

Hello, again!



Ross, Holly, Laura and her brother Jack are from Hampton in the UK. A few months ago, they entered a competition entitled “A portrait of our town” – and they won! Their prize was a wonderful trip to New York.

Ross, Laura, Holly and Jack did not know that young people in other countries all over the world had also entered the competition. When they arrived in New York, they met the winning teams from eight other countries. They spent a fantastic week in New York and made lots of new friends.



Professor Brown

Professor Brown, the organiser of the *Portrait* project, was also with them in New York. On the last day of their trip he had a surprise for them. All the teams were going to work together on a new project. It was going to be very exciting!



Dr Naseer



Georgi Dolidze



They also met the international co-ordinator, Dr Naseer, from Egypt, and Georgi Dolidze, a young website designer from Georgia, who had helped to judge the *Portrait* project.




**Carrie, leader
of team from
Brisbane,
Australia**




**Usha, leader
of team from
Jaipur, India**

**Robert, leader
of team from
Nairobi, Kenya**




**Brad, leader
of team from
Vancouver,
Canada**




**Tippi, leader
of team from
Bangkok, Thailand**




**Ali, leader
of team from
Amman, Jordan**




**Sofia, leader
of team from
Manaus, Brazil**



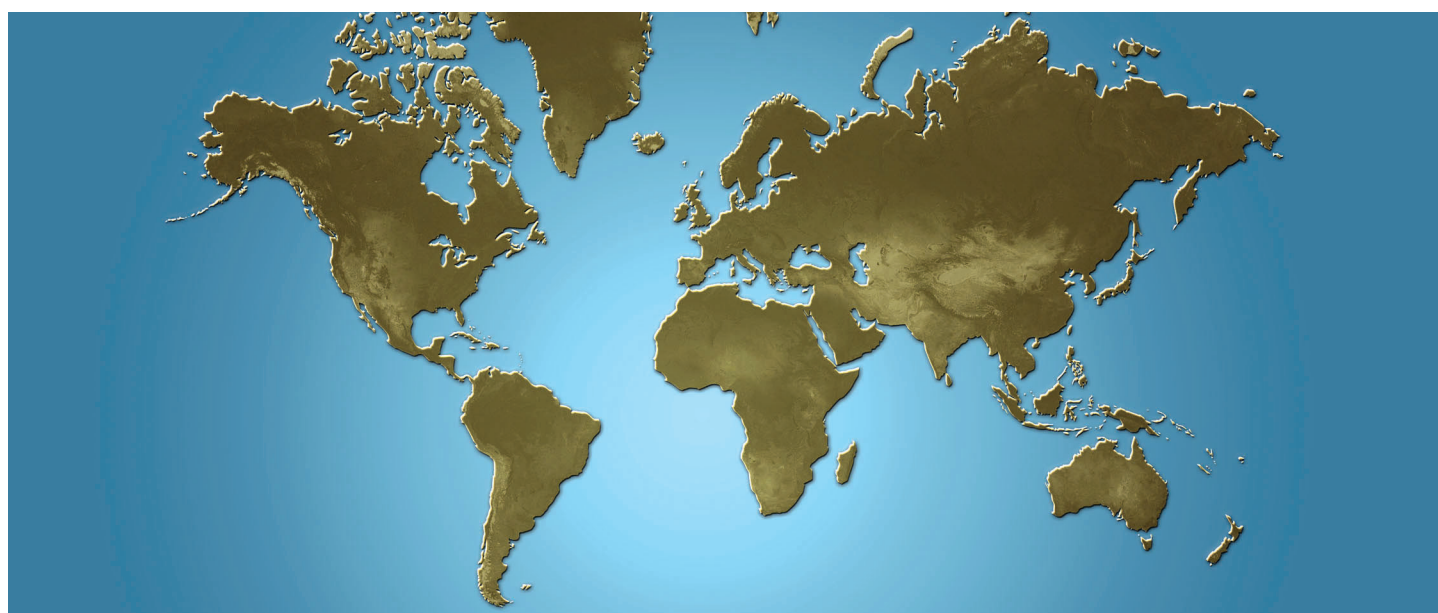

**Sergei, leader
of team from
Samara, Russia**




**Laura, leader
of team from
Hampton, UK**

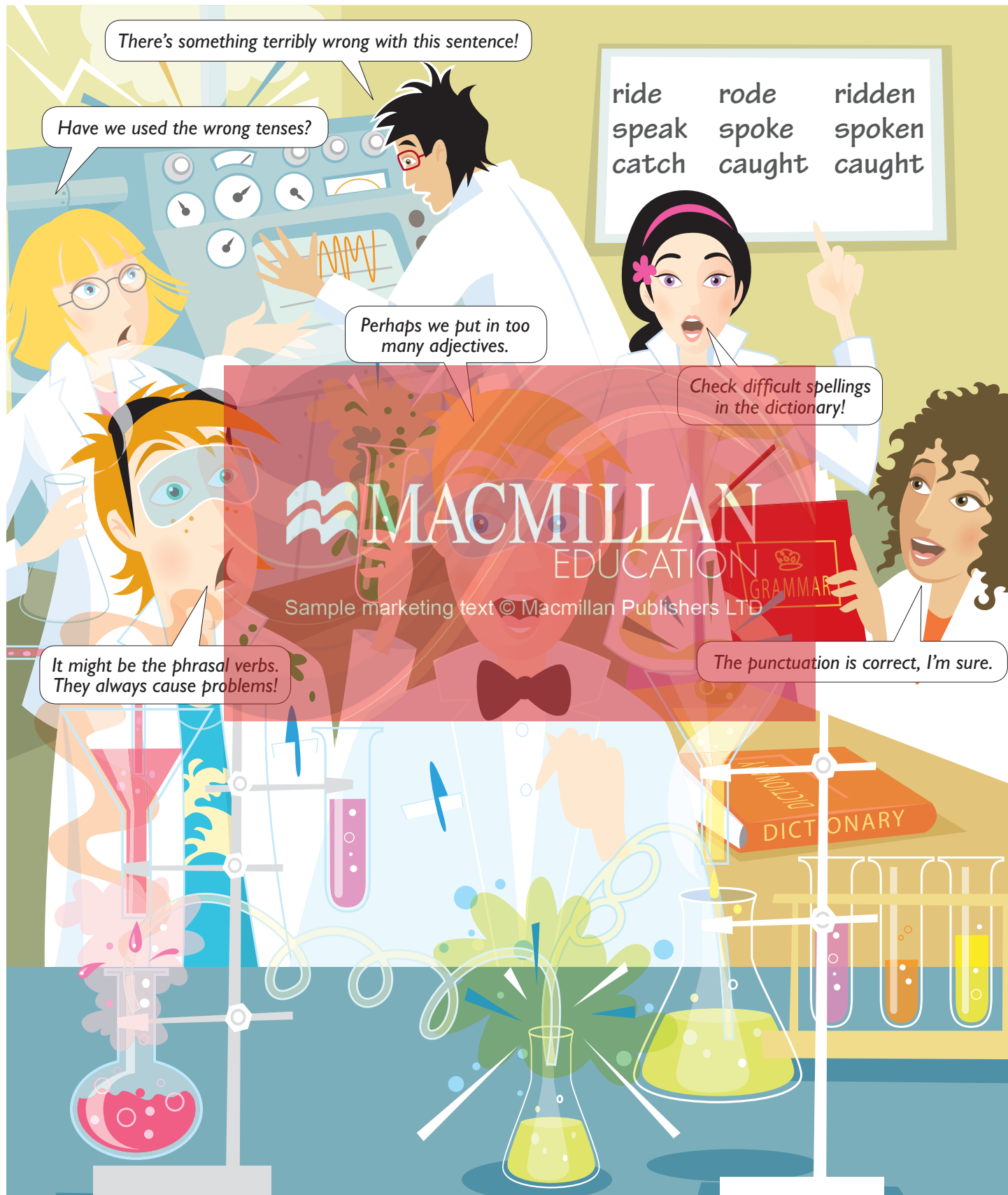
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The Language Lab

Look out for these characters throughout the course. They are there to help!



A website project

1



Check-in

You are going to read about a young people's project to create an international website.

What websites do you use?

What do you use them for?

Have you ever sent anything for inclusion on a website?

List four additional reasons for visiting websites.

You are going to read a leaflet giving advice and guidance about creating a website.

Reading

- The leaflet **advises** the young people about working together in teams.
- It **suggests** to them how they should work.
- It **explains** who can help with any problems.

When did you last do an activity in a team?

What was it?

- These words are in the leaflet.

access **respond** **deadline** **conference**
monitor **available** **promptly**

What do they mean? Check in a dictionary.

- Most of the teams live in different time zones.

What is a time zone? How many are there?

Looking at language

- Dictionary: **nouns**.
- Spelling: words ending **-tion** / **-sion**.
- Language development: **noun + noun**.

Grammar

- Practise **main tenses**: present simple, present continuous, past simple, past continuous.
- Practise **future**: **will**, **going to**, present perfect simple, present perfect continuous.
- Practise using **make** or **do**.

Writing

- Learn about the features of **writing to advise**.
- Write advice for a friend preparing for a family trip abroad.

Have you or anyone in your family ever travelled abroad? Where to?

- Write advice for a friend expecting a visitor from abroad.

Listening

- Laura, Ross, Jack and Holly's **conversation** about the four website project topics.
- Professor Brown's **explanation** of the teams and assignment of the topics.

Speaking

- Talk in a group about the topics.
- Tell the class about the topic you would like to work on.





The www project



What's your experience of ...?



Art



Education

Environment



What do you think about ...?

Introducing the project ...

You're going to create a young people's website with a worldwide perspective. Your task is to present your thoughts and ideas about the four **subject areas**, their role in your lives, now and in the future. You can include texts, photos, video, sound pictures, interviews, monologues – whatever you choose. When the website goes live, young people around the world will be able to access the material, respond to it and add to it. The website will grow from what you start.

Pairs of teams will create each subject area. You'll be assigned your area and your partner team in our first session. You can ask other teams for their views and information to help you develop your area and other teams will ask you to send information to them. This leaflet gives you advice about good working practices that you should try to use during the project.

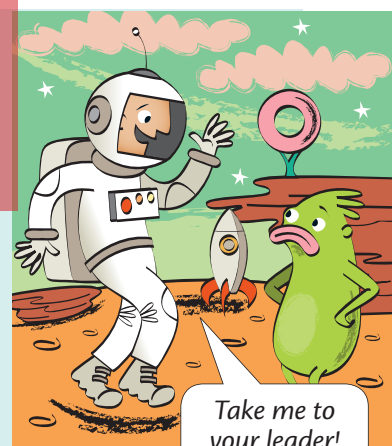
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Team leaders – important people!

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You have already shown that you can work as a team. When you were doing your town projects, it was easy to meet up and co-ordinate your work. Now there will be eight of you working together and you could be on different sides of the world. Team leaders must play an essential role in project co-ordination.

- Only team leaders should request information from another team. Requests from different team members for similar information could cause confusion and extra work.
- Make sure you copy your leader into emails that you send so that he or she knows what is going on.
- It's a good idea to hold regular review meetings and team leaders should organise these.



Working with your partner team

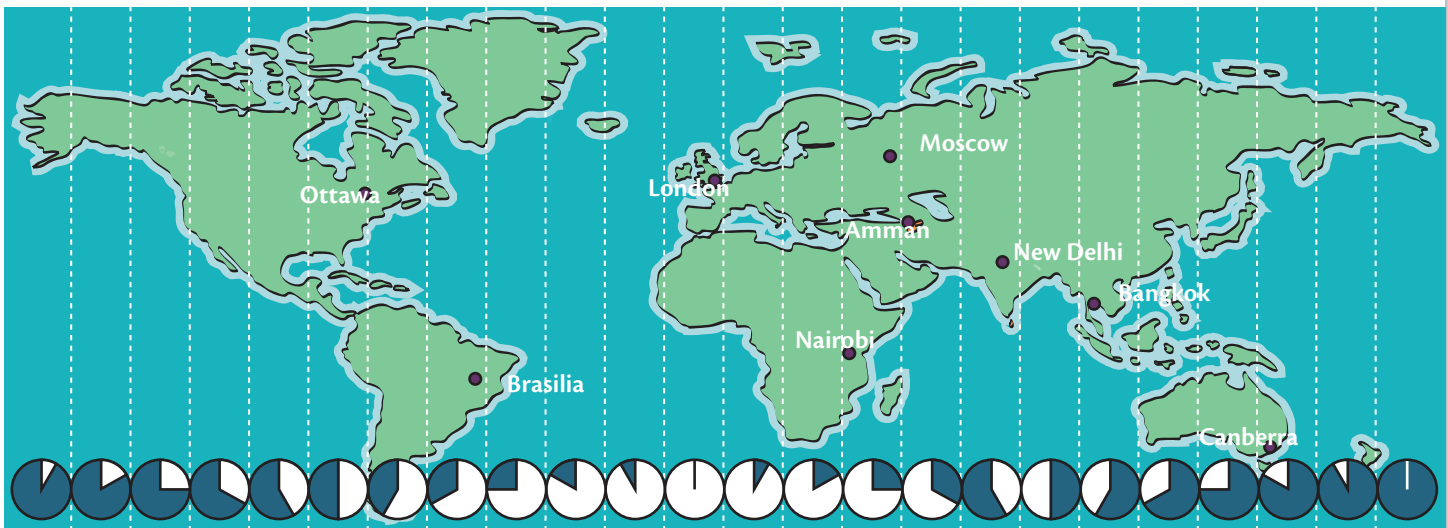
You'll have just one day in New York for discussion and planning – so make the most of it.

- Plan thoroughly. Don't be afraid to change your plan later if it's not working out but do discuss it and do be aware of deadlines. At a certain point, it will be too late to make changes and you will have to stick with what you've got.
- Make sure you discuss the best ways of keeping in contact so you can go on developing your ideas for your part of the website.
- If you hold a video or phone conference, try to be there as a group so you all share in ideas and problem-solving.



Time zones

Remember that you all live in different parts of the world and in different time zones. Here's a chart that you can use to find out what time it is for the other teams.



Use an appropriate form of contact at the right time – don't phone another team when it's the middle of their night.



Help is at hand

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- Your project supervisor will monitor your progress and give you help and advice if you encounter difficulties or fall behind.
- Technical support is available from Georgi and the other design and maintenance staff of the project website.
- Remember to back everything up. You can't have too many copies of something, but you can have too few ...



Handy hints box

- Do share information with your team – this is a group project.
- Don't go off doing your own thing – it's all about teamwork.
- Do try to respond to requests from other teams promptly. If you can't, contact them and fix a deadline that you can really make.
- Don't make changes to plans without talking to your partner team first.
- Do speak to your project supervisor if you find the workload too much – we're all here to help.
- Don't panic – there's a solution to every problem.
- Do enjoy it – make friends, make discoveries, have fun!

Good luck! You have several months to complete the work and then it will take several weeks to set up the website. When the website is launched, all the material you have created will be accessible all around the world!

Answer the questions.

- 1 What are the four subject areas?
- 2 What have the teams got to do?
- 3 Who will be able to access the material?
- 4 When will the teams be assigned their areas and find out who their partner team is?
- 5 Why are team leaders important?
- 6 Who can request information from another team?
- 7 What should teams not be afraid to do?
- 8 When it's eight in the morning in Amman, what time is it in England?
- 9 Which people can help and give advice?
- 10 Who can give technical support?

2 Discuss the correct meaning of these expressions then check in a dictionary.

- | | | | |
|---|---------------------|---|---|
| 1 | make the most of it | a | to use a good situation to get the best possible result from it |
| | | b | to try to get more done than anyone else |
| 2 | stick with it | a | to glue something into position |
| | | b | to continue to use or do something and not change it |
| 3 | do your own thing | a | to do something with an object that belongs to you |
| | | b | to do something that involves only yourself |

If you don't know the meaning, find the expression in the text. Re-read the sentence then guess from the context.



3 Complete the sentences using the correct expression from Activity 2. Change the expression as necessary.

- 1 We don't see my cousin Anna at the weekend because she likes to _____.
- 2 I don't really like my new phone but it was expensive, so I'll _____.
- 3 It's going to be sunny this weekend, so let's _____ and go to the beach.

4 Discuss your answers to these questions.

- 1 What would be the best ways of keeping in touch with a team in another country?
- 2 Do you agree that it is important to have a leader for a group? Why? / Why not?
- 3 Why is it important to share information and not 'do your own thing'?
- 4 Why do you think you should not make changes to plans without talking to your partner team first?

Vocabulary check

Find these words in the leaflet on pages 8–9. Check any that you are not sure of in a dictionary.

co-ordinate essential request confusion deadline conference zone appropriate
monitor encounter available maintenance back up go off promptly
supervisor launch contact assign practice perspective respond thoroughly

Your views

- Which subject area would you be most interested in working on? Why?
- What media would you choose for your material? Explain your choices.
- Which advice in the leaflet would you find hardest to follow? Why?

A Dictionary work

Nouns

- Nouns** in a dictionary are set out like this.

website /'web,sart/ *noun* [C] a place on the internet where information is available

- If a **noun** does not form its plural by adding only s, the **plural** is given.

copy /'kɒpi/ (plural **copies**) *noun* [C] something that is exactly like something else

1 Look up these words and write whether they are countable or uncountable.

- | | | |
|------------|-----------|---------------|
| 1 task | 2 advice | 3 plan |
| 4 progress | 5 partner | 6 information |

2 Choose two countable and two uncountable nouns from Activity 1 and use them in sentences of your own.

B Spelling

Words ending in -tion / -sion

The endings **-tion** and **-sion** can be confusing.

- Most words end in **-tion** and sound /ʃən/.
fiction **conjunction** **addition**
- There is a smaller group of nouns that end in **-sion**. Most of these come from verbs ending in **-d**, **-de** or **-se** and sound /ʃən/ or /ʒən/.
verb = **comprehend** noun = **comprehension**
verb = **divide** noun = **division**
verb = **televise** noun = **television**

1 Match the words in the box to the correct definitions.

multiplication **station** **emigration**
discussion **possession** **composition**

- the act of leaving your country to live somewhere else
- a conversation about something important
- 4 x 6 = 24, for example
- another word for an essay
- where you would go to catch a train
- something that you own

C Language development

noun + noun

- Two nouns can sometimes be put together to make a new word, e.g. **football**, **snowman**. These words are called **compound nouns**.

1 Think of two other examples.

- Two nouns can sometimes be put together to make a phrase. Usually, the first noun tells you something about the second noun.

road sign a sign next to the road

car tyre a tyre for putting on a car

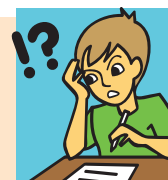


2 Think of noun phrases for these objects.



- Abstract nouns can be used in noun phrases.

intelligence test a test to find out how intelligent you are



3 Think of noun phrases for these objects.

beauty **danger**

Look at these noun phrases from the leaflet you read. What do they mean?

phone conference **review meeting**

Find two more examples of noun phrases in the leaflet. Discuss what they mean.

- More than two nouns can be put together. The first two nouns tell you about the third noun.

intelligence test result

the result of a test to find out how intelligent you are



- Noun phrases are useful because they can give you a lot of information in a few words. They are often used in newspaper headlines.

Diamond necklace theft

4 What do you think the story was about?

1 Read.

A few months ago Laura, Ross, Jack and Holly **won** a competition. Their prize **was** a wonderful trip to New York. They **were looking forward** to it for weeks. When they **got** there, they **met** prize-winners from eight other countries. During their trip they **visited** museums and **went** to the theatre. One day, while they **were shopping** in a big department store, they **saw** a famous film star.

Today it is their final day of free time in New York and they **are sightseeing** for the last time. They **love** the city. Laura **is photographing** the skyscrapers. She always **takes** brilliant photos. Tomorrow morning they **are meeting** their new friends and Professor Brown. Professor Brown **wants** everyone to be there because he **has** an important announcement to make.



2 Answer these questions.

- 1 Why are the four friends in New York?
- 2 What happened when they arrived?
- 3 What are they doing now?
- 4 What do they think of New York?
- 5 Is Laura a good photographer?
How do you know?
- 6 What are they doing tomorrow morning?

3 Remember!

Use the **present simple** for things that happen regularly.

Lucy phones her grandmother every week.

There are some verbs which are normally only used in the simple form, e.g. *like, love, hate, want, understand, remember, need, prefer, know, mean, sound, think* (have an opinion), *have* (possession).

Joe understands several languages.

Use the **present continuous** for things that are happening now.

At the moment they are visiting New York.

You can also use the present continuous for future events which are the result of plans or arrangements in the present.

Jane is taking her science exam next week.

Find examples of these uses of the present continuous and the present simple in the text.

4 Answer these questions.

- 1 Look around you. What's happening? Think of three sentences.
- 2 How do you and your friends spend your free time? Ask and then report back to the class.
- 3 What are your plans? What are you and your friends doing this evening? Tomorrow? Next week? Ask and report back to the class.

5 Think of three questions to ask your friends using the present simple. Choose from these verbs: like, want, remember, need, know, think. Ask and answer. Report back to the class.

6 Remember!

Use the **past simple** for actions which were completed in the past.

Jack and Laura flew to New York last week.

When they arrived, they went to their hotel.

Use the **past continuous** for actions which continued for some time in the past.

It was raining all morning.

You can use both tenses in one sentence. Use *while* or *when*.

While Joe was watching TV, the telephone rang.

Joe was watching TV when the telephone rang.

Find examples of these uses of the past simple and the past continuous in the text.

Meeting with Professor Brown



Listen and read.

- Prof B:** Hello, everyone. Come in, sit down and take one of these leaflets. Tell me, **have** you **enjoyed** your week in New York?
- Holly:** Oh, yes. It's **been** absolutely brilliant.
- Ross:** We've **been sightseeing** and **taking** photos.
- Prof B:** And judging by all those bags, you've **been shopping**, too! Well, you've been here for a week and I know you've **made** lots of new friends.
- Laura:** Yes, we have.
- Prof B:** Next week you'll **be** back home in your own countries but I know you're **going to stay** in touch with each other because I'm giving you a job to do. You're **going to create** a website – a website where young people all over the world **will be able** to talk together and learn about each other's lives.
- Laura:** Wow! That sounds amazing!
- Prof B:** You'll **find** more details in the leaflet that I've just **given** to you.
- Jack:** I **haven't seen** one yet. Where are they?
- Prof B:** There **has** never **been** a website like this before. It's a very exciting project ...



2 Answer these questions.

- 1 What sort of week have the young people had?
- 2 How have they been spending their time?
- 3 Where will they be next week?
- 4 What are they going to create?
- 5 Why will the website be special?

- when the result of a past action is visible now.

Oh, no! I've lost my mobile!

We often use the present perfect simple with these words: yet, just, ever, never.

Have you read this book yet? Yes, I've just finished it.

Has Joe ever been to America? No, he's never been there.

Remember!

Use **will** + verb for actions which will happen in the future.

*The concert **will take place** on Saturday.*

Use **be going to** + verb.

- when talking about plans and intentions.

*John **is going to be** a doctor.*

- when a situation in the present means that an action is sure to happen in the future.

*Look at those black clouds! It's **going to rain**.*

4 Find examples of the present perfect simple in the dialogue.

Remember!

We use the **present perfect continuous**:

- when an action started in the past and is still continuing now.
- when the result of a past action is visible now and that action continued for some time.

*Lisa's eyes are red. I think she's **been crying**.*

We often use a time phrase to show how long the action has been continuing.

*... **since 3 o'clock***

*... **for a long time***

3 Find examples of **will** and **going to** in the dialogue.

Remember!

We use the **present perfect simple**:

- for actions that happened at an indefinite time in the past.

*My cousin **has been to** Australia.*

- when something started in the past and still continues now.

*We **have lived here** for two years.*

5 Think of some more examples of the present perfect continuous like the first example above.

Grammar extra p127

Features of writing to advise

Written instructions and written **advice** have some common features.

► Introduction

Make it clear what the advice is about.

You're going to create a young people's website with a worldwide perspective.
Your task is to present your thoughts and ideas about four subject areas.
Pairs of teams will create each subject area.
This leaflet gives you advice about good working practices ...

► Layout

The *www project* leaflet uses **sub-headings** to organise the advice.

Team leaders – important people!

Working with your partner team

► Imperative verbs

Plan thoroughly ...

Remember to back everything up ...

► Precise language

request information

NOT 'have a chat'

design and maintenance staff

NOT 'some people'

Other important features of written advice:

► Personal / direct style

Written advice appears to be talking directly to each individual reader by using the **second person**.

You have already shown that **you** can work as a team.

Make sure **you** discuss ...

If **you** hold a video or phone conference ...

ACTIVITY

Change these third person sentences to **second person** sentences.

- 1 If she follows this advice, it should work.
- 2 He should not call his contact in the middle of the night.
- 3 They should not make changes to their plans without discussion.
- 4 He should make use of the technical support.
- 5 His supervisor will monitor his work and give him advice.

► The language of advice

The writer uses **imperative verbs** and **modal verbs** to suggest what you **must** or **should do**.

Team leaders **must play** an essential role in project co-ordination.

Only team leaders **should request** information ...

ACTIVITY

Find some examples of **imperative verbs** in the leaflet.

The writer has also used language to **suggest** what you **might** do.

It's a **good idea** to hold regular review meetings ...

if you hold a video or phone conference, **try to be** there as a group ...

ACTIVITY

Use these **advice phrases** in sentences of your own.

- 1 It could be helpful ...
- 2 You might like to ...
- 3 An idea that could work ...

Writing together

As a class you are going to write some **advice** for a friend and their family on preparing for a trip. This is the first time they have done this.

Things to think about.

Discuss their **destination** and the **activities** they will do there. Make notes.

- The most important thing to find out is the **destination**. Where are the family going on holiday? Are they staying in their country? Are they going abroad? Are they going somewhere very hot or very cold?
- How are they going to **travel**? By car / plane / train / ferry?
- You should also find out what they are going **to do** on holiday. Is it a lazy holiday on a beach? Is it an active holiday, such as skiing or pony trekking?

Discuss the **items** they will need to take with them. Make notes.

Their **destination**, how they are **travelling** and what they are going **to do** on holiday will affect the **documents** they need and **what they pack**. What **advice** would you give them about:

passports currency insurance tickets baggage allowance
clothes sun protection hand luggage last-minute checks

Look back at the information on the features of writing to advise.

Remember!

- Make it **clear** at the beginning what **the advice is about**.
- Use **sub-headings** to organise the advice.
- Use **imperative verbs** for things they must do.
- Use **the language of advice** for things they might do.
- Use a **personal style**.
- Use **precise language**.

Write your advice.



WB p10

Conversation practice

- 1 Laura, Ross, Jack and Holly are talking. Look at the photos and the words in the box. What are they talking about?



Science
Education
the Arts
the Environment
medicine
space travel
robots
the theatre
traditional music
renewable energy
wind farms
rainforests
endangered species

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- 2 Listen to Laura, Ross, Jack and Holly. Were you right?
3 Read the phrases in the box. Listen again and spot the phrases.

I bet I wonder fancy You're joking I'm not really into ...
Absolutely wait and see keep our fingers crossed

- 4 Imagine that you are taking part in the website project. Talk to your friends about the four topics. Use some of the phrases if you can.

Start like this: *What do you think about these topics? Which are the most interesting, do you think?*

Listening comprehension

- 1 Listen to Professor Brown. He is talking about the website project. He is telling the young people who they will be working with and which subject areas they will be responsible for.
2 Look at the chart. Listen again and fill in the chart.

	Countries	Subject area
Group 1		
Group 2		
Group 3		
Group 4		



Individual speaking

Imagine that you are going to take part in the website project. Which of Professor Brown's topics would you like to work on?

WB p11