3 | Websites

Briefing

This unit looks at the purpose and features of websites, as well as the stages in website development. It also focuses on giving opinions about websites and making proposals for a website.

Website purpose

Websites are designed to **inform**, **entertain**, **promote** or **sell products** or **services** and to **share information**, **opinions** and **expertise.** They may also do a combination of these things. The following websites are mentioned: **Nationalgeographic.com**, an educational website covering environmental, scientific and other issues; **CNN.com**, a news service; **Amazon.com**, an online store originally just for books but now selling a broad range of consumer products; **Thegreenshoppingguide.co.uk**, a free guide to living ethically; **Math.com**, a website that provides help to people studying mathematics; **eltforum.com**, a place where teachers of English as a foreign language can exchange ideas; **Wikipedia**, an online encyclopaedia.

Website analytics

Website analytics is the study of **website traffic** to establish how a website is being used. It is especially important to organisations that want to find out how **visitors navigate** their websites and which parts of the website they are particularly interested in. Also of interest is the number of **hits**, meaning visits, a website receives. Reference is also made to **meta tags**, which are special tags – normally hidden from a visitor to a site – that contain information about the content of web pages and are used by search engines to provide search results. The focus is on getting students to use the appropriate verbs to describe website purpose and their own use of websites for professional and personal reasons.

Website development

This section focuses on the stages you need to go through to develop a website for a client, from **discussing requirements** with a client through to **testing**. It follows on from the section Website purpose by giving students the opportunity to discuss and ask and answer questions about **purpose**, **features**, **size**, **location** and **type of customers**.

The best websites

What students think makes a good website will depend on their professional and personal use, experience and circumstances. The purpose here is to give students the opportunity to learn ways to describe the websites they find useful and interesting (for example, with adjectives such as **useful** and **easy-to-use**). This vocabulary will in turn be useful when they come to talk to clients about their requirements and to share opinions with colleagues. Students see screenshots from three further websites: **eBay**, which is an online auction and shopping website, **Nickelodeon**, which provides video and games for children and **Facebook**, a social networking site.

Business matters

This section gives students the opportunity to apply the language they have learnt and practised on the previous pages, in the context of identifying the website requirements of a small education business. Three important areas of website content are mentioned: **interactivity**, meaning the degree to which the computer user can interact with a site to make the experience more personal, **audio**, the facility to provide content to listen to and **download times**, the speed at which information is transmitted to the computer from the internet.

> **Further reading**
>
> Use the following keywords to search the internet for websites which give more in-depth information about the topics covered in this unit: website design, website forums, website traffic, best websites.

Teacher's notes

Before you start the unit

Review the content of Unit 2. To revise the use of the comparative and superlative forms of adjectives, write the names of three laptop computers on the board (for example, Dell, Compaq and Sony) and invite students to come to the board to write whatever information they know about the three pieces of hardware (for example, price, weight, size, speed and memory). Then ask students to compare the products in pairs using comparative and superlative adjectives.

Website purpose

Speaking

1 Ask students to work in pairs to make a list of their ideas on the board. Deal with any vocabulary queries. If you asked students to come prepared with screenshots of websites they know and like, ask them to talk about them in groups now. Try to avoid discussing why students use these websites as this follows in Exercise 5. However, you could take the opportunity to review the use of *have* (*got*) in the present tense (for example, *What has the website got/does the website have? It's got/It has news about sport.*).

Reading

2 As a way of introducing the text and teaching the word *purpose*, ask students what the purpose of social networking websites like Facebook is (*to help people exchange information about themselves*). Ask students to read the text on their own. Then, if you are comfortable with your own ability to do this, read it aloud to them. Finally, ask them to answer the four questions and deal with any vocabulary queries.

> *Suggested answers*
> **1** to get information   **2** to buy products or services   **3** to have fun   **4** to get information

Vocabulary

3 Read through the six gapped sentences before students complete them. As a follow-up, ask students to make their own sentences using the verbs in the box.

> **1** read   **2** offer   **3** sell   **4** promote
> **5** practise   **6** share

Language

Make sure that students understand the difference in meaning between the four question words and more specifically, between *which* and *what*. *Which* is generally used to talk about a restricted choice (for example, *Which do you like, the blue one or the red one?*) whereas *what* is used to talk about an open choice (for example, *What type of computer do you use?*).

Listening

4 ▶ 19 Play the recording and ask students to listen to the questions first. Then play the recording a second time and ask students to repeat them.

Speaking

5 While students are speaking, monitor their use of the question forms. The purpose of the activity is to have students give more information about the websites they use and why they use them, so encourage them to give details.

6 Before students start the task, elicit the following questions: *Which websites do you use to entertain yourself/get news/study/shop?* Students can work individually or collect the information in pairs. If you have time at the end, find out if there are differences between the websites they use at work and at home.

Students are likely to use social networking sites like Facebook in their personal lives to keep in touch with friends, entertainment websites like YouTube to watch shared videos and so on. They may use sites like CNN or BBC for news, or other local sites. They may visit sites like Wikipedia for information to help them with research or studies. For shopping, they may go to a site like Amazon, although this website is only available in certain countries.

7 Teach the meaning of the adjective *popular*. Ask students to make short presentations in pairs or small groups.

Students should give information such as: *Three people use YouTube for entertainment. CNN is the most popular site for news. All five people use Wikipedia for research.*

Website analytics

Speaking

1 Ask students to study the screenshots. Ask them to look at the different menu items and suggest what kind of information about website traffic they might give.

> *Suggested answers*
> **Today:** reports by date
> **Dashboard:** graphical view of the website traffic
> **Visitors Overview:** information about visitors' IP addresses, geography, country, time zone, language, city, visitor maps
> **Traffic Overview:** total page views (total number of page views in a period of time), time spent per page, a list of most requested pages, how visitors enter and exit the site, error pages (*page not found* or broken link), path analysis (the way a visitor travels through a website, the time spent per site or a specific page on the site)
> **Content Overview:** keywords, tags, phrases, titles, meta tags relevant to the website content, effectiveness of the keywords
> **Event Tracking Overview:** actions on a web page, such as interacting with a video player, a widget or an audio player
> **Goals Overview:** number of successful visits or visits which fulfil the site's aim/goal (number of sales, searches, downloads, etc.)

Reading

2 Pre-teach the question phrase *how long* (for example, *How long is the lesson?*) and ask students to answer the four questions about the content of the three screenshots.

> **1** Absolute Unique Visitors   **2** Bounce rate
> **3** Time on Site   **4** Keyword (Visits)

Listening

3 ▶ 20 Pre-teach the verb *need*, which appears in the dialogue, by giving examples of its use (for example, *I'm hungry – I need a sandwich. I'm thirsty – I need a glass of water.*). Ask students to first listen to the dialogue with their books closed and to tell you what Sarah is asking George, her colleague, to do (*to provide some information on website traffic*). Then ask students to read the dialogue and try to remember or guess the ten missing words from the context before listening again to check their answers.

You might like to point out the way Sarah uses *Could you …?* to ask for help and the way George responds with *sure*, which means the same as *of course*. Note that *Could you …?* is presented formally in Unit 4.

> **1** need   **2** know   **3** traffic   **4** Could
> **5** When   **6** afraid   **7** exactly   **8** number
> **9** can   **10** much

Vocabulary

4 Read through the five website analysis tools and the descriptions to check understanding before asking students to do the matching activity. You may want to focus on the syllable stress of these words: **tra**ffic, **me**ta tag, **vi**sitor map, **u**ser profile, page optimi**sa**tion.

> **2** b   **3** a   **4** c   **5** d

Language

Focus students' attention on *how many*, *how long* and *where*. You may also want to introduce *how much* (for example, *How much traffic do we get?*), although the difference between *much* and *many* is taught formally in Unit 5.

Note that when the question word refers to the subject, we do not use the auxiliary with the present simple (for example, ***How many people visit*** *our website every day?*) At this level, you may not want to point this out to students unless they ask about it specifically.

If you feel students need extra practice, ask them to make other example sentences using the question words in the present simple.

Listening

5 ▶ 21 Play the recording once and ask students to just listen. Then play it again and ask them to repeat the questions.

Language

With books closed, write the four numbers from the Language box on the board and see if students are able to say them correctly.

You may wish to extend the activity by looking at more precise numbers. For example, 21,550 is pronounced *twenty-one thousand, five hundred (and) fifty*.

6 After students have completed the activity, you can extend it by writing more numbers on the board yourself or by asking students to dictate numbers to each other in pairs.

> **1** thirty thousand
> **2** seven hundred thousand
> **3** ten million
> **4** one/a hundred thousand
> **5** eighty thousand

7 ▶ 22 Play the recording so students can check their answers.

Speaking

8 Ask students to read the role cards on pages 68 and 78 and prepare questions in pairs of Student As and Student Bs. You might want to elicit or remind students of these questions:

- *What's the name of your company?*
- *How many visitors do you get?/*
  How many people visit your website?
- *Where are your visitors from?/*
  Where do your visitors come from?
- *How long do they spend on the site?*

Put students in A/B pairs to exchange their information. Go round the class and monitor conversations. Review any language the students had problems with as a class.

Website development

Speaking

1 The purpose of this exercise is to introduce the linking words and phrases in the Language box, so first of all, check that students understand the meaning of the words in the table below. Point out that some words and phrases mean the same thing (i.e. *first = to start*; *after that = next = then*; *finally = to finish*).

Students may suggest sentences like the following: *First, I turn on the computer. Then I make a cup of coffee. After that, I read my emails. Finally, I start work!*

Language

Students will have had a chance to use this language in Exercise 1 but to give them more practice, ask them to talk about the end of their working day, focusing on stressing the linking words in sentences (for example, ***First**, I back up my files, **then** I shut down my computer and **finally**, I go home.*

Reading

2 Ask students if they know any of the steps in website development. Then ask them to read through the text, dealing with any vocabulary queries. Point out that all the verbs are imperatives as this is an instructional text. Also point out that there may be more than one correct answer for some items.

> **1** First   **2** Secondly   **3** Thirdly   **4** After that/Next/Then   **5** After that/Next/Then
> **6** After that/Next/Then   **7** Finally

3 Encourage students to make notes from the reading text rather than copy sentences word for word. Draw their attention to the example: the flowchart says, *Talk to customer* not *First, discuss with the customer their requirements …* as in the text.

> *Suggested answers*
> **2** Analyse information   **3** Create specification
> **4** Design and develop website   **5** Specialist writes content   **6** Programmers code HTML
> **7** Test the website

Speaking

4 Before students start the activity, give them a minute or two to think about what they are going to say. Ask them to cover the text in Exercise 2 so that they only use the Language box and the completed flowchart to carry out the activity. Give both students in each pair the chance to describe the process either by asking one student to describe the first four steps and the other student the last three steps or by asking both to do the activity.

> **Extra activity**
>
> With a stronger class, ask students to apply the language presented here to another context and procedure (for example, choosing and buying software or hardware for a company or college or following a health and safety procedure). With a weaker or pre-work class, you could apply the language presented to an everyday non-technical situation such as making a cup of coffee or tea.

Reading

5 Ask students to look at the websites and ask them if they have ever seen them before. Students can answer the questions individually or in pairs.

> **1** the Financial Times and the Pearson Longman homepages
> **2** Students' own answers
> **3** Financial Times: inform; Pearson Longman: inform, educate and sell
> **4** Financial Times: news stories, video, market data, search facility, breaking news; Pearson Longman: teaching ideas and resources, catalogue, online dictionary, sections for teachers in different situations (e.g. primary, secondary, tertiary), links to course-specific websites, technical support, word of the day
> **5** Students' own answers

Writing

6 Go round the class and check that students have thought of enough information for the second and third bullet points. The activity brings together much of the language presented on the first five pages of the unit, so you could encourage students to look back for help.

Speaking

7 Put students in pairs or small groups. You may want to review all the relevant question forms before students carry out the activity (for example, *What is the name of your company? What is the website for? What features do you need? Where are the website users from? How many pages does the website have?*).

The best websites

Vocabulary

1 As an introduction, ask students to comment on the purpose and then on the appearance and design of the websites. Ask students if they use any of them or any similar sites.

Go through the adjectives in the box and check that students understand their meaning. Stronger classes may be able to add further adjectives to the list (for example, *colourful*). You may also want to focus on word stress: **beau**tiful, well-de**sign**ed, easy-to-**use**/**na**vigate, clear, re**li**able, **use**ful, in**for**mative, fun (meaning *enjoyable*), **fun**ny (meaning *amusing*), ex**ci**ting.

> **Extra activity**
>
> With a stronger class, you could also elicit the opposites of the adjectives presented: beautiful – ugly , well-designed – badly-designed, easy-to-use/navigate – difficult-to-use/navigate, clear – unclear, reliable – unreliable, useful – useless, informative – uninformative, fun – boring, funny – serious, exciting – unexciting/boring.

Put students into small discussion groups to carry out this activity and ask a spokesperson from each group to report back to the whole class.

Language

Present the use of *There's/There are* and *has/have* to describe things. You may wish to expand on your presentation by presenting the question form (*Is there/Are there?*). The full form of the present tense of *have* was presented in Unit 2.

Writing

2 Ask students to write four or five sentences about the websites they use and then go round the class to check what they have written.

You may want to spend a bit of time on the use of *like* and *dislike* with words like *really* and *quite* (for example, *I **really like** the CNN site.*).

Speaking

3 To help the discussion, write these ideas on the board: *video*, *animation*, *3D effects*, *security features*, *design: text*, *fonts*, *photos*, *logos*, *boxes*. The content of the students' discussions will depend on their knowledge and interests.

> *Suggested answers*
> There are more security features on websites now.
> Websites use more 3D effects.
> There isn't a lot of information to read.
> There are more pictures and links to pages.
> There are more fonts. There are many different styles.

Reading

1 Ask students to read the short text about Learning Now Ltd (*Ltd = Limited*) or read it aloud yourself. Students can answer the questions individually or in pairs.

> **business type:** education
> **website purpose:** to promote its courses, materials and learning resources and provide online language-learning services
> **users:** young adults all around the world
> **features:** good interactivity, audio and fast download times

Writing

2 As students write their website proposals, go round the class helping them with the activity.

Speaking

3 Give students some preparation time. If you have a large class, students can present their proposals in groups. Make notes of errors that would be useful to discuss with the class whole.

Preparing for the next unit

Unit 4 is about **databases**, so ask students to research the names of different types of databases so they are well prepared for the next class meeting.