

1 A website project

Reading comprehension

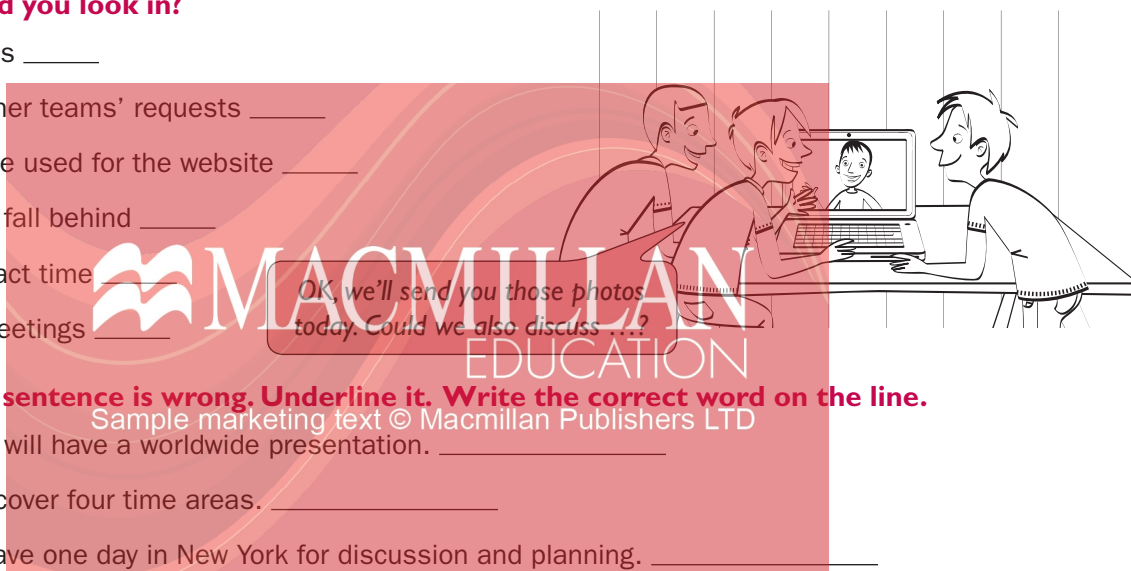
1 Read *The www project* again.

2 Match the phrases on the right to the sections from the leaflet on the left.

- | | |
|------------------------------------|-----------------------------------|
| 1 Introducing the project ... | a when to make contact _____ |
| 2 Team leaders – important people! | b project support _____ |
| 3 Working with your partner team | c project co-ordination _____ |
| 4 Time zones | d useful tips _____ |
| 5 Help is at hand | e what the project is about _____ |
| 6 Handy hints box | f planning and contact _____ |

3 You want some advice about the topics listed below. Which numbered section in Exercise 2 would you look in?

- 1 video conferences _____
- 2 responding to other teams' requests _____
- 3 media that can be used for the website _____
- 4 what to do if you fall behind _____
- 5 appropriate contact time _____
- 6 holding review meetings _____



4 One word in each sentence is wrong. Underline it. Write the correct word on the line.

- 1 The new website will have a worldwide presentation. _____
- 2 The website will cover four time areas. _____
- 3 The teams will have one day in New York for discussion and planning. _____
- 4 The project leader will give help and advice. _____
- 5 It will take several months to set up the website. _____

5 Complete the sentences with the words in the box. Make changes as necessary.

deadline back up assign request essential go off promptly perspective

- 1 From my Dad's _____, we don't get enough homework.
- 2 Sam had an argument with his friends so he _____ by himself.
- 3 After I finished my project I _____ all the files.
- 4 It's _____ to make copies of everything.
- 5 We just made the _____ for the competition.
- 6 The headteacher made a _____ for volunteers to tidy the playground.
- 7 When you are given homework, it's best to do it _____ so you don't fall behind.
- 8 Our teacher divided us into groups and _____ a different task to each one.

1 Write the words next to the correct definition.

assign appropriate access thoroughly supervisor co-ordinate conference monitor

- completely, carefully and in detail _____
- to regularly check something _____
- to organise an activity so everyone works together _____
- to give a task or put someone in a particular group _____
- to get information, especially from a computer _____
- a person who is in charge of an activity, a place or a group of people _____
- suitable for a particular situation _____
- a meeting where people have discussions _____

2 Which of these verbs can also be used as nouns? Look back at pages 8–9 in your Student's Book or use a dictionary to check.

request respond practise discuss access
encounter launch assign develop contact

- Practice with 'c' is a noun. Please do your piano **practice**.
- Practise with 's' is a verb. I **practise** the piano every day.
- In American English, practice is always spelled with 'c', whether it is a noun or a verb.

Look out!
Learn this.



3 Find the word groups.

co-ordinate back-up supervise access contact files website review

- Find four words to do with computing: _____
- Find four words to do with organising: _____

meeting promptly regular discussion conference deadline

- Find three words to do with time: _____
- Find three words to do with speaking together: _____

4 Circle the correct words to complete the sentences.

- The hotel has 24-hour room service and you can **request** / **contact** a meal at any time.
- Have you listened to the radio station that's just been **assigned** / **launched**?
- If you **encounter** / **monitor** a wild animal in the forest, keep still and don't scream.
- It's difficult to park anywhere in the central **perspective** / **zone** of the city.
- Computer **maintenance** / **practice** is important to keep it working efficiently.
- My uncle is a factory **supervisor** / **monitor** and he organises everyone's work.
- In the **conference** / **confusion** after the explosion, the robbers escaped with the money.
- Many different kinds of fruit are **available** / **appropriate** in the market.

Looking at language

Dictionary work

1 Use a dictionary. Look up these nouns and write their plurals.

- | | |
|----------------|------------------|
| 1 video _____ | 2 box _____ |
| 3 donkey _____ | 4 ruby _____ |
| 5 bureau _____ | 6 bus _____ |
| 7 knife _____ | 8 fungus _____ |
| 9 ditch _____ | 10 plateau _____ |



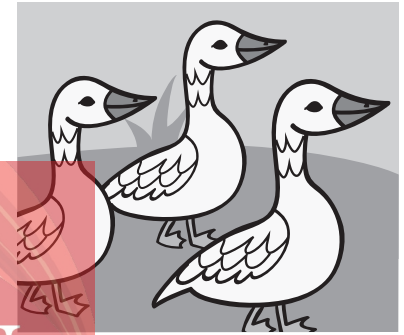
2 Which two words in Exercise 1 makes their plural in two ways?

Some plural nouns are listed in dictionaries.

people /'pi:pl/ noun [plural] C the plural of *person*

3 Write the singular of these plural nouns.

- | | |
|------------------|---------------|
| 1 children _____ | 2 teeth _____ |
| 3 geese _____ | 4 feet _____ |



Spelling

1 Write the abstract nouns formed from these verbs. The nouns all end in *-tion* or *-sion*. Use a dictionary to help you.

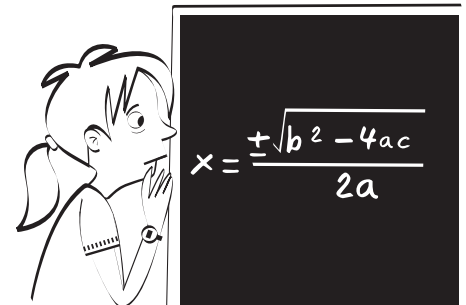
- | | |
|--------------------|----------------------|
| 1 to alter _____ | 2 to converse _____ |
| 3 to admit _____ | 4 to direct _____ |
| 5 to decide _____ | 6 to discuss _____ |
| 7 to correct _____ | 8 to interrupt _____ |

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2 Complete the sentences with abstract nouns ending in *-sion* or *-tion*.

- 1 to solve a problem is to find a _____
- 2 to present something is to give a _____
- 3 to persuade someone is to use _____
- 4 to react to something is to have a _____
- 5 to be ambitious is to have _____



3 Choose one word from Exercise 1 and one word from Exercise 2. Use them in sentences of your own.

- 1 _____

- 2 _____

Language development

1 Write noun phrases for these descriptions of objects.

- boots for wearing when you play football _____
- a bag to use when you do the shopping _____
- a bowl for eating soup from _____
- a pot for putting a plant in _____
- a place for a bus to stop _____

2 Write short descriptions of these objects. Use both nouns in your description.

- writing paper *paper for writing on* _____
- computer monitor _____
- space rocket _____
- helicopter pilot _____
- bird cage _____

3 Read these newspaper headlines then complete the sentences.

Motorway accident enquiry

- The story is about an _____ into an _____ on a _____.



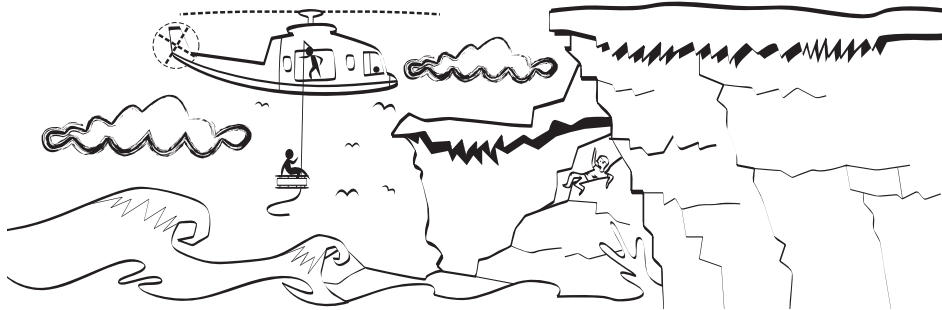
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- The story is about a _____.

Factory fire rescue

- The story is about _____.

4 Write the headline for this event. Use three nouns. Check it makes sense.



Thinking what the story is about will help you work out the headline.

Headline: _____

The story is about _____

Grammar

1 Complete the sentences with the verbs in brackets. Use the present simple or the present continuous.

- 1 Jack and Laura _____ their trip to New York. (enjoy)
- 2 Today they _____ souvenirs and gifts for their families. (buy)
- 3 Laura always _____ lots of photos. (take)
- 4 Jack _____ not _____ the way to their hotel. (remember)
- 5 Tomorrow morning they _____ Professor Brown. (meet)
- 6 Jack and Laura _____ not _____ to leave New York yet. (want)
- 7 Tomorrow evening they _____ to the airport by taxi. (go)
- 8 They _____ not _____ forward to their long flight home. (look)

2 Complete the sentences with the verbs in the box. Use the past simple or the past continuous.

<i>begin</i>	<i>get</i>	<i>look</i>	<i>like</i>	<i>visit</i>	<i>shine</i>	<i>arrive</i>
<i>wear</i>	<i>fly</i>	<i>love</i>	<i>go</i>	<i>feel</i>	<i>wait</i>	<i>walk</i>

- 1 In the holidays Ross and his friends _____ to New York.
- 2 Professor Brown _____ for them when their plane _____.
- 3 When they _____ to their hotel, they _____ very tired after their long journey.
- 4 When they _____ out of their window the next day, the sun _____ brightly.
- 5 While they _____ in Central Park, it _____ to rain.
- 6 Unfortunately, they _____ not _____ raincoats.
- 7 During their stay they _____ museums and _____ to the theatre.
- 8 Holly _____ not _____ American food but Jack _____ it.

3 Write questions for the answers.

- 1 **Where** _____
The prize-winners come from eight different countries.
- 2 _____
No, they're not spending two weeks in New York.
- 3 **When** _____
They're going home the day after tomorrow.
- 4 **Who** _____
They saw a famous film star in the department store.
- 5 _____
Yes, Laura takes photos all the time.
- 6 **What** _____
They were shopping yesterday afternoon.

Don't forget the question marks!



1 Complete the sentences with *will* and the verbs in the box.

share create work stay

- 1 The students _____ a new international website.
- 2 When they get home, they _____ in touch.
- 3 Each team _____ with another.
- 4 All the students _____ information about the four subject areas.

2 Finish the sentences with *going to* and your own ideas.

- 1 Creating the website _____.
- 2 Teams from around the world _____.
- 3 Look! Here's Professor Brown. He _____.
- 4 There is so much traffic on the road to the airport that we _____.

3 Complete the sentences with the verbs in the box. Use the present perfect simple.

eat choose meet see buy

- 1 The students are in New York. They _____ some interesting people there.
- 2 Holly _____ just _____ a new dress but she _____ not _____ it yet.
- 3 _____ you ever _____ this film?
- 4 I _____ never _____ Chinese food.

4 Write sentences using the words in brackets. Use the present perfect continuous.

- 1 (passengers – wait – half an hour)
There's a long queue at the bus stop. _____
- 2 (revise – science exam)
Joe's looking tired. _____
- 3 (discuss – new project)
The students are excited. _____
- 4 (exchange – email addresses)
We want to stay in touch. _____

5 Complete the sentences with *make* or *do* and the words in the box.

practice announcement copies research

- 1 Listen carefully! I need to _____ an important _____.
- 2 Professor Brown _____ enough _____ of the leaflet for all the students.
- 3 Has George _____ his piano _____ yet?
- 4 The students will _____ into four broad subject areas.

Individual writing: writing to advise

You have read the **advice** given to students on the website project. You are now going to send an **email** to a pen friend who is visiting your part of the country for the first time. Your pen friend is flying in from New York and it is his/her first journey by plane.

Read Student's Book page 15 again. It tells you how to write advice.

Give your pen friend advice so that he/she can:

- 1 prepare for the journey
- 2 have a trouble-free time at the airport
- 3 have a comfortable flight
- 4 have an enjoyable stay

Things to think about:

1 Preparing for the journey

- What will you advise your friend to pack? This will depend on the weather.

hot cold dry wet

Advise your friend on the clothes that will be suitable.

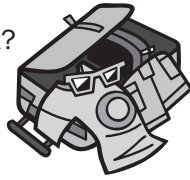
- What will your friend need in his/her luggage? There are certain things he/she will need in his/her hand luggage.

passport tickets visa
Add to the list.

- There is always a lot of 'hanging about' in airports. What should your friend pack in his/her hand luggage?

novel puzzle book travel guide

Add to the list.



2 At the airport

What advice will you give your friend about:

- when to arrive at the airport?
- 2/3 hours before the plane takes off?
- just before the plane takes off?

3 In the air

The flight from New York is a long one! Will you advise your friend to:

- stay in the seat the whole time
OR walk about from time to time?
- drink plenty of water
OR drink very little?
- stay awake for the whole flight
OR try to get some sleep?

What other advice could you give your friend?



4 Your pen friend's stay

- Should you organise lots of things to do on the first day OR have a day of rest?
- What places in your area could you suggest your friend should see?
- When do think it would be a good time for him/her to go shopping? What might he/she want to buy?

Write your email of advice.

Remember

- **Make it clear** what you are emailing your friend about.
- Use **imperative verbs** for things your friend MUST do.
- Use the **language of advice** for things you could suggest and organise to make your friend's trip enjoyable.
- Use a **personal style**.
- Use **precise language**.

Useful vocabulary

*climate
foreign currency
travel insurance
travel sickness pills
sight-seeing
souvenirs*

Listening and speaking



1 Complete the dialogue. Use the verbs and expressions from the boxes.

be wonder do think love wear look
hope fancy

Absolutely! You're joking! I bet fingers crossed!
wait and see How about Well I'm really into

Ross: What _____ you _____ of these topics then?
Holly: _____, they're all really interesting.
Jack: I _____ we get science. We can _____ at space travel.
 Or robots. I _____ a project on robots last year.
Ross: Education's interesting. _____ schools in Kenya are different from our schools.
Holly: I _____ if they _____ uniforms like we do.
Ross: Which topic _____ you _____, Holly?
Holly: My favourite's the Arts. _____ music and the theatre.
Jack: I _____ never _____ to the theatre.
Holly: What? _____!
Laura: _____ the Environment? That's really fascinating.
Ross: _____! I _____ really _____ to get that topic.
Jack: We'll just have to _____.
Laura: And keep our _____!

Individual speaking



1 Imagine that you are going to take part in the website project. Answer the questions.

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1 Which subject area do you think is the most interesting? Circle the topic.

The Arts Science The Environment Education

2 Why are you especially interested in this topic?

3 Choose one aspect of this topic to talk about.

4 Why do you feel that this is important or interesting?

2 Think carefully about the aspect of the topic which you have chosen. Do research if necessary and make notes.

3 Write sentences about your chosen area.

4 Talk to the class about your chosen area on the website project.

You could start like this:

Hello, everyone. Today I'm going to talk about an exciting new project.

Here is one way you could finish:

That's the end of my presentation. Thank you very much for listening.