Play the recording twice for students to listen, read and complete the task.

Answers → student page

Exercise 3
• Students do the exercise, working individually.

Answers → student page

Extra
Ask students if they (or any of their friends or family) are allergic to anything. If so, what problems do they have?

Speaking

Exercise 4
• Advise students to read through the sentences before they start completing them.
• Check answers by asking individuals to read aloud the sentences. Check that students understand that the ‘d in You’d and I’d in sentences 3 and 4 stands for would.

Answers → student page

Extra
Put students into groups of six to act out the dialogue.

Exercise 5
• Ask three students to read out the example dialogue. Elicit two or three more sentences from the class, using some of the Key Expressions.
• Students work in groups of three to five, discussing what they like and dislike about school.
The four students arrive at Petergate School. 

Read and listen to the dialogue. Find the information about the students?

Arriving

So, you’re an actress, Janet.

No, I’m Jasmin. This is Gwen.

Yes, thanks.

Come and meet her.

music teachers. And that’s Mrs Tyler-Smith

Right … er, Doug.

It looks great, Mr Grant.

Right, here we are. This is the school.

Speak Out

Matt

Mr Grant

Sam

Matt

Sam

Matt

Sam

Mrs T-S

Gwen

Mrs T-S

Benson

Mr Bywater

TIME OUT!

Exercise 1

Everyday Listening

Audioscript → page 105

• Give students time to read through the information before you play the recording.
• Play the recording, twice if necessary, for students to listen and complete the information.

Answers → student page

Exercise 2

Audioscript → page 105

• Write on the board:
  1. They are students at a boarding school.
  2. We have got a pair of scissors.
• Draw students’ attention to the words are and a in the first sentence and have and of in the second sentence.
• Ask several students to read aloud the sentences.
• Play the recording, pausing it appropriately for students to listen and note if they hear are or a.
• After checking answers, ask students to listen again and say the complete sentences.

Answers
1 a 2 are 3 a 4 are 5 a 6 are

Exercise 3

Follow the same procedure as in Exercise 2.

Audioscript → page 105

Answers
1 have 2 of 3 have 4 have 5 of 6 of

Exercise 8

• Remind students to say true sentences.

Exercise 9

• Ask two students to read aloud the example dialogue. Elicit suggestions for continuing and finishing the dialogue from the class.
• Students work in pairs, taking turns to start the dialogue.
• Some of the pairs can say one of their dialogues for the class to hear.
Across Cultures 1

Background
Depending on your students’ educational background, they may find the information in the text more or less surprising. Many countries have state education systems which are offered to all students, although private education in various shapes and forms is also very common. Examination systems vary substantially from country to country and students may be relatively unfamiliar with the concept of public exams. After Exercise 5 you might like to try to answer any questions which the students wrote in the Warm-up and which remain unanswered by the main text.

Warm-up

Exercise 1
• Students work individually, writing their questions before comparing their ideas.
• Elicit some example questions from the class.

Reading

Exercise 2
• Students read the questions (1–6) at the beginning of the text.
• See if there are any questions which no one in the class thought of.

Exercise 3
• Remind students of the advice about scanning a text for information (page 13).
• Students work individually, scanning the replies (a–e) and matching them with the questions (1–6).

Exercise 4
• When checking students’ answers, ask them to correct the false sentences or explain why they are false.

Exercise 5
• Students work in pairs, reading their questions again and trying to answer them.
• Each pair says their two questions and answers them if possible.

Extra
Open up a class discussion about students’ reactions to different aspects of the text, e.g. uniforms, types of school, the ages for starting and leaving school, public exams.
Across Cultures

Warm-up

State education is free so the schools do not charge for school books, pay for books or charge for school trips. (a–e) Two questions are answered in the same way. Complete the questions with words and phrases from Exercises 6 and 7.

Exercise 6

Students work individually or in pairs, finding the words in the text. Check answers by asking individuals to read aloud the sentences containing the words.

Answers

2 comprehensive school 3 school uniform 4 school canteen 5 public exam 6 exam fee 7 entrance exam

Extra

Give students time to read through the text again. Explain or encourage students to guess the meaning of any other new words.

Exercise 7

Students work individually or in pairs, finding the words in the text. Check answers by asking individuals to read aloud the sentences containing the words.

Answers

1 public exams 2 study for 3 school canteen 4 charge for 5 pays for

Exercise 8

Students work individually or in pairs, finding the words in the text. Check answers by asking individuals to read aloud the sentences containing the words.

Answers

1 public exams 2 study for 3 school canteen 4 charge for 5 pays for

PROJECT

Your ideal school

1 Think about these things:

• location • day school or boarding school • school trips • boys, girls or mixed school • number of students in a class • facilities • uniform or no uniform • school rules • after-school clubs

2 Plan your description. Make notes on these points:

1 general description (location, type of school, uniform, rules, facilities)
2 a typical school day (classes, lunch, breaks)
3 after school (clubs, activities, trips, homework)

3 Write your description in three paragraphs.

My ideal school is near the sea. It’s a day school for boys and girls. Everyone wears a uniform and there aren’t any rules. The school has a school hall, an Olympic-sized swimming pool and a computer for every student.

Exercise 9

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

Exercise 10

Give students time to read the text again. Tell them to try and remember as much as possible.

Students work in pairs, testing each other on the text. Suggest that each student asks three or four questions, then they change roles. If you have a mixed-ability class, you may wish to have weaker students work in groups of three or four and allow them to cooperate in answering questions.
Language Check Exercises 1–4

**Feedback**
- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- After checking answers to Exercise 3, students work in pairs, reading the dialogue aloud. Correct any serious pronunciation errors.
- Students look at the table to see which sections in the Students’ Book they need to look at again.
- Give students time in class or at home to do Language Check 1 of the Workbook.

**Study Help: Using your coursebook**
- The exercises in this section give students an opportunity to become familiar with the different components and exercise types in New Challenges 3.
- Read through the list of headings with the class. Give students time to work individually or in pairs, looking through the first module again and finding examples of each heading. Remind students that the Time Out Magazine and Word Bank are at the end of the book.

• Students need to refer to their Workbook as well as the Students’ Book for the next exercise. Read through the problems (1–10) and the solutions (a–j) with the class.
• Elicit the solutions to the first two or three problems from the students.
• Students work individually, completing the exercise. They can compare answers in pairs or groups of three before checking answers as a class.
• After checking answers, students discuss which of these problems and solutions they think are most important for them at this stage in their learning.

**Answers → student page**

**Module 1 test, Teacher’s Resources MultiROM**