

Teacher's notes

Project Omega

by Elaine O'Reilly



SUMMARY

When rich businessman Charles Hatfield Baker III disappears, the obvious answer is that he has been kidnapped. His daughter, Julia, and the authorities wait for a ransom demand but as the weeks turn to months and no demand arrives, Julia begins to come to terms with the idea that her father is dead. She owns more than 50% of Hatfield International and she decides to do something with her vast wealth to make life better for people. But first, she wants to know what plans already exist for the future of the company, and, by accident, she is given an empty file entitled Project Omega. The papers are missing but her father has written 'Never!' on the inside cover. She determines to find out about the plan.

She gets the information, but immediately there is an attempt on her life. She is saved by a stranger, Edward West, but the papers on Project Omega disappear.

Edward persuades her to return to the Hatfield offices to try to get another copy of the Omega papers, but after some time he calls her and tells her to meet him outside. Two men, dressed as Father Christmas, grab her and bundle her into a car. This time Edward is one of her attackers instead of her saviour.

But it all ends happily. Edward has 'kidnapped' her to save her from another 'accident'. He takes her to meet her father in Florida. He had also found out about Omega but, since over 50% of the company belonged to Julia, he wanted to leave the decision up to her. He sent Edward to protect her, and, as the moon rises on a warm winter's night in Florida, it looks like Edward might protect her for life.

ABOUT ELAINE O'REILLY

Elaine O'Reilly was born in South Africa but now lives in Rome where she owns a bookshop and writes. She writes mainly for children's television. She has two dogs, three cats and a daughter.

BACKGROUND AND THEMES

We never learn the details of Project Omega, but the feeling that big business, as represented by Hatfield International, is out of control, is now widespread. The plans of multinationals can now have a truly global impact, with production switched on a whim, apparently, from one country or even one continent to another, and thousands of jobs created or lost as a result of one person's decision. Globalisation and the free movement of capital means that companies are more powerful than governments and who is to say that one of the companies does not have a Project Omega in a red file somewhere?

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ELEMENTARY

PROJECT OMEGA



Teacher's notes

Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the Reader and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of the discussion and pair/groupwork activities, can also be used by students working alone in a self-access centre.

ACTIVITIES BEFORE READING THE BOOK

Ask students to work in groups. They must imagine that they have just received an enormous amount of money – a lottery win, an inheritance – and they must decide what to do with it.

They already have houses, boats, an aeroplane, cars, so they can use the money to help other people.

ACTIVITIES AFTER READING A SECTION**Chapters 1–4**

- 1 Ask students to imagine that Mr Baker has been kidnapped. Get them to work in pairs to write a letter asking for money. Compare the letters and choose the best one.
- 2 Ask students to work in small groups to role play the first meeting between Julia and the directors of the company. Julia tells them what she wants to do and they raise all sorts of objections.
- 3 Ask students to work in pairs to role play the conversation between Mr Berger and Miss Harper after Julia has left Miss Bentley's office. Berger is angry because Miss Harper put the empty Omega file with the rest of the files for Julia to read.

Chapters 5–8

- 1 Ask students to work in small groups to role play the meeting in which the directors plan Julia's 'accident' with the lift.
- 2 Ask students to work in pairs to think of ways in which Edward found out about the second plan to attack Julia. Elicit the ideas and decide on the best one.
- 3 Ask students to work in pairs to role play the meeting between Edward and Charles in which Charles asks Edward to look after his daughter.

ACTIVITIES AFTER READING THE BOOK

This story has a happy ending. How could the story end in an unhappy way? Ask students to work in groups and come up with a different final chapter. Elicit the ideas of a few groups and choose the best one.

Glossary

It will be useful for your students to know the following new words. They are practised in the 'Before You Read' sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

Chapters 1–4

- believe** (v) to think that something is true or that someone is telling the truth
- danger** (n) the possibility that someone or something will be harmed
- director** (n) someone who controls or manages a company or organization
- disappeared** (adj) to become impossible to see or find
- file** (n) a set of papers containing information about a particular person or thing
- international** (adj) connected with or involving more than one country
- kidnapped** (adj) taken away by force and kept as a prisoner until money is given
- lift** (n) a machine that takes you up and down between floors in a building
- own** (v) to legally have something because you bought it or have been given it
- power** (n) control over people or events
- project** (n) important work that is planned and organized carefully over a period of time
- safe** (n) a strong metal box or cupboard with a lock on it where you keep money and valuable things
- safe** (adj) not in any danger of being harmed
- surprised** (adj) not expecting something to happen
- worried** (adj) not feeling happy or relaxed because you keep thinking about a problem or something that might happen

Chapters 5–8

- alone** (adj) not with other people
- copy** (n) something that is made to look exactly like something else
- dream** (n) a series of thoughts, images, and experiences that come into your mind when you are asleep
- evil** (adj) very cruel or harmful
- lonely** (adj) unhappy because you are alone
- save** (v) to make someone or something safe from danger



Student's activities

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Students can do these exercises alone or with one or more other students. Pair/group-only exercises are marked.

Activities before reading the book

Read the Introduction. Then work with a partner and think of some possible answers to the questions in the first paragraph.

Activities while reading the book

Chapters 1–4

- 1 What do you know about Charles Baker after reading Chapter 1? Complete this form.

First name:	
Middle names:	
Family name:	
Father's name:	
Family:	
Description:	
Home address:	
Main company name:	
Main company address:	
Possessions:	
Likes:	

- 2 What do you know about Julia after reading Chapter 2? Complete the form.

First name:	
Middle name:	
Family name:	
Father's name:	
Description:	
Home address:	
Abilities:	
Likes:	

- 3 Complete these thoughts or words of Julia from Chapters 2 and 3. Use a verb from the box in each space.

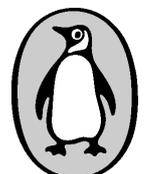
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- (a) I can ... my father's money well.
 (b) I want to ... the directors of the company at 10 o'clock.

Project Omega



- (c) You know that my father ... me more than half of the company.
 (d) I want to ... some changes.
 (e) I want to ... about the company.
 (f) This power can ... people's lives in wonderful ways.
 (g) It can ... them jobs, hospitals, schools, teachers.
 (h) But it can all ... other things - bad things.
 (i) And sometimes Hatfield International ... this power because it wants more power.
 (j) Now I have to ... the new boss.
- 4 Are these statements about the information at the end of Chapter 3 true or false?
- (a) Julia learnt a lot of things about Hatfield International from the files.
 (b) Project Omega was a plan for the future.
 (c) Charles Hatfield Baker knew about Project Omega.
 (d) Julia learnt about Project Omega from the papers in the file.
 (e) Julia spoke to Miss Bentley about Project Omega.
 (f) The girl in Miss Bentley's office gave Julia the papers about Project Omega.
- 5 Match the questions (a–g) and answers (i–vii) about the information in Chapter 4.
- (a) Who was Mr Berger?
 (b) Why did Berger say 'Do you want money?'
 (c) Where were the papers about Project Omega?
 (d) Why did Berger shout at Miss Harper?
 (e) What did Julia do when she got home?
 (f) Who telephoned Julia?
 (g) What did Miss Harper tell Julia?
 (i) He wanted to stop her asking questions about Project Omega.
 (ii) 'I think they are going to kill you!'
 (iii) In the safe behind the picture.
 (iv) Miss Harper.
 (v) One of the directors of Hatfield International.
 (vi) Perhaps because she gave Julia the empty Project Omega file.
 (vii) She has some food.



Student's activities

Chapters 5–8

- 1 Complete these sentences from Chapter 5 with a suitable adjective from the box in each space.

afraid bad better cold dead evil great
happier lonely safe small strong stronger

- (a) When Julia put the telephone down, she felt ...
 (b) Julia always felt ... with her father.
 (c) Project Omega was an ... plan.
 (d) Julie wanted to give people ... homes and a ... life.
 (e) In her dream, Julia was with her father in a ... boat in ... weather.
 (f) They were in ... danger.
 (g) But her father said 'Don't be We have to be ...
 (h) 'Perhaps Dad is ...', thought Julia, but good is ... than evil.'
 (i) When she opened the door of the lift, there was only ... , black nothing.
- 2 Each of these sentences from Chapter 6 has one mistake. Find it and correct it.
- (a) Three strong arms pulled Julia back from the dark.
 (b) For an hour, she stayed there on the floor outside her flat.
 (c) She didn't feel ill, but she was safe.
 (d) She could only see a green face.
 (e) The man in the green jacket helped her and she sat up.
 (f) 'I play a lot of tennis so I can move fast.' said the man.
 (g) He was young, perhaps about five.
 (h) 'You saved my wife.' said Julia.
 (i) 'I'm Edward East.' said the man.
 (j) 'Would you like to come and have some tea?' Julia asked.
 (k) 'It wasn't an accident,' said Edward. 'I think they broke the lift window.'
 (l) Julia asked Edward about Project Omega.
 (m) 'We'll take the Omega file to the *Old York Times*.' Edward said.
 (n) But they couldn't find her bag with the Omega newspapers in it.
- 3 Who does each pronoun in *italics* refer to. Find the sentences in Chapter 7?
- (a) What are *we* going to do?
 (b) *I* don't want to go back to Hatfield and ask for one.

- (c) Can *she* get us a copy?
 (d) *She* didn't come to work this morning.
 (e) No, *they* didn't hurt Miss Harper.
 (f) '*I*'ll call *you* every hour.'
 (g) *Her* family lived in Atlanta.
 (h) *They* had the long red coats of Father Christmas.
 (i) *They* took *her* arms and pushed her across the street.
 (j) Edward West is one of *them*.'
- 4 Find a suitable reply (i–xii) for each statement/question (a–k) in Chapter 8. Who is speaking in each case?
- (a) Edward, weren't we friends?
 (b) I saved your life again.
 (c) Where am I?
 (d) What are you doing with my father's place?
 (e) Give me time and I'll tell you everything.
 (f) Where is my father?
 (g) Why didn't he tell the world about it?
 (h) But where are you taking me?
 (i) I found Miss Harper. She's staying with her aunt outside Atlanta.
 (j) I enjoy this life.
 (k) I want to help people.
 (i) Did you?
 (ii) He couldn't.
 (iii) I'd like to help you with that.
 (iv) I'll tell you that in a minute.
 (vi) It's a long story.
 (vii) Now? We're flying over Florida.
 (viii) Oh good. I was worried about her.
 (ix) Perhaps when I'm seventy, I'll enjoy it with you.
 (x) Start now.
 (xi) To your father.
 (xii) Yes, we were. We are.

Activities after reading the book

Look at the chapter headings on the Contents page. Work with a partner. Talk about what happens in each chapter.



Access Project Omega: <https://interactive.linuxacademy.com/diagrams/ProjectOmega2.html>. Join the Linux Academy community slack for chat here: <https://linuxacademy-community-slack.herokuapp.com/> and join the #aws channel. Syllabus. Let me tell you more about the course and a little about me. Project Omega 2.0! 00:02:45. Lesson Description: What is Project Omega? It is Project Omega seen through the eyes of Scott Baker. It will be based on the Half Life 2: Ep 2 engine and will be all big, spooky and marvellous. So keep your eyes peeled and here is a link to the new page: Moddb.com. Project Omega Start Video. Sep 17 2006 News. Watch it if you want to know where the crowbar, the gravity gun and the alternate ending is. Project Omega is a Turnbased Survival Strategy Game where you play as a wolf in a modernistic wildlife. Currently being made by a student team in Australia, here is our second Development Blog! Project Omega is a Turnbased Survival Strategy Game where you play as a wolf in a modernistic wildlife. How is everyone's Saturday, I hope it's well! Looking for a little read? Well look no further, our first DevBlog is up on IndieDB! <http://www.indiedb.com/#!/proj/news/project-omega-dev-blog-1>.