



Extra activities

Module 1 – Unit 1

Extra (Exercise 2)

The text recording can be used to give students practice in identifying word stress patterns. Write five pairs of words from the text on the board:

1	2	3	4	5
sitting	towards	intensely	animals	communicate
honey	receive	interpret	chemical	ecologists

Explain that each pair of words has the same stress pattern. Students say the words quietly to themselves to see where they think the stress is.

Play the recording for students to listen and check their answers.

Ask individuals to mark the stress in the words on the board and say the words.

Students listen and repeat the words after you.

Answers

Group 1 – stress on 1st syllable

Group 2 – stress on 2nd syllable

Group 3 – stress on 2nd syllable

Group 4 – stress on 1st syllable

Group 5 – stress on 2nd syllable

Module 2 – Unit 5

Extra (Exercise 5)

- Give students time to read the articles again and make a note of any new vocabulary.
- Explain or encourage students to guess the meaning of the new words.

Module 4 – Get Ready

Extra (Exercise 4)

- Write two more statements about money on the board for students to discuss, e.g.
 - 1 When death comes, the rich man has no money and the poor man no debt. (Estonia)
 - 2 A fool and his money are soon parted. (Britain)
- Ask students if there are similar statements about money in their L1. Encourage them to try and translate the statements into English.

Module 4 – Unit 11

Extra (Exercise 5)

- Elicit another noun for each word in the first column (1-7), e.g. *a bag of (sweets), a piece of (cake)*. This will prepare students for Exercise 6.

Extra (Exercise 6)

- Elicit words to use with the answers, e.g. a cup of hot chocolate, a glass/cup/bottle/carton of milk, a jar/cup of coffee, a bag/pile of apples, a glass/carton of orange juice, a bottle/glass of wine, a bag/pile of rice.

Extra (Exercise 8)

- Write the beginning of sentences on the board for students to complete, e.g.
 - 1 It was such a scary film
 - 2 The weather was so bad
 - 3 My sister is so shy
 - 4 Tony's room was such a mess

Module 4 – Your Challenge

Extra (Exercise 2)

- Ask further questions about the email, e.g. Is this the first thing Peter has bought from the company? (No), What's wrong with the MP3 player? (He can't listen to music because of the headphones), What does he want the company to do? (send him some new headphones or suggest an alternative solution). Encourage students to suggest what 'alternative solutions' there are, e.g. sending him a completely new MP3 player, giving a refund.

Module 5 – Unit 13

Extra (Exercise 2)

- Give students time to work in pairs, reading the text and making a note of any new words and expressions, e.g. *unstable, change course*.
- Explain or encourage students to guess the meaning of the new vocabulary.

Module 6 – Get Ready

Extra (Exercise 2)

- Play the recording again for students to listen for extra information that Tom and Keith give, e.g. what does Tom say about the 'green' group he belongs to? Why is Keith bored with hearing about the environment?
- As a class, students pool the extra information they heard.

Module 6 – Unit 16

Extra (Exercise 4)

- Play the recording again for students to focus on the speakers' stress and intonation patterns.
- In pairs, students practise reading the dialogue aloud and changing parts. Monitor and correct any serious pronunciation errors.

Module 6 – Unit 17

Extra (Exercise 2)

- Play the recording again for students to read and listen and make a note of any new vocabulary.
- Explain or encourage students to guess the meaning of any new words.
- Ask students if any of the information in the brochure surprised them.

Extra (Exercise 6)

- Students work individually, writing 4-5 sentences using some of the expressions. Check students' sentences.
- In turn, students read aloud one or two of their sentences to the class.

Module 6 - Your Challenge

Extra (Exercise 2)

- Write cues on the board, e.g.

opening times, use of credit cards, shopping centres, shopaholics

- Ask students to compare what the article says about shopping in Britain with shopping in the own country.
- Ask students to read paragraph 4 of the article again. Ask them what they do to have 'real fun'.

Module 8 – Unit 24

Extra (Everyday Listening Exercise 1)

- Write cues on the board for students to listen and complete the football results:

Bristol City	2	Doncaster	a)
Bristol Rovers	b)	Chester	c)
Arsenal	d)	Newcastle	e)
Manchester	1	Liverpool	1
Chelsea	f)	Birmingham	g)

Answers

a) 1 b) 0 c) 2 d) 3 e) 0 f) 1 g) 0