

## Part 1

## Speaking

19<sup>th</sup> Century Cree  
Indian quotation

## Reading

*The Sacred Balance*Extend your vocabulary  
*land & country*Vocabulary & Speaking  
Collocations for the  
natural world

## Speaking

1 Look at the 19<sup>th</sup> century Cree Indian quotation below. How do you think it finishes? Work in pairs and brainstorm two different endings.



2 Compare your answers with another pair. Which do you think is the more interesting answer? Now check the original completed quotation on page 131.

3 Find the parts in the text where the author expresses the following ideas and discuss how he uses language to emphasise his opinions. Do you think this kind of language makes his argument more or less effective?

- 1 We believe we can control our surroundings and that nature can't control us.
- 2 Our food is not natural and we don't know where it comes from.
- 3 We don't know where our water comes from.
- 4 We are not prepared to change our way of life.
- 5 In the future, policy decisions will increasingly have little connection with reality.
- 6 We are very responsive to phones and computers.

4 Work in pairs. Discuss the questions.

- This book was written in 1997. Do you think the author's argument is more or less valid now?
- Do you feel that people are disconnected from the land? Do you feel like that?

ONLY WHEN THE LAST  
TREE  HAS ▲ DIED &  
≈ THE LAST RIVER ≈  
HAS BEEN POISONED &  
THE ▲ LAST FISH  HAS  
BEEN ▲ CAUGHT ▲ WILL  
WE ▲ REALISE ▲ THAT  
WE ...

19<sup>TH</sup>-CENTURY CREE INDIAN PROVERB

## Reading

1 You are going to read an extract from *The Sacred Balance*. Which of the arguments below do you think the author is making?

- 1 We have become disconnected from nature.
- 2 We are more connected with nature now than before.
- 3 It is impossible for humans to be connected to nature.

2 Read the extract to check your answer. Find at least three reasons that the author gives to support his argument.

Extend your vocabulary –  
*land and country*

*Country* is the usual word for talking about a large area of land with recognised political borders.

*Brazil is a big country.*

*Land* can mean the same as *country*, but it is often a literary word. People call a place a *land* when they want to be mysterious or to sound emotional or old-fashioned.

*In a land far, far away ...*

Complete the sentences with *land* or *country*.

- 1 I'm quite proud of my \_\_\_\_\_; I think we have done many good things.
- 2 The old sailors say that there is a \_\_\_\_\_ across the sea where strange and wonderful things happen.
- 3 The \_\_\_\_\_ in the far north of Canada is largely uninhabited.
- 4 Malta, with its mixture of cultures, is a very interesting \_\_\_\_\_ to visit.



# The sacred balance

In a human-made environment, surrounded by animals and plants of our choice, we feel ourselves to have escaped the limits of nature. Weather and climate impinge on our lives with far less immediacy. Food is often highly processed and comes in packages, revealing little of its origins in the soil. (...) We forget the source of our water and energy, the destination of our garbage and our sewage. We forget that as biological beings we are as dependent on clean air and water, uncontaminated soil and biodiversity as any other creature. Cut off from the sources of our food and water and the consequences of our way of life, we imagine a world under our control and will risk or sacrifice almost anything to make sure our way of life continues.

As cities continue to increase around the world, policy decisions will more and more reflect the illusory bubble we have come to believe as reality.

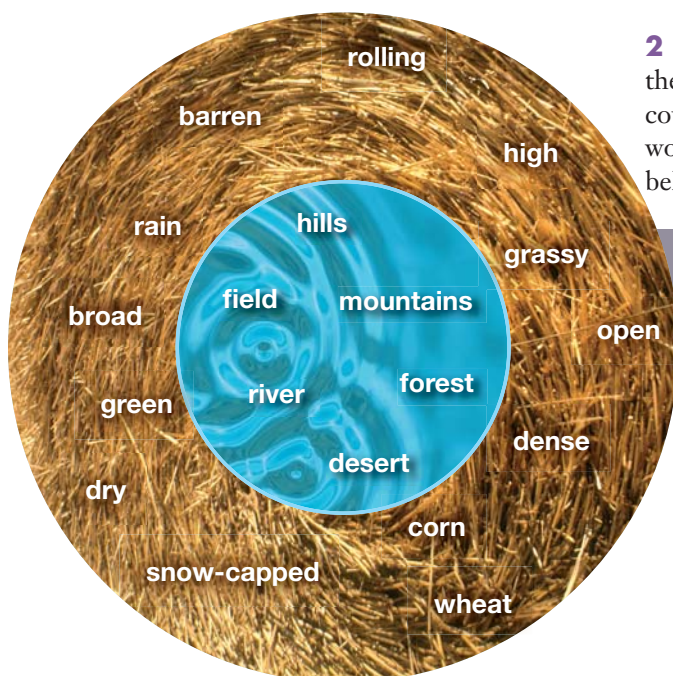
As we distance ourselves further from the natural world, we are increasingly surrounded by and dependent on our own inventions. We become enslaved by the constant demands of technology created to serve us. Consider our response to the insistence of a ringing telephone or our behavioural conformity to the commands of computers. Divorced from the sources of our own existence, from the skills of survival and from the realities of those who still live in rural areas, we have become dulled, impervious, slow.

Through our loss of a worldview, our devotion to consumerism and our move into the cities and away from nature, we have lost our connection to the rest of the living planet. (...) We must find a new story, a narrative that includes us in the continuum of Earth's time and space, reminding us of the destiny we share with all the planet's life, restoring purpose and meaning to human existence.

*The Sacred Balance* was written by David Suzuki, Japanese-Canadian academic, science broadcaster and environmental activist

## Vocabulary and Speaking

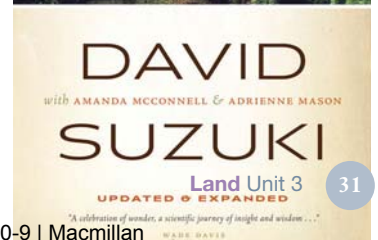
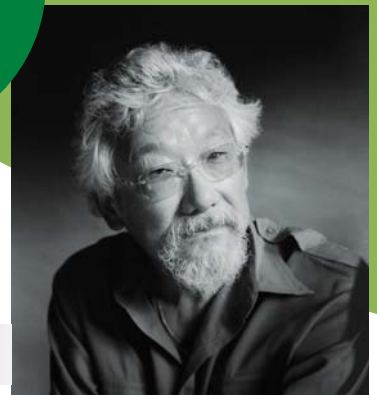
1 Match the words in the outer circle with the words in the inner circle to describe features of the natural world.



2 Prepare a short talk describing the natural features of your country, or a country you know well. Use some of the words from exercise 1 and the expressions below to help you.

### Useful phrases

- In the north / south / east / west of the country there are ...
- The capital is in the ... part of the country, and it's surrounded by ...
- There's a famous ...
- People love to go and see the ...





## Part 2

Speaking & Writing

**A news story**

Listening

**A news story**

Pronunciation

**Contractions**

Vocabulary

**land**



## Speaking and Writing

**1** Work in pairs. Read the questions. Then think of two more questions you could ask a partner.

- Do you read a newspaper? Which one?
- Do you ever get news from the internet? Which site?
- How often do you get the news? Every week? Every day? More than once a day?
- Do you know anyone who works in the news? What do they do?
- Do you think there is too much bad news these days?
- What is the latest interesting news story you remember?

**2** Work in pairs. Choose four questions to ask and answer. Include your own questions.

**3** You are going to write a short news story. Look at the words in the box. Follow the rules below.

- the news story must contain all these words
- you can add any other words you like
- you can change the form of the words
- the words can appear in any order
- you can repeat the same word

airport flock of birds hit  
land pilot plane river survive

**4** Work in small groups. Read and compare your news stories. Then choose the most interesting one to read to the class.

## Listening

**1** **1.44** You are going to hear a true news story which contains all the words from Speaking and Writing exercise 3. Listen to the story. How similar is the story to yours?

**2** Listen again. Put the words from Speaking and Writing exercise 3 in the correct order.

**3** Work with a partner. Retell the story that you just heard, using the words from exercise 2 to help you.

**4** Discuss the following questions:

- Had you heard this story before?
- How would you describe the pilot?
- This is an example of what news broadcasters call a 'feelgood story'. Why do you think that is?
- Can you think of any other feelgood stories in the news recently?

**5** Look at some examples of the characteristics of news stories. Then turn to the audioscript on page 151 and find other examples.

- 1 An example of direct speech: *'filled with big, brown birds'*
- 2 Very specific details about the event or characters: *... flew into a flock of birds at 1,000 metres*
- 3 Adjective phrases to give more detail: *a split-second decision*
- 4 Time phrases: *At the moment of impact ...*



## Pronunciation


1 Read the sentence from the pilot's transcript:

'We're gonna be in the Hudson.'

What does 'gonna' mean?

2 What do you think these reduced forms mean?

didja   doncha   dunno   gimmie  
gotta   kinda

3  1.45 Listen to the sentences and write what you hear. Then check your answers to exercise 2 above.

**Language note:** these forms are characteristic of spoken English. They are considered very informal and incorrect in formal writing. 'Doncha' /dəntʃə/ and 'didja' /dɪdʒə/ are very rarely written even in informal English.



## Vocabulary

1 Look at the summary of the dictionary entry for the different meanings of the verb *land*. Match each meaning to a sentence a to e.

**land** /lənd/ (verb) \*\*\*

- 1 arrive / bring
  - 2 come down to ground
  - 3 get something you wanted
  - 4 be in a bad situation
  - 5 catch fish
- a At the age of 19 she **landed** a small part in a musical play.
  - b ... they managed to **land** quite a good catch of tuna despite the weather conditions.
  - c Thousands of letters **land** on her desk every morning.
  - d I think my plane **lands** a little after midnight.
  - e She **landed** up in hospital with a broken leg.

2 Choose two categories from the *Happy Landings!* questionnaire. Complete with your ideas. Then compare with a partner.



## HAPPY LANDINGS!

**Think of three ...**

- ! things that, if they landed on your desk, would make you very happy.
- ! things that could land you in serious trouble with the police, especially in your country.
- ! places you might have landed up if your life had been different.
- ! people who, if they landed on your doorstep, you wouldn't be happy to see.
- ! jobs you would love to land, if you had the chance.



## Part 3

Vocabulary & Speaking

The sea


Reading

**Amazing Ocean Facts**

Grammar

**Present perfect  
simple & continuous,  
past simple**

## Vocabulary and Speaking

**1**  **1.46** Close your books. Listen to the sounds on the recording and write all the words that they make you think of. Compare with a partner.

**2** Put the words below into different groups and give each group a heading. Use a dictionary to help you. Were any of these words on your list from exercise 1?

current   dive   jellyfish   sand   seagull  
seashells   seaweed   shellfish   ship  
snorkel   tanker   tide   waterskiing  
wave   yacht







**3** Work in pairs. A: draw a picture of one of the words but don't say what it is. B: say the word. Swap roles and repeat.

## Reading

**1** Read *Amazing Ocean Facts* on page 35. What do you think? Give each fact a rank from 1 to 3.

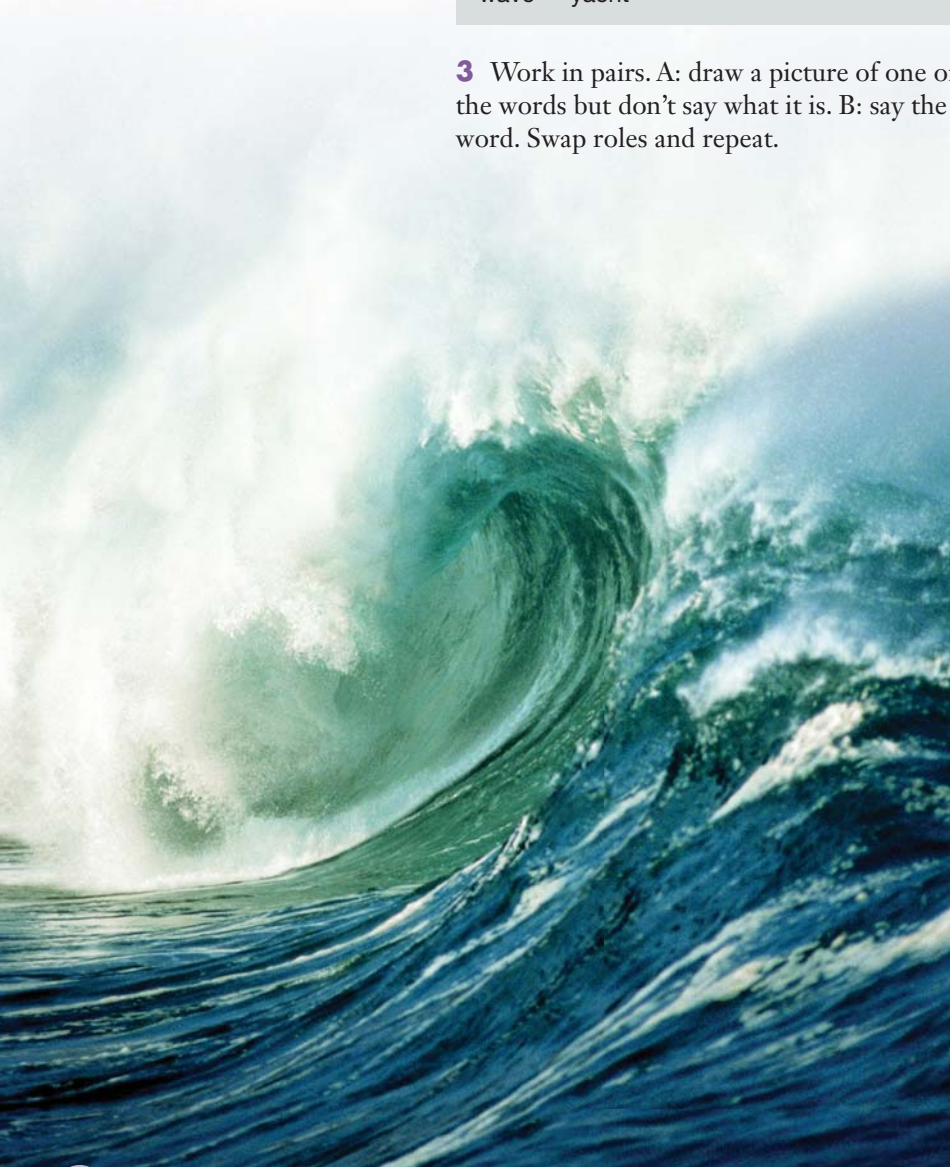
- 1** = yes, this is an amazing fact
- 2** = this is interesting, but not amazing
- 3** = this is not really an amazing fact

**2** Look at the sentences below. Find them in the text. What words has the author written / changed to make the sentences sound more 'amazing'?

-  Although deaths from shark attacks get a lot of attention, more people are killed each year by elephants, bees, crocodiles, lightning or many other natural dangers.
-  Up to 80% of all life on earth is found under the ocean surface.
-  This wave occurred in the Gulf of Alaska in 1899.
-  If all the world's ice melted, scientists estimate that the oceans would rise by 66 metres, causing great damage to human life.
-  Even in this day of modern technology, the seas are still used for a lot of human activity.
-  Life on land has existed for 400 million years, which is just a short time, geologically speaking.

**3** Work in pairs. Choose three questions from the list below and discuss.

- How far do you live from the sea? Would you like to live closer?
- What role does the sea play in your country's economy?
- Would you ever live on a boat if you had the chance? Why or why not?
- Do you know any other interesting facts about the sea?
- Are there any sea expressions or proverbs in your language? What are they in English?





# Amazing Ocean Facts

**1** Each year there are 50–75 shark attacks resulting in 3–10 human fatalities, according to the International Shark Attack File. The number of reported shark attacks has been rising, but this is perhaps because of an increase in media coverage. Although deaths from shark attacks get a lot of attention, far more people are killed each year by elephants, bees, crocodiles, lightning or many other natural dangers. **1 2 3**

**2** On the other hand, there are anywhere between 20 to 100 million shark deaths each year resulting from human fishing activity. **1 2 3**

**3** Over half of all life forms on the planet, and perhaps even up to a staggering 80% of all life on earth is found under the ocean surface. Around 99% of the living space on the planet is under the sea. Human beings have explored less than ten per cent of the oceans, especially the dark, cold environment called the deep sea. **1 2 3**

**4** Although volcanoes are thought of as something happening on land, around 80% of volcanic activity occurs in the oceans. Undersea earthquakes and volcanoes can cause *tsunamis*. *Tsunami* is a Japanese word which means 'harbour wave'. The height of the largest recorded *tsunami* caused by an earthquake was 60 metres. This gigantic wave occurred in the Gulf of Alaska in 1899. **1 2 3**

**5** The seas have been rising steadily. Over the past 100 years sea levels across the world have risen between 10 and 25 centimetres; scientists expect this rate to increase. The rise in sea level is usually attributed to climate change, and sea levels will continue rising even if the climate has stabilised, because the ocean reacts slowly to changes. **1 2 3**

**6** If all the world's ice melted, scientists estimate that the oceans would rise by 66 metres, causing catastrophic damage to all human life everywhere. **1 2 3**

**7** Even in this day of modern technology, the seas are still used for vast amounts of human activity. More than 50% of communications between nations is transported by underwater cables. **1 2 3**

**8** Life in the oceans has existed for over 3 billion years. Life on land has existed a mere 400 million years, which is just a short time, geologically speaking. **1 2 3**

**9** At the deepest point in the ocean, the pressure is 11,000 tons per square metre. This is the equivalent of one person trying to support 50 jumbo jets. **1 2 3**

## Grammar

*Shark attacks **have been rising**, ...*  
*Human beings **have explored** less than ten per cent of the oceans, ...*

- use the present perfect simple and the present perfect continuous in very similar ways
- use the continuous form when we emphasise the duration of the action
- use the simple form when we emphasise the result of the action, about single completed actions or with state verbs
- use past simple to talk about finished actions in the past and when we specify the time of an action

**1** Look at the examples above from the text of the present perfect and the present perfect continuous. Now find other examples of the tenses in the text.

**2** Read the rules on when to use present perfect simple and continuous. Decide why the author chose each tense in the examples you found in the text.

**3** Look at the words in the box. Which are usually used with present perfect (simple or continuous) and which words are used with past simple? Which can be used with both?

a few years ago   already   for years   in  
 last year   never   since I was a child  
 yesterday   yet

**4** Complete the sentences with the present perfect or present perfect continuous. If both are possible, use the continuous form.

- 1 Sea levels \_\_\_\_\_ (*rise*) over the past 100 years.
- 2 The sea level \_\_\_\_\_ (*rise*) by 2 centimetres in this part of the world.
- 3 \_\_\_\_\_ you ever \_\_\_\_\_ (*live*) on the coast?
- 4 How long \_\_\_\_\_ you \_\_\_\_\_ (*live*) on the coast?
- 5 I \_\_\_\_\_ (*be*) afraid of water since I was a child.
- 6 I \_\_\_\_\_ (*take*) diving lessons over the past three weeks.

**5** Make as many true sentences about yourself and the sea as you can. Use the time words above and the phrases below or other ideas. Discuss your experiences with a partner.

be on a boat   be afraid of water  
 go fishing at sea   go to the beach  
 live on the coast   sleep on the beach  
 swim in the sea

**G Grammar focus** – explanation & more practice of present perfect simple & continuous on page 138



## Part 4

Speaking

Maps

Listening

**The Carta Marina**

Grammar

**Adjective order**

Pronunciation

**Sea Fever poem**



## Speaking

**1** Work in pairs. Choose three of the questions below and ask and answer.

- Do you like maps?
- Are you good at reading maps?
- Do you have a map in your home? What is it? Where is it?
- Have you ever used a 'satnav' (a satellite navigation system)? Do you prefer using it to a map?
- Could you draw a reasonably accurate map of your country?

**2** Look at the *Carta Marina* map below. What does it show? How old do you think it is?

## Listening

**1** **1.47** Turn to page 132 and listen to a description of a section of the *Carta Marina*. Point to the items in the order that you hear them.

**2** Listen again and answer the questions.

- 1 When and where was the *Carta Marina* drawn? How big is it?
- 2 What weren't ancient mariners worried about, according to the speaker?
- 3 What is interesting about the monster?
- 4 What is a Leviathan?

**3** Here are descriptions of common sea monsters that appear in legends of many different cultures. Do you recognise any of them? Do you know of any other ones?

- An enormous squid or octopus that pulls boats down to the bottom of the sea.
- A giant white shark that eats people and terrorises beaches.
- A huge sea serpent that lives in very deep lakes.
- A creature with the head and body of a woman, and the tail of a fish.
- A giant sea monster with several heads.



## Grammar

1 Look at the examples and complete the rules with the words in the box.

after before colour size

*a fantastic ancient map*  
*a strange giant serpent*  
*a wonderful old story*

- put adjectives of description \_\_\_\_\_  
 adjectives of opinion

*an old Swedish priest*  
*a huge green head*  
*large wooden blocks*

- with adjectives of description we use this order: \_\_\_\_\_ / age / \_\_\_\_\_ / origin / material. All other adjectives of description come immediately \_\_\_\_\_ the noun

2 Try to rearrange the words into the correct order. Check your answers with the audioscript on page 152. Were you correct?

- detail small painstaking
- modern belief popular
- colourful monsters sea fantastic
- intricate tiny details
- right corner upper
- sailing English an ship
- head large green
- moon a small crescent

3 Look at the map again. Think of as many adjectives as you can to describe it, or parts of it. Take turns making sentences to build up a description of the map.

*In the top left corner, you can see a huge brown bird.*


**G Grammar focus** – explanation & more practice of adjective order on page 138


## Pronunciation

1 Find six pairs of words with the same sound in the box. Then match each pair to the sounds below.

break clear cloud down dream  
 sky steer whale wheel white

/i:/ /aʊ/ /aɪ/ /eɪ/ /ɪə/

2  **1.48** Listen and check your answers. What are the common spellings for these sounds? Can you think of other words or spellings for these sounds?

3  **1.49** Read and listen to a famous poem about the sea. Then work in pairs. Read each line one at a time. Pay attention to the sounds in exercise 1.



**John Masefield** (1878–1967) was an English novelist and poet famous for the novels and poems he wrote for children. He was poet laureate for Great Britain for over thirty years.

## Sea Fever

I must go down to the seas again, to the lonely sea and the sky,  
 And all I ask is a tall ship and a star to steer her by,  
 And the wheel's kick and the wind's song and the white sail's shaking,  
 And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide  
 Is a wild call and a clear call that may not be denied;  
 And all I ask is a windy day with the white clouds flying,  
 And the flung spray and the blown spume, and the sea-gulls crying.

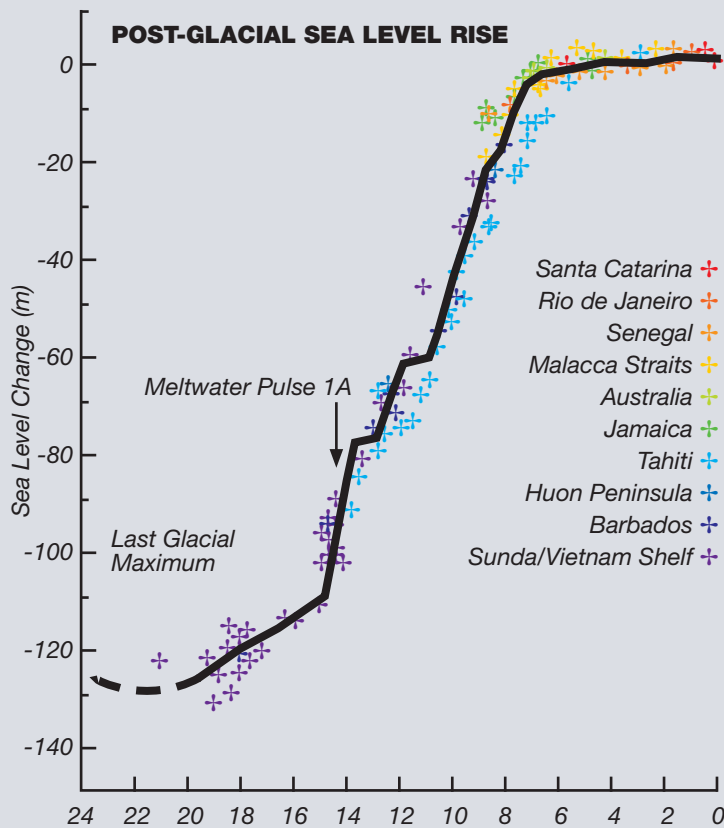
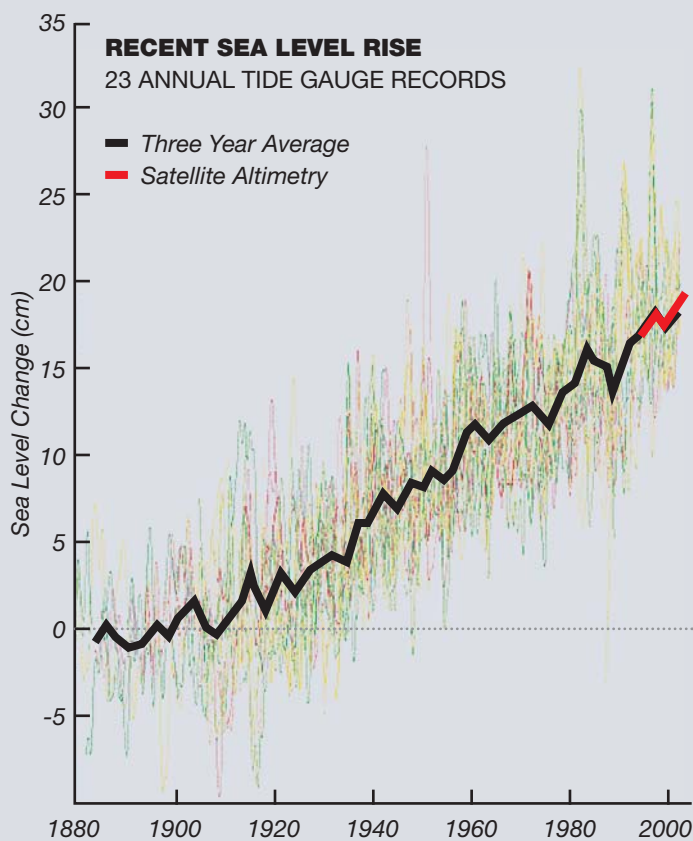
I must go down to the seas again, to the vagrant gypsy life,  
 To the gull's way and the whale's way, where the wind's like a whetted knife;  
 And all I ask is a merry yarn from a laughing fellow-rover,  
 And quiet sleep and a sweet dream when the long trick's over.

*Sea Fever* comes from a collection of poems called *Salt Water Ballads*, published in 1902.





# UNIT 3 Function globally interpreting data



## Warm up

Work in pairs. Look at the two graphs and take turns comparing and contrasting the data shown.

## Listening

1 1.50 Listen to someone describing the two graphs above. What is his conclusion?

2 Listen again. What do the following numbers refer to?

120 1.8 3 6,000

## Language focus: interpreting data

1 Put the elements in order to make sentences.

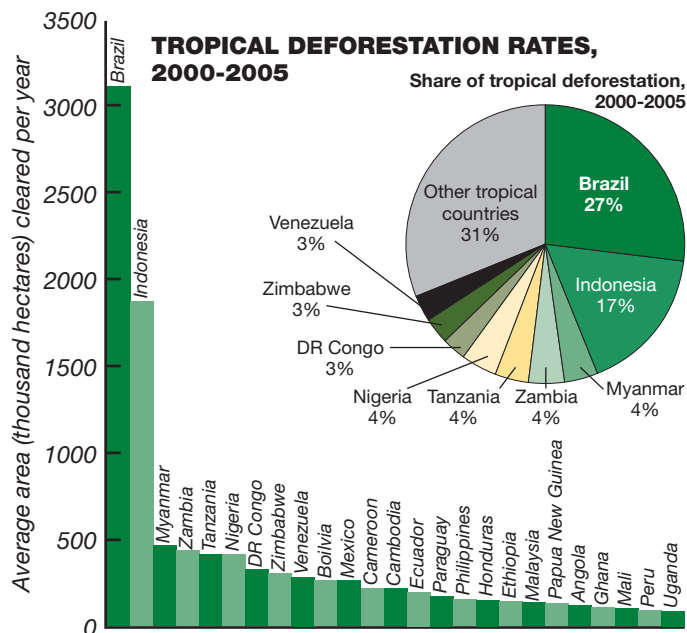
- for thousands of years / sea levels / in effect / have been rising
- a case of / this / is / global warming
- this points to / human activity / a recent increase in
- the seas / the data / are rising / suggests / more rapidly
- that / this / could indicate / a normal phenomenon / it is
- to worry about / there is / could mean / nothing / this

2 1.51 Listen to check your answers. Then underline the phrases which are used to interpret data.

## Speaking

1 Look at the graph below and make some notes about how you could describe it – include your own interpretation, using the phrases you have learned.

2 Work in pairs. Describe the graph and your interpretation.





How long does it take for a new global variety of English to evolve? Not very long at all.

In 1607, after a long and eventful sea voyage from England, Captain John Smith arrived in America, and soon after became president of the council of Jamestown in Virginia. A highly controversial figure, he explored the new territory at length, and wrote about his encounters with the native American tribes. He became well-known because of the story that he was saved from execution by Pocohontas, the daughter of an Indian chief – though whether this actually happened in the way he described has been greatly debated.

Smith sent his account of the new colony back to Britain, where it was published. English people would never have seen such place names as *Rappahannock* and *Nandtangtacund* before. The fauna and flora of the new country introduced them to *racoons* and *skunks*. Other accounts talked of *moccasins*, *wigwams*, and *squaws*. These words were being read in Britain within a few years of the colonists' arrival – the first signs of a future American English.

We see the same kind of process happening all over the world, as English has travelled to new shores. Within a very short time of settlers arriving, we find them using a local vocabulary and writing home about it. After only a few years, these new words can number several hundred. The manner of speech alters too, so that a distinctive accent is one of the earliest signs of a new variety of English.

Probably the most dramatic linguistic result of world exploration is the invention of a *pidgin* or *trade language*. What happens when sailors and the local people meet and have no language in common? They do their best to communicate. Everyone instinctively talks in a simpler way, making sentences shorter, repeating words, and avoiding difficult sounds and grammar. After a while, a pidgin language can become quite sophisticated, and be used as an everyday means of communication. It can even end up as a national language, as has happened to *Tok Pisin* in Papua New Guinea – one of most impressive linguistic consequences of sea travel ever.



### Glossary

**controversial** (adjective) – likely to lead to public disagreement

## Warm up

1 Read the following phrases out loud. What do you think they mean?

*Gutbai. Plis, Tenkyu. Wan, tu, tri ... Mi sori.*

2 These are all examples of Tok Pisin, a national language in Papua New Guinea. Tok Pisin started out as a trade language, or pidgin. How do you think it was invented?

## Reading

1 Read *Trade language* and check your answer to Warm up exercise 2.

2 Read the text again and choose the correct answer.

- The English Captain John Smith was saved from execution by Pocohontas.
  - This is probably true.
  - This is probably untrue.
  - People are not sure if this is true or not.
- The beginnings of American English came from ...
  - the names of local animals and plants.
  - Captain John Smith's Virginia accent.
  - the books and history of American tribes.

- Pidgins and trade languages ...
  - start with a more simple structure.
  - can be quite sophisticated.
  - both a and b.

3 Complete the sentences with the correct form of the word in bold. All the words are in the text.

- We had an \_\_\_\_\_ journey to the airport and almost missed our plane. **EVENT**
- This island was occupied by English \_\_\_\_\_ for two hundred years. **COLONY**
- Oh, you can't miss her. She wears very \_\_\_\_\_ clothes. **DISTINCT**
- It was rather a boring film, but it had a very \_\_\_\_\_ ending. **DRAMA**
- When I saw the ball coming towards me I \_\_\_\_\_ covered my head. **INSTINCT**

## Speaking

Work in pairs. Read the situation below and discuss the question.

Some people argue that what the world needs is a simplified form of English.

Do you think a trade language for English is a good idea? List the possible advantages and disadvantages of such a system.



# UNIT 3 Writing an email to a friend

## Reading

1 Read Daniel's email to Emily and answer the questions.

- 1 Where has he been recently?
- 2 What recommendations does he make?

Hi Emily,

How are you? It's ages since we had that brilliant meal at your house (I'm attaching some photos!). What have you been doing? How was your holiday? Did you get a chance to go to the seaside in the end? Or did you have too much work?

Please forgive me for not emailing you for so long. A lot of things have happened actually, which have stopped me from contacting you ...

I'm now back at work and I've been really busy, catching up with emails and other things.

Remember you told me about the National Centre for Traditional Arts in Yi-Lan, that you've been dreaming of visiting? Well, I went there with some friends last weekend! We had an amazing time!! It's a huge place, and you really need more than one day to see it properly. There are loads of old buildings, restaurants and shops where you can buy traditional handicrafts like ceramics, toys and clothes and calligraphy. We also watched some fascinating performances of traditional dance, as well as demonstrations of traditional crafts. And we ate loads of delicious Taiwanese snacks!

For me the most interesting part was a beautiful old town inside the centre which is basically a reconstruction of a traditional Taiwanese town. The whole town is built and decorated in an authentic style, so that when you go inside you feel as if you're walking into Taiwan of the 19<sup>th</sup> century. It has a really peaceful, nostalgic atmosphere. I took loads of pictures – I can't wait to show you them! Anyway, you really have to go and check it out for yourself – as you said, seeing is believing, isn't it?!

All for now – keep in touch, and email me soon to let me know how you're getting on.

Best wishes

Daniel

2 What do you learn about the following?

- 1 The last time Daniel saw Emily.
- 2 Emily's summer plans.
- 3 Daniel's recent activities.
- 4 Things to buy at the Centre.
- 5 What Daniel saw and did at the Centre.
- 6 The most interesting part of the Centre.
- 7 The appearance of the town.
- 8 The atmosphere of the town.

## Writing skills: an email to a friend

### A General advice

1 Read the advice on writing an email or a letter to a friend.

- 1 Use informal salutations  
*e.g. Hello Gina, Hi Jon.*
- 2 Use informal punctuation  
*e.g. ! ( ) – ...*
- 3 Use contractions *e.g. I've, it's, hasn't.*
- 4 Ask questions about your friend.
- 5 Mention things that you both know about.
- 6 Use informal endings  
*e.g. Cheers, Take care, All for now, Love, All the best, Best wishes.*

2 Underline examples of the advice in exercise 1 in Daniel's email.

## B Informal language

Use informal language in an email or letter to a friend.

Complete the sentences below from the email.

### Informal words and expressions:

- 1 It's ages since we had that \_\_\_\_\_ meal at your house.
- 2 We had an \_\_\_\_\_ time!!
- 3 We took \_\_\_\_\_ pictures.
- 4 You really have to go and \_\_\_\_\_ it \_\_\_\_\_ for yourself.

### Informal discourse markers:

- 5 A lot of things have happened \_\_\_\_\_.
- 6 \_\_\_\_\_, I went there with some friends last weekend!
- 7 \_\_\_\_\_, you really have to go.

### Starting sentences with a conjunction (*and, but, so, or*):

- 8 \_\_\_\_\_ did you have too much work?
- 9 \_\_\_\_\_ we ate loads of delicious Taiwanese snacks!

## Preparing to write

Think of an interesting place you have visited recently. Ask and answer questions with a partner.

- Where and when did you go?
- What was it like?
- What did you see and do?
- What was the most interesting part?
- Is it worth visiting? Why / Why not?

### Email expressions

- Thanks for the *mail / email*
- Hope *you're OK / all is well with you*
- *Please forgive me / Sorry for not emailing / getting in touch* for so long
- I'm *glad / sorry* to hear that ...
- *Keep in touch / Email me soon* and let me know how you're getting on
- Hope to hear from you soon

## Writing

Write an email to a friend describing your visit. Use informal language and follow the advice in Writing skills.

## Communication strategies

- 1 Do the quiz and then compare your answers in pairs.

What do you do in these situations?

- 1 You can't think of a word or expression when you are speaking.
  - a Do you pause and feel embarrassed?
  - b Do you avoid the topic?
  - c Do you find another way to express your ideas?
- 2 You don't understand something that another person says.
  - a Do you smile and pretend to understand?
  - b Do you finish the conversation?
  - c Do you ask for clarification?
- 3 You think that someone doesn't understand you.
  - a Do you just carry on speaking?
  - b Do you give up and change the topic?
  - c Do you ask what isn't clear or rephrase your ideas?

If you answered c to all the questions, you have good communication strategies. If you answered a or b, consider using some of the strategies below.

- 2 Match the strategies (1–9) to the examples (a–i).

- 1 Ask for clarification.
  - 2 Check that other people understand.
  - 3 Give yourself time to think.
  - 4 Ask for help.
  - 5 Use a general word.
  - 6 Explain or define the word.
  - 7 Use translation.
  - 8 Invent a word in English.
  - 9 Use mime or gesture or facial expression.
- a Are you with me?
  - b If you ride a motorcycle, you have to wear a hat.
  - c It went like this (hands demonstrate explode).
  - d We eat, how do you call it, those plants that grow under the sea.
  - e Sorry, I'm not clear what you mean. Could you repeat that please?
  - f For my birthday she made me a *gateau*.
  - g Just a minute, let me think how to say this.
  - h What's the word in English?
  - i He is very 'compromised' with his political party – can you say that in English?

- ★ Learn some of the phrases from exercise 2.
- ★ Plan to try out a new strategy every week.