



CHALLENGES 3: EVALUATION RE: Common Europe Framework

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Introduction

Challenges 3 covers virtually all Waystage specifications (A.2) and quite a few of which were already covered in *Challenges 2*. *Challenges 3* also looks at quite a few lower Threshold descriptors (B.1.1). As with *Challenges 1* and *2*, it is important to remember that, while *Challenges 3* contains activities that present and practise language, tasks and strategies relating to '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 that 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 adult situations which would be beyond teenage learners both cognitively and experientially. For example, *Challenges 3* does not cover descriptions of jobs or study experiences which are clearly not relevant to 11-16-year-old students.

On the other hand, *Challenges 3* does cover areas which are not reflected in the CEF descriptors. This is particularly the case in writing where project work is important. Describing an ideal school, planning a tour round a country and narrating a story are all covered in *Challenges 3*.

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.

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* Module 2: talent – your abilities/talents Module 6: favourite films / Module 7: your personality / personal problems / coming of age

2. *house and home/environment*: Module 4: quality of life in cities

3. *daily life*: Module 1. life at school / Unit 6: holiday job interview Unit 28: technology in everyday life Unit 30 – celebrating

4. *free time/entertainment*: Module 2: film/pop/sports stars Unit 4: magicians UG M2 – footballers Unit 13 - TV programme on snakes Unit 15- at the seaside – activities M6: films – James Bond / film goofs / film reviews / focus on stars

5. *M8: music* – styles / history of pop / musical instruments / hip hop culture

6. *M9: books* : classics / a short story / telling stories / a folk tale

7. *travel*: Unit 10: traveller's diary –Mexico City Unit 11: tourist information - Norwich Module 5: travel-transport / safaris in Africa / asking for information M4 AC – nomads Unit 21 – everyday listening – travel agents

8. *relations with other people: emailing a friend* (Yr Challenge Module 2) Unit 12: phone calls/messages Yr Challenge M4- emails UG M4 – friends Unit 20- generation gap

9. *health and body care*: Module 3: health – healthy lifestyles/ disease / health myths / going to the doctor

10. *ducation* Module 1: schools – alternative schools/boarding schools/drama schools/after school activities M9- books for education – reference books

11. *shopping*

12. *food and drink* M2- AC – food around the world

13. *services*

14. *places* Unit 10: – Mexico City Unit 11: Norwich Unit 14: Botswana and Uganda

15. *language*

16. *weather*

17. *technology* * not in CEF list

18. *Module 10: scientific discoveries / great inventions / evolution of life- mammals*

19. *16 history* * not in CEF list

Module 2: talented women from history M2 Study Corner – Shakespeare

Unit 7- the Black Death M2 Study Corner – history of medicines

M8 Yr Challenge- biography of Beethoven Unit 29: prehistory M10- GR - Pompeii

COMMUNICATIVE LANGUAGE ACTIVITIES/STRATEGIES

A.2 WAYSTAGE

A.2.1 'it is at this level that the majority of descriptors stating social functions are found (e.g everyday polite forms of greeting.....)' p. 31 Also included very basic transactional specifications.

A.2.2 more active participation in conversation + ability to sustain monologues.

1. SPEAKING

CEF Descriptors	Challenges 3
Speaking- Production	
<p>A.2 Can give a simple description or presentation of people.</p> <p>Can give a simple description or presentation of living or working conditions; daily routines, likes/dislikes, etc as a short series of simple phrases and sentences linked to a list.</p> <p>Can recall and rehearse an appropriate set of phrases from his/her repertoire.</p>	<p>covered in Ch2</p> <p>Unit 1- ex 8- school routines Unit 3- Ex 5 – likes/dislikes</p> <p>Unit 24- rehearsal of key expressions</p>
<p>A.2.1 Can describe him/herself, what he/she does and where he/she lives.</p> <p>Can give a short, rehearsed basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>	<p>Covered in Ch2</p> <p>Unit 24: short presentation</p> <p>Unit 24: presentation</p>
<p>A.2.2 Can explain what he/she dislikes about something.</p> <p>Can use simple descriptive language to make brief statements about and compare objects and possessions.</p> <p>Can describe plans and arrangements.</p> <p>Can describe habits and routines.</p> <p>Can describe past activities and personal experiences.</p> <p>Can give short, basic descriptions of events and activities.</p>	<p>Unit 3: ex 4 - preferences</p> <p>Covered in Ch2</p> <p>Unit 21- suggestions</p> <p>Unit 1. school routines</p> <p>Unit 4. Ex 10/11 – past experiences</p> <p>AC4 ex7 celebrations</p>

Can tell a story or describe something in a list of simple points.	Unit 27- narrating a story
Can describe everyday aspects of his/her environment e.g. people, places	Module 5: places / M 7 - people
Can give a short, rehearsed basic presentation on a familiar subject. Can cope with a limited number of straightforward follow up questions.	Unit 24. presentation
Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.	Covered in Ch2

CEF Descriptors	Challenges 3
Speaking- Production	
<p>Can reasonably fluently related a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences .e.g. an accident. Can relate the plot of a book or film and describe his/her reactions.</p> <p>Can describe dreams, hopes and ambitions.</p> <p>Can describe events, real or imagined. Can narrate a story.</p> <p>Can give a straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in whcih the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>	<p>Unit 27: narrative + time expressions Unit 27. ex 5- feelings/ reactions Unit 27: a fire</p> <p>Module 6: GR- reactions to films Unit 26: book plot + reactions</p> <p>Unit 19: ex 12- hopes/ambitions</p> <p>AC5- telling stories Unit 27 Rehearsed announcements not covered</p> <p>Unit 24: presentation main points</p>
<p>B.1.1. Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>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.</p> <p>Can start again using a different tactic when</p>	<p>Unit 18. Ex 6- reasons</p> <p>Unit 24- main points</p> <p>Ch2- correction</p>

communication breaks down.	
B.1.2 Can rehearse and try out new expressions and combinations, inviting feedback. Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = a bus). Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem.	Rehearsal Unit 9. ex 8 Unit 24. ex 5 S.Corner 5: explaining words S.Corner 9. approximation Correction and breakdown – Ch2

CEF Descriptors	Challenges 3
Speaking- Interaction	
A.2 Can indicate when he/she is following	Covered in Ch2- Unit 27. Ex 6- reactions
A.2.1 Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	general
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going on his/her own accord.	general
Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand if the speaker can take the trouble.	general
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.	general
Can use simple everyday polite forms of greetings and address.	Unit 3: polite forms
Can make and respond to invitations and suggestions.	Unit 21- suggestions
Can make and respond to apologies.	Covered in Ch2
Can say what he/she likes or dislikes.	Unit 3: preferences
Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	General
Can discuss what to do, where to go and make arrangements to meet.	Covered in Ch2
Can say what he/she thinks about things	Unit 6: opinions

Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	General
Can get simple information about travel, use public transport: buses, trains and taxis.	Unit 15- asking for information
Can ask and give directions, buy bus tickets.	Unit 15- directions
Can ask about things and make simple transactions in shops, Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price.	Covered in Ch2
Can order a meal.	Covered in Ch2
Can exchange information for simple and routine tasks.	general
Can ask and answer questions about what they do at work and in free time.	Free time activities – covered (e.g. M6-films)
Can ask for and give directions referring to a map or plan.	Covered in Ch1 and 2
Can ask for and provide personal information.	general
Can answer simple questions and respond to simple statements in an interview.	general
Can say he/she didn't follow.	Covered in Ch1 and 2
A.2.2.	
Can interact with relative ease in structured situations and short conversations, provided the other person helps if necessary.	General
Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	General
Can understand enough to manage simple, routine exchanges without undue effort.	General
Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	General
Can establish social contact: greetings and farewells; introductions; giving thanks.	Covered in Ch2
Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can	General

ask for repetition or reformulation from time to time.	
Can participate in short conversations in routine contexts on topics of interest.	General
Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.	General
Can discuss what to do in the evening or at the weekend. Can make and respond to suggestions.	Unit 12- phone arrangements Unit 21- suggestions
Can agree and disagree with others.	Unit 6: agreeing/ disagreeing
Can exchange relevant information and give his/her opinion on practical problems when asked directly provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	Unit 21- solving problems
Can understand enough to manage simple and routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	General
Can discuss what to do next, making and responding to suggestions	Unit 18 ex 6-8 /21 ex 3-6
Can ask for and giving directions.	Covered in Ch1 and 2
Can deal with practical everyday demands: finding out and passing on straightforward factual information.	General – information gaps
Can ask and answer questions about habits and routines.	Unit 1- school routines
Can ask and answer questions about pastimes and past activities.	Unit 4- past activities
Can give and follow simple directions and instructions.	Unit 18: instructions
Can make him/ herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally and is given some help to express what he/she wants to-	General
Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.	Covered in Ch1 and 2
Speaking- Interaction	
B.1 Can follow clearly articulated speech, directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can enter unprepared into conversations on familiar	General descriptors - difficult to predict what students could do

<p>topics. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can put over a point of view clearly but has difficulty engaging in debate. Can take part in routine formal discussions of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. Can deal with most transactions likely to arise whilst travelling.</p>	<p>Same as above.</p> <p>Information exchange throughout book.</p> <p>Unit 15: tourist information</p>
<p>B.1.1. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g family, hobbies, work, travel). Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an outing. Can express belief, opinion, agreement and disagreement politely. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can find out and pass on straightforward factual information. Can ask for and follow detailed information.</p> <p>Can ask for and follow detailed directions.</p> <p>Can ask someone to clarify or elaborate what they have just said.</p>	<p>All topics covered</p> <p>Unit 6- opinions</p> <p>Unit 6- agreeing and disagreeing Unit 21- suggestions about practical questions Unit 6- agreement and disagreement Unit 21- practical questions</p> <p>Information gaps Unit 15- asking for information</p> <p>Covered in Ch1/2</p> <p>Covered Ch1 and 2</p>

<p>B.1.2. Can express thoughts on more abstract, cultural topics such as films, books and music.</p> <p>Can describe how to do something, giving detailed instructions.</p> <p>Can summarise and give his/her opinion about a short story, and answer further questions of detail. Can provide concrete information required in an interview/consultation (eg doctor- symptoms) but does so with limited precision.</p> <p>Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.</p>	<p>M6: Films M8: Music M9: Books</p> <p>Unit 9: doctor's consultation</p>
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2. WRITING

CEF Descriptors	Challenges 3
<p>A. 2 Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</p> <p>Can write simple, formulaic notes relating to matters in areas of immediate need.</p> <p>Can write very simple personal letters</p>	<p>Focus on linkers throughout M4/10: Yr Challenges: short notes M2. Yr Challenge – personal email</p>
<p>A.2.1 Can write a series of simple phrases and sentences about their family, living conditions, educational background</p> <p>Can write short, simple imaginary biographies about people.</p>	<p>Covered in Ch1 and 2</p> <p>M8. Yr Challenge biography</p>
<p>A.2.2 Can write about everyday aspects of his/her environment, e.g. people, places in linked sentences.</p> <p>Can write very short, very basic descriptions of events, past activities and personal experiences.</p>	<p>AC3. project – a tour of my country</p> <p>AC4- describing an event</p>

<p>B.1 Can write straightforward connected texts / detailed descriptions on a range of familiar subjects within his field of interest, but linking a series of shorter discrete elements into a linear sequence.</p> <p>Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip- real or imagined.</p> <p>Can narrate a story.</p> <p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p> <p>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.</p> <p>Can write notes conveying simple information of</p>	<p>Linking covered comprehensively</p> <p>AC4 – describing an event</p> <p>AC5- a folk tale Abstract – M6 Yr Challenge – film review Yr Challenge – M2 personal email M4 – short emails Yr Challenge- M4</p>
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immediate relevance to friends, teachers and others who feature in his/her everyday life, getting across comprehensively the points he/she feels are important.	and M10
B.1.1 Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. Can write personal letters describing experiences, feelings and events in some detail.	AC2 – report about food M2Yr Challenge AC4 – describing a celebration
B.1.2. Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music or films.	M6- Yr Challenge Film review

3. LISTENING

CEF Descriptors	Challenges 3
A. 2 Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly. (NS speakers) Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions related to how to get from X to Y, by foot or public transport. Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	General Messages and announcements – Unit 3 (EL) / Unit 12- phone messages Covered in Ch 1 and 2 Specific info exercises throughout
A.2.1 Can understand phrases and expressions related to areas of most immediate priority, e.g. very basic personal and family information, shopping, local geography, – provided speech is clearly and slowly articulated. Can follow the changes of topic of factual TV news items, and form an idea of the main content.	All topics covered extensively. News items.- M10 Challenges video.
A.2.2. Can understand enough to meet the needs of a concrete type provided speech is clearly and slowly articulated. Can identify the main point of TV news items reporting events, accidents etc where the visual supports the commentary.	General Challenges video
B.1. Can generally follow the main points of an extended NS discussion around him/her, provided speech is clearly articulated in standard dialect. Can follow detailed directions.	Tapecripts- focus on standard NS. Covered in Ch1 and 2
B.1.1. Can understand main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc including short narratives. Can follow in outline straightforward short talks on	Text types all covered. Unit 24- short

familiar topics provided these are delivered in clearly articulated standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	presentation. Focus on main points in recorded material.
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4. READING

CEF Descriptors	Challenges 3
A.2 Can find specific, predictable information in everyday material, such as advertisements, prospectuses, menus and timetables. Can identify specific information in simpler written material he/she encounters such as letters, brochures, and short newspaper articles describing events.	Variety of text types- adverts, prospectuses e.g. Unit 11 (Norwich) Unit 14 (On Safari) All text types covered extensively.
A.2.1 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. Can understand short, simple personal letters.	Covered in Ch1 and 2 Yr Challenge: M2; M4; M10
A.2.2. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.	General.

B.1 Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen friend. B.1.1. Can find and understand relevant information in everyday material such as letters and brochures.	Lots of factual texts (e.g. Across Cultures / Unit 5 – hidden talent) Description of events- Unit 8, your challenge/ Unit 26 / AC5 Focus on specific information.
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Text types covered:

magazine articles; personal letters; short notes; newspaper reports; factual texts; film review; stories; advert; brochure; report; problem letters/answers; biography; book review;