

# 1 THE CHALLENGE TEACHER'S NOTES

## Objectives

### SUMMARY

Emma, Liam, Nicole and Justin have set themselves a challenge: to go the whole weekend without using their mobile phones. Anyone who fails the challenge has to buy everyone else a coffee. At home, making curry with her dad, Nicole refuses to answer her phone when it rings. She tells her father about the challenge. He laughs at the idea that she can go so long without using her phone. On Monday morning, Emma, Justin and Liam meet on the way to school. They all admit to failing the challenge. When they meet Nicole, they are amazed to learn that she did not use her phone all weekend. When they get to school, however, they see their classmate Julia, who thanks Nicole for the help she gave her on her chemistry assignment. Before Nicole has a chance to stop her, Julia explains how she and Nicole had a long conversation on the phone. Embarrassed, Nicole offers to buy everyone a coffee.

### LANGUAGE

Vocabulary: adjectives to describe uncomfortable feelings (*guilty, desperate, awkward*); Phrases for fluency: *You always say that, I thought as much, I'm buying*

### USEFUL INFORMATION

The extraordinary changes in our lives brought about by the digital revolution have led to a movement which seeks to restore balance. Students can read and discuss the Digital Detox manifesto: <http://digitaldetox.org/manifesto/>

Refer students back to episode 1 of the photostory. Ask them what they remember about it. *Who did Nicole say was always on their phone?* (Justin) *What did Julia phone Nicole to ask about?* (the Chilly Balloons concert) *What challenge did Emma, Liam, Nicole and Justin set themselves?* (to go the whole weekend without using their phones)

## THINK ABOUT

- 1 Elicit the fact that the four friends want to challenge themselves to stop using their phones for a few days because they realise they spend far too much time using them. Now refer students to the three questions and encourage them to consider how they would feel if they were not able to use their own phones for a period of time. Elicit relevant adjectives to describe uncomfortable feelings from the list of such words introduced in Unit 1 of the Student's Book (e.g. *desperate, stuck, puzzled*). Encourage students to use them in their conversations. In addition, encourage students to develop conversations beyond the three introductory questions on the page. This they can do by asking supplementary questions based on the answers the other students give them.
- 2 Students work with a partner and put the events in order. Watch the video again to check their answers.

### Answers

- 1 Nicole makes a curry with her dad.
- 2 Nicole's phone rings.
- 3 Nicole tells her dad about the challenge.
- 4 Emma meets Justin on her walk to school.
- 5 Emma talks about having watched videos on YouTube.
- 6 Liam says he failed the challenge.
- 7 Justin said he went three hours without looking at his phone.
- 8 Nicole says she did not use any technology all weekend.
- 9 Julia thanks Nicole for her help.
- 10 Nicole offers to buy everyone a coffee.

### Optional activity

Provide a transcript of the first scene from Episode 1. Students practise the scene in pairs. Monitor and offer help with pronunciation and intonation. Choose one pair to perform the scene in front of the class. The rest of the class can give feedback on pronunciation and intonation.

## THINK BACK

- 3 Refer students to the four highlighted phrases from the video and the context they appear in. Ask students to work in pairs to decide what these informal phrases mean. As a follow up, ask them to translate the four extracts into their own language.

### Answers

- 1 a 2 c 3 b 4 b

### Mixed ability idea

In a stronger class, ask students to think of situations when they might use these phrases.

- 4 Ask students to think about the lie that Nicole told. Allow students to discuss the questions in groups then feedback as a class. Encourage students to work together to come up with an answer to question 2. There may be some debate about the reasons we lie.

### Suggested answers

- 1 We are not told why Nicole told a lie, but we imagine that it is because she wanted to be the only one to meet the challenge successfully. It seems she decided it was more important to win than to be honest.
- 2 People lie for many reasons, for example: to gain an advantage, to not hurt someone's feelings, to hide the fact that they have done something they know they shouldn't have.

**Mixed ability idea**

In a weaker class, watch the final scene again. Ask students to brainstorm how the different characters might be feeling at this point (e.g., *Nicole is embarrassed, Emma, Justin and Liam are surprised, Julia is sorry.*). Then discuss each of the questions with the class as a whole, eliciting answers.

**THINK THROUGH****ROLE PLAY A different ending**

Explain that the students are going to create a role play based around an alternative ending for the episode. Elicit some ideas for different ways to conclude the episode (e.g. Julia doesn't say anything about the phone call. Nicole says Julia came to her house.).

Read through the task with the class. Draw students' attention to the mind map and ask them to use the information in it to help them create their role play. Refer students to the suggested phrases. They can also look back at the phrases in Exercise 3 for inspiration. Together they should give students some ideas for how to write their alternative endings.

Monitor and offer support while students are preparing their role plays. Encourage as many students as possible to perform their role plays. Consider asking pairs to perform to each other. The 'audience' pair can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.