

# English world



**Student's Book**

**8**

**B1**



**MACMILLAN**

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Unit	Reading	Reading comprehension	Looking at language	Grammar
<b>1</b> A website project Page 7	<i>The www project</i> a leaflet giving advice and guidance	literal questions; expressions; thinking skills; vocabulary; personal response	nouns -tion / -sion noun + noun	revision of main tenses: present simple and continuous; past simple and continuous <i>I speak French. Today I am learning Italian. Last year I went to Spain. I was travelling for ten hours.</i>
<b>2</b> We ♥ New York Page 17	<i>New York! New York!</i> Study skills: proofreading; personal account	literal questions; expressions; spotting mistakes; thinking skills; vocabulary; personal response	adjectives oy / oi conjunction <i>because</i>	order of adjectives <i>She wore an unusual, old, Chinese, silk shawl.</i>
<b>3</b> Different places Page 27	<i>The White Giraffe</i> a story from another culture	true/false questions; meanings of phrases; thinking skills; definitions; personal views	verbs <i>gh</i> sounding /t/; silent <i>gh</i> conjunctions; sentences with three main clauses; suffix -ness	past perfect and past perfect continuous <i>He had seen a strange bird. It had been flying above the trees.</i>
<b>4</b> A great destination Page 37	<i>Bangkok – The Grand Palace</i> a guidebook	literal questions; subjects of paragraphs; thinking skills; definitions; personal views	adverbs -ture / -sure complex sentences	reported speech: statements and commands <i>John said that he was tired. The teacher told the boys to sit down.</i>
<b>5</b> Beyond this world Page 47	<i>Hello, Earth</i> science fiction	true/false questions; meanings of phrases; adverbs; thinking skills; definitions; personal views	compound words y sounding /ɪ/ or /aɪ/; informal styles in fiction; prefix <i>trans-</i>	reported speech: statements, past to past perfect, present perfect to past perfect <i>Lucy said that she had never been abroad. The old man said that had grown up in India.</i>
<b>6</b> I remember Page 57	<i>The honey-seller</i> autobiography	literal questions; meanings of phrases; thinking skills; parts of speech; personal views	derived words silent t subordinate clauses	time clauses: all tenses with <i>when, after, while, before, until, as soon as</i> <i>When the bell rang, they went in. As soon as our guests had gone, we went to bed.</i>
<b>7</b> Questions, questions Page 67	<i>A desert map</i> detective fiction	literal questions; meanings of phrases; thinking skills; definitions; word classes; personal views	words with two or more meanings -ous direct speech in fiction	pronouns: subject, object, indirect object, possessive; possessive adjectives <i>They saw us. I gave the flowers to her. The book is mine.</i>
<b>8</b> In my view Page 77	<i>Text messaging – GR8 or not?</i> different opinions	literal questions; expressions; adjective definitions; thinking skills; vocabulary; personal response	words with two or more meanings (2) -ise / -ize / -yse pronouns	reported questions; <i>if / whether</i> <i>The teacher asked if anyone was absent. We wondered what the strange sound was.</i>
<b>9</b> What a wonder! Page 87	<i>And the winners are ...</i> a magazine article	multiple choice questions; defining phrases; thinking skills; vocabulary; personal response	words with two or more meanings (3) -ary / -ery / -ory clause order; prefix, over-	passives: present and past continuous <i>The house is being designed by a famous architect. A play was being performed in the park.</i>
<b>10</b> Communications Page 97	<i>The First Nations</i> letters, emails and texts	literal questions; thinking skills; multiple choice questions; definitions; personal views	phrases <i>au / aw</i> conjunction <i>so</i>	third conditional <i>If he had passed his exams, he would have gone to university.</i>
<b>11</b> I'm going to talk about ... Page 107	<i>Giving a class presentation</i> Study skills: advice about giving a presentation	literal questions; expressions; vocabulary; thinking skills; personal response	phrasal verbs silent <i>u</i> compound adverbs suffix -dom	future continuous <i>This time next week we will be enjoying our holiday.</i>
<b>12</b> A new website Page 117	<i>Global Youth Link</i> a website	literal questions; meanings of phrases; thinking skills; definitions; personal views	synonyms tricky words tones in writing; suffixes: -age, -ship	<i>either / or, neither / nor</i> <i>You can choose either burgers or pizza. Neither Sally nor John passed the exam. past perfect passive</i> <i>The house had been damaged by a violent storm.</i>

Grammar in use	Class writing Independent writing (WB)	Listening and speaking
future: <i>will</i> and <i>going to</i> <i>The lesson will finish at ten o'clock.</i> <i>He is going to become a doctor.</i> present perfect simple/continuous <i>She has never been abroad.</i> <i>I have been waiting for half an hour.</i>	Features of writing to advise SB: advice for taking a trip abroad WB: advice for a friend expecting a visitor from abroad	<b>Conversation practice:</b> the <i>www project</i> topics <b>Listening comprehension:</b> the assignment of the topics <b>Individual speaking (WB):</b> the project topic I would choose
<i>see, hear, watch, feel something happen/happening</i> <i>I saw the boy fall.</i> <i>I watched the snow falling.</i>	Study skills: proofreading, correcting and re-writing texts SB: proofreading/correcting a text WB: proofreading/rewriting two texts	<b>Conversation practice:</b> photos of NY <b>Listening comprehension:</b> a presentation about the Statue of Liberty <b>Individual speaking (WB):</b> talking about two local sights of interest
expressing purpose: <i>so (that), (in order) to</i> <i>She went to the library so that she could study in peace.</i> <i>He went to the sports centre to have a swim.</i>	Features of stories from other cultures SB: a story about travel in own country WB: a story set in own school	<b>Conversation practice:</b> photos of Australia <b>Listening comprehension:</b> an interview about the Great Barrier Reef <b>Individual speaking (WB):</b> talking about a place of outstanding beauty or importance
present simple for fixed future events <i>Our train leaves in ten minutes.</i>	Features of writing to inform / persuade SB: a guide to the Grand Canyon WB: a guide to a local place	<b>Conversation practice:</b> schools <b>Listening comprehension:</b> a discussion about two very different schools <b>Individual speaking (WB):</b> talking about your school
quantifiers: <i>(a) few, fewer, the fewest, (a) little, less, the least</i> <i>Our team scored the fewest goals.</i> <i>There is little water left in the lake.</i> <i>Joe shows the least interest.</i>	Features of science fiction writing SB: a boy's first visit to the Moon WB: continuation of the story	<b>Conversation practice:</b> performance arts <b>Listening comprehension:</b> a tour of the Globe Theatre <b>Individual speaking (WB):</b> talking about a theatre or cinema visit
agreement: <i>so do I, so will you, so must he, neither / nor do I</i> <i>"I love the holidays." "So do I."</i> <i>"I can't swim." "Neither can I."</i>	Features of autobiographical writing SB: an autobiographical event from notes WB: a true autobiographical incident	<b>Conversation practice:</b> schoolwork and hobbies <b>Listening comprehension:</b> Laura and her parents talking about her schoolwork and the website project <b>Individual speaking (WB):</b> talking about time for schoolwork and hobbies
reflexive pronouns <i>She looked at herself in the mirror.</i> <i>The children made the cake themselves.</i>	Features of detective writing SB: an investigative interview – Luke / Miranda WB: an investigative interview – Miranda and the bookshop owner	<b>Conversation practice:</b> environmental disasters <b>Listening comprehension:</b> a TV programme about an oil spill disaster <b>Individual speaking (WB):</b> researching and recounting an environmental disaster
exclamations: <i>what, what a / an, so, such a / an, such</i> <i>What clever girls!</i> <i>It's such a big car!</i> result clauses: <i>so / such a / such ... that</i> <i>The film was so bad that we left.</i>	Features of writing about opinions SB: different opinions about a subject WB: different opinions about a subject	<b>Conversation practice:</b> losing things <b>Listening comprehension:</b> monologues about items people have lost <b>Individual speaking (WB):</b> talking about an event when something important was lost
adjective + preposition: <i>good at, keen on, interested in, etc</i> <i>John is good at sport.</i> <i>New York is famous for its skyscrapers</i>	Features of magazine articles SB: a magazine article from notes WB: researching and writing a magazine article	<b>Conversation practice:</b> eating habits and preferences <b>Listening comprehension:</b> a questionnaire about healthy eating <b>Individual speaking (WB):</b> talking about your daily diet and how healthy it is
<i>wish + would, past, past perfect</i> <i>I wish he would stop shouting.</i> <i>Sally wishes she had a pet.</i> <i>Fred wishes he had worked harder.</i>	Features of formal and informal letters SB: a formal letter of enquiry WB: an informal letter to a friend	<b>Conversation practice:</b> environmental problems <b>Listening comprehension:</b> the project leaders talking about environmental issues <b>Individual speaking (WB):</b> talking about local environmental concerns
question tags <i>You like animals, don't you?</i> <i>They haven't arrived yet, have they?</i> <i>We mustn't be late, must we?</i>	Study skills: preparing for a class presentation SB: notes for a class presentation WB: preparing a class presentation	<b>Conversation practice:</b> using computers <b>Listening comprehension:</b> Laura's presentation about the project <b>Individual speaking (WB):</b> talking about creating a student website for your school
adverbs of degree + adjective (+ adverb) <i>It's rather cold today.</i> <i>That man is incredibly rich.</i> <i>She sings really well.</i>	Features of evaluative writing SB: evaluation of the Global Youth Link website WB: evaluation of a real website	<b>Conversation practice:</b> the website <b>Listening comprehension:</b> team leaders talking about the website <b>Individual speaking (WB):</b> giving your opinion of the website

# 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

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.



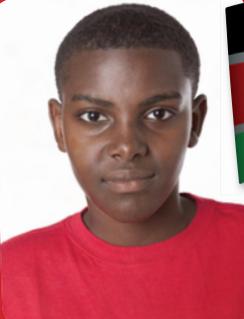
### Georgi Dolidze



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



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



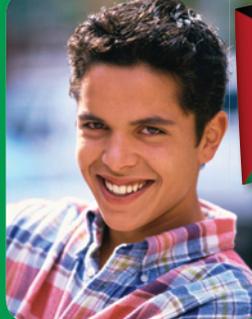
**Robert**, leader  
of team from  
Nairobi, Kenya



**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



# 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



Science

Art

Education

Environment

What's your experience of ...?

What do you think about ...?

## Introducing the project ...

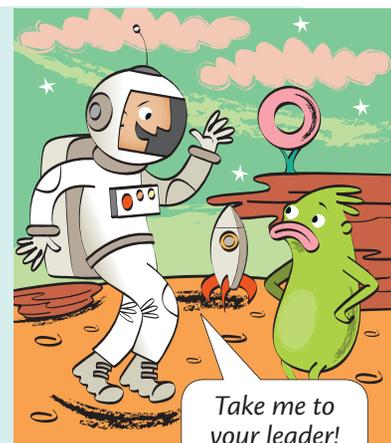
You're going to create a young people's website with a worldwide perspective. Your task is to present your thoughts and ideas about the four subject areas, their role in your lives, now and in the future. You can include texts, photos, video, sound pictures, interviews, monologues – whatever you choose. 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.

## Team leaders – important people!

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

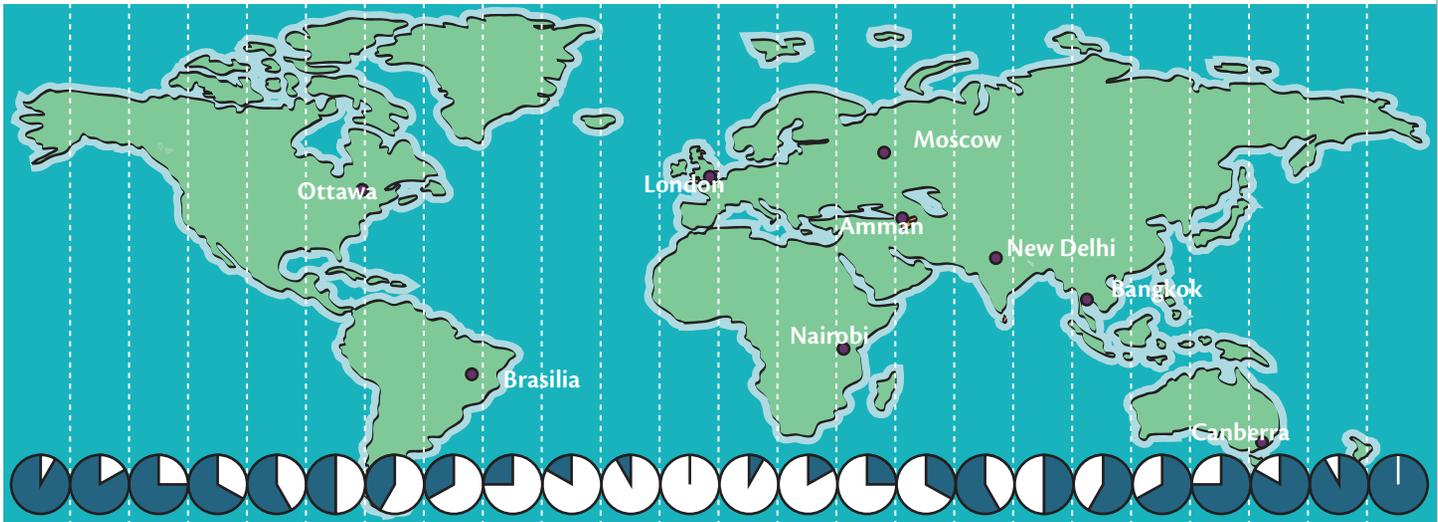
You'll have just one day in New York for discussion and planning – so make the most of it.

- 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.

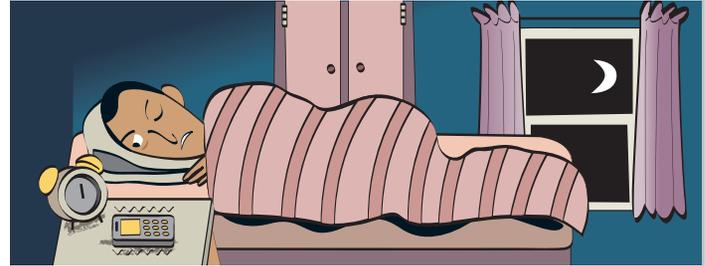
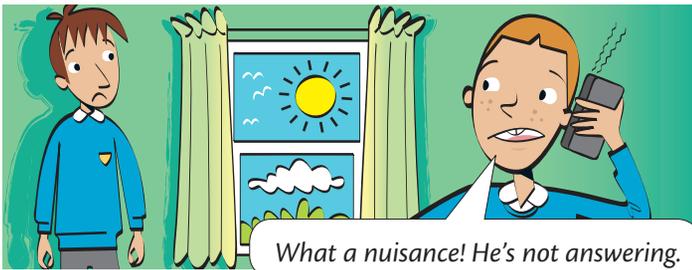


## Time zones

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

- 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!*



## 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 /zən/

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*

- 1 the act of leaving your country to live somewhere else
- 2 a conversation about something important
- 3 4 x 6 = 24, for example
- 4 another word for an essay
- 5 where you would go to catch a train
- 6 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.



- 1 \_\_\_\_\_ 2 \_\_\_\_\_

- 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?

## 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.*

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.*

- 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.*

## 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.  
*Joe has been playing on his computer for hours.*
- 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*

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

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## 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

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**