

## CHALLENGES 1: EVALUATION RE: Common Europe Framework

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### Introduction

*Challenges 1* is not a complete Beginner book. It assumes at least a year's study of primary English. It aims to build on students' previous study and introduce them gradually to the kind of learning they have to do at secondary as opposed to primary school. As well as covering basic Breakthrough objectives, Level 1 starts covering lower Waystage specifications.

It is important to remember that, while *Challenges 1* covers virtually all A1 'can do' statements, this does not automatically mean that students will be able to fulfil them. This will depend on the students, their previous learning experiences, the number of hours of class etc. There is also always going to be an important gap between the input learners receive and what they are capable of actually achieving.

At each level, *Challenges* covers the basic CEF objectives for the corresponding CEF level and a few for the next level. The rationale behind this is that, as mentioned before, students need time to assimilate both language and strategies before they can be said to be actually capable of carrying out the performance objectives established by the CEF. The only specifications that are not covered are those related to work or very adult situations which would be beyond teenage learners both cognitively and experientially.

Although *Challenges* takes into account the specifications of the UCLES exams as part of the broader European framework, it is most definitely *not* an exam book. It would be relevant for any educational system with its own exams that are informed by the CEF.

### Evaluation

Level 1 covers all of the areas from Breakthrough (A.1) that are not related to work or other adult situations and some of early Waystage (A.2.1).

## TOPICS

How well does the book cover 'the topics which are the subject of discourse, conversation, reflection or composition' (CEF p. 51/2)?

1. *personal identification*

nationality (GR pp.4/5); family (GR pp. 6/7); abilities (M1 pp. 16-19); personal opinions (M1 p.21); likes (M3)

2. *house and home/environment*

your room (GR p 12)

3. *daily life*

daily routines (M3); free time (M4); transport (M6); summer holidays (M10); festivals/parties (M10)

4. *free time/entertainment*

sport (M2); amusement parks (M3); interactive museums (M4) ; going out (M4) ; television (M7); films (M7);

pop groups (M9)

5. *travel*

space travel, explorers, expeditions (M6)

6. *relations with other people*

family (GR pp 6-7); helping other people (M8); working in teams (M9)

7. *health and body care*

exercise/healthy food (M2); safety (M3);

8. *education*

school days around the world (M4); bullying at school/citizenship education (M8); science olympiads (M9);

9. *shopping*

shopping in a small shop (M5)

10. *food and drink*

food for sport (M2); food and drink (M5)

11. *services*

firefighters (M3)

12. *places*

places in cities (M4); deserts/rainforests etc (M5); the UK/your country (M6);

13. *language*

focus on language

14. *weather*

the weather, tornadoes, climate (M5)

## COMMUNICATIVE LANGUAGE ACTIVITIES/STRATEGIES

### A1 BREAKTHROUGH

‘...is considered the lowest level of generative language use- the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics rather than relying on a very finite rehearsed, lexically organised repertoire of situation-specific phrases’ (p. 33 CEF)

CEF Descriptors	Challenges 1
<b>Speaking- Production</b>	
A.1 Can produce simple mainly isolated phrases about people:	talking about age (GR p. 6/7); appearance (GR p. 13); appearance /clothes (M2 p.24/5); interests/abilities (M1 p. 14/15); celebrities (M7 p. 73) describing classrooms (GR p.8/9); places (M4); describing places M8 p.79 personalisation throughout book/ routines (M3 pp 34-5); school days (M4 p. 48) transport (M6 p.59) <i>Not relevant for this age group.</i>
Can produce simple mainly isolated phrases about places:	
Can describe him/herself, what he/she does and where he/she lives.	
Can read out a very short, rehearsed statement:	

#### Descriptors covered from A.2:

Can explain what he/she dislikes about something. (M3 p. 38)  
 Can describe plans and arrangements. (M10 p. 97)

CEF Descriptors	Challenges 1
<b>Speaking- Interaction</b>	
A. 1 Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.	General Strategies: asking for repetition/explanation (M8 p. 86)
Can ask and answer simple questions, initiate and	

respond to simple statements of immediate need or on very familiar topics.	See list of topics.
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic NS speaker.	General (requests/suggestions/questions)
Can understand questions and instructions addressed carefully and slowly to him/her.	General; listening to instructions (GR p.12)
Can follow short, simple directions.	directions (M4 p. 46/7)
Can make introductions and use basic greeting and leave-taking expressions.	meeting people (GR p. 4/5); leave taking (M5 p.56)
Can ask how people are and react news.	asking how things are (M2 p. 28); asking how people are and reacting (M7 p. 74)
Can ask people for things and give people things.	requests (M8 p. 83)
Can handle numbers.	cardinal numbers (GR p. 6); ordinal (GR p.7)
Can handle quantities.	determiners/numbers (M5 p. 53); partitives (M5 p. 56).
Can handle cost.	prices/shopping (M5 p. 56)
Can handle time.	telling the time (GR p. 10)
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on v. familiar topics.	general / see list of topics
Can ask and answer simple questions about themselves and other people, where they live, people they know, things they have.	general / personal information
Can indicate time- next week, last Friday, in	future time

November, three o'clock.	(M10 p. 97); years (M6 p. 62); the past (e.g. M6 p. 65, M7 p. 72/3); dates (GR p.7)
Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	interviews – personal details (M1 p. 21)

### Descriptors covered from A:

Can make and respond to invitations. (M10 p. 100)

Can make and respond to suggestions. (M6 p. 64)

Can make simple purchases by stating what is wanted and asking the price. (M5 p. 56/7)

Can ask and answer questions about what they do in their free time. (M4 P. 42)

Other interactive functional areas covered:

Talking about rules (M9 p. 89)

Talking about the weather (M5. p.51)

Describing animals (M8 p. 81)

Giving simple opinions (M1 p. 20/1)

Giving warnings (M9. p.33)

Congratulations. (M9. p.33)

CEF Descriptors	Challenges 1
<b>Writing</b>	
A.1	
Can write simple isolated phrases and sentences.	General/focus on sentence structure (Sentence Builders)
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	General (e.g. M3 p. p. 37/ M4 p. 43)
Can write a simple postcard.	Postcard (M5 p. 57)
Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, such as on a hotel registration form.	Completing a form (M1 p. 21)

### Descriptors covered from A2:

Can write simple, formulaic notes relating to matters of immediate need. (M4 p. 47 – giving directions);

(M6 p. 65 – asking for help); (M8 p.83 making and replying to a request); (M9 p. 93 – a note of congratulation); (M10 p. 101 – making and replying to an invitation.)

Can write a very short, basic description of events, past activities and personal experiences. (M7 p. 75)

**Other areas covered:**

Writing a simple report. (M3 p. 39).

Making a poster (M2 p. 31 / M6 p. 67 / M10 p. 103)

Writing a leaflet (M8 p. 85)

Write a school timetable (M4 p. 49)

CEF Descriptors	Challenges 1
<b>Listening</b>	
A.1 Can follow speech that is slow and carefully articulated, with long pauses for him/her to assimilate meaning.	general
Can understand instructions addressed carefully and slowly to him/her.	classroom instructions (GR p. 10)
Can follow, short, simple directions.	directions (M4 p. 46/7)

**Other descriptors covered from A2:**

Can generally identify the topic of discussion when it is conducted slowly and clearly. (gist listening in Get Ready sections e.g. M3 p. 33)

Can catch the main point in short, clear, simple messages and announcements. (Get Ready and Across Culture sections e.g. M2 p. 31)

CEF Descriptors	Challenges 1
<b>Reading</b>	
A: 1 Can understand v. short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	Simple texts covered.
Can understand short, simple messages on postcards.	postcard (M5 p. 57)
Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	posters/personal notices covered (e.g. M1 p. 14)
Can get an idea of the content of simpler informational material and short descriptions especially if there is visual support.	<i>general descriptor</i>

Can follow short, simple written directions.	directions (M4 p. 47)
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**Other descriptors covered from A2:**

Can identify specific information in simpler written material such as letters, brochures and short newspaper articles describing events. (general – all text types covered)