

Level 6 - Scope and sequence

	GRAMMAR AND 'FOCUS ON'	VOCABULARY	PRONUNCIATION	READING	LISTENING	WRITING	COMMUNICATION SKILL	CRITICAL THINKING	USEFUL LANGUAGE
1 Reactions <i>Pages 10-21</i>	 <p>forming questions; adverbs of degree</p>	emotions	using stress for emphasis (1); pronouncing short and long vowels	an article about how sound affects us; identifying reasons	explorers talk about a memorable experience; inferring emotions	an informal email giving news; writing informal emails and messages	considering other people's emotions	evaluating evidence	expressing emotions; empathizing
2 Language and communication <i>Pages 22-33</i>	 <p>present tenses; separable and inseparable phrasal verbs</p>	phrasal verbs for communication	understanding weak forms of auxiliary verbs; saying the /r/ sound	an article about communication in the natural world; scanning and skimming	a podcast about English as a global language; identifying discourse markers	a formal email enquiry; organizing formal emails	building relationships using your first language identity	identifying the main message	talking about your first language identity; formal emails
3 Unfamiliar places <i>Pages 34-45</i>	 <p>narrative tenses; travel collocations with <i>go on</i></p>	travel verbs	pronouncing groups of two or more consonants	a blog post about exploring your own city; active reading by annotating	an audiobook extract about Polynesian voyages; using visual information to help you listen	a blog post about travel; engaging the reader	fixing misunderstandings	ranking information	telling personal stories; fixing misunderstandings; making recommendations
4 Reconnecting <i>Pages 46-57</i>	 <p>reported speech and reporting verbs; transitive and intransitive phrasal verbs</p>	verbs for relationships	using stress for emphasis (2); pronouncing long and short 'i'	an article about reconnecting with nature; summarizing	an interview about keeping in touch with friends and family; understanding accents	a story; making a story entertaining	adapting your turn-taking style	synthesizing information	taking turns
5 Healthy body, healthy mind <i>Pages 58-69</i>	 <p>conditionals; <i>I wish ...</i> and <i>If only ...</i></p>	mental and physical health	understanding elision in connected speech; making vowels longer before voiced consonants	three success stories of projects tackling loneliness; identifying and understanding cause and effect	explorers talk about keeping mentally and physically fit; listening for keywords to understand the general meaning	a for and against essay; using discourse markers	adapting your English to be understood	distinguishing cause from correlation	essay introductions

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6 Breaking news <i>Pages 70-81</i>	 <p>passive structures; <i>the ... the ...</i></p>	news and media	pronouncing consonant groups; pronouncing long vowels	an article about fake images online; identifying unsupported claims	explorers talk about how they get their news; understanding connected speech: catenation	a news article; choosing your writing style	influencing people	fact-checking online information	influencing people; being careful and objective
7 Shared spaces <i>Pages 82-93</i>	 <p>causative verbs; useful structures for complaining</p>	describing places	stressing multi-syllable verbs; pronouncing /b/, /v/, /w/	an article about an elephant programme in Mozambique; dealing with unknown words	an interview with a cave photographer; identifying figurative language	social media posts; using informal language in social media posts	dealing with difficult conversations	analysing solutions to problems	solving problems; softening the message
8 Incredible technology <i>Pages 94-105</i>	 <p>speculating about the past; forming nouns, verbs and adjectives</p>	describing technology	understanding the weak form of <i>have</i> ; pronouncing long and short 'o'	an article about science-fiction technology; recognizing synonyms and antonyms	a radio phone-in about a new app service; understanding prepositions in connected speech	a product review; multi-word adjectives	communicating online	examining writer assumptions behind texts	product reviews
9 Against all odds <i>Pages 106-117</i>	 <p>talking about the future; verb-noun collocations</p>	success and failure	pausing; saying /f/, /z/, /tʃ/ and /dʒ/	four stories of people who have succeeded against the odds; making inferences about a writer's opinion	two anecdotes about learning from failures; understanding contrasts	a job application email; what to include in a job application email	adapting to direct and indirect communication styles	recognizing other perspectives	talking about the future; adapting to different communication styles; job application emails
10 A world of cultures <i>Pages 118-129</i>	 <p>verb patterns with infinitive and <i>-ing</i>; <i>the</i> with groups of people and things</p>	cultural identity	aspirating /p/, /k/ and /t/; saying <i>th</i>	a travel article about the music of Colombia; identifying figurative language in creative writing	an interview about cultural identity; understanding ellipsis in spoken language	a report about cultural attractions; expressing numbers approximately	dealing with assumptions	evaluating the relationship between text and supporting media	expressing numbers approximately

2

Language and communication

GOALS

- Skim and scan an article to identify the main ideas
- Discuss language learning experience and tips
- Talk about communication using phrasal verbs
- Use discourse markers to understand a podcast
- Understand how first language identity can be used in building relationships
- Write a formal email asking for information

- 1 Work in pairs. Look at the photo. How might knowing another language have helped the women?

WATCH

- 2  2.1 Watch the video. Match the sentences with the explorer, Maria (M) or Arianna (A).

NATIONAL GEOGRAPHIC EXPLORERS



MARIA FADIMAN

ARIANNA SOLDATI

- 1 Learning French helped me professionally.
 - 2 I always try to learn a few words of the language of the local people I'm working with.
 - 3 I have worked as a Spanish to English translator for naturalist guides in Costa Rica.
 - 4 I am currently learning German.
- 3 Make connections. How are Maria and Arianna's experiences similar to your own?

Two women from Nigeria braid a customer's hair at their salon in Como, Italy.

2A Talking nature

LESSON GOALS

- Skim and scan an article to identify the main ideas
- Identify the main message in an article
- Summarize an article in a social media post



A chameleon



B treehopper



C corn



D horse

READING

1 Work in pairs. How do you think the animals and plants in the photos on page 25 communicate with each other? Match the photos (A–E) with the forms of communication (1–5).

- | | |
|--------------------------------|---------------------|
| 1 sound | 4 facial expression |
| 2 light | 5 colour |
| 3 vibrations (small movements) | |

2 Look at the first part of the Reading skill box (Scanning). Then scan the article on page 25 to find which paragraph gives most of the answers to Exercise 1. Were your predictions correct?

READING SKILL Scanning and skimming



Scanning: To find specific information quickly, look around the text to find relevant words and expressions.

Skimming: Skim to get the main idea of a text. Run your eyes quickly over the text, focusing only on the main content words: nouns, adjectives and verbs.

3 Look at the second part of the Reading skill box (Skimming). Then match the subheadings (a–g) with the paragraphs (1–7) in the article. Use these tips to help you:

- Scan the paragraphs for key words that match words and ideas in the headings.
- Skim the paragraphs to check your choice of heading was correct.
 - Creating songs and music
 - Achoo!
 - The corn has ears
 - Not just humans
 - Many means of communication
 - Tricks and lies
 - Where's that accent from?

4 Find a word or phrase in the article for each definition.

- ways of sharing information (l. 5)
- parts of a subject (l. 7)
- is different from each other (l. 16)
- change to suit different situations (l. 19)
- the form of a language spoken in an area (l. 19)
- copies the way someone or something moves or speaks (l. 22)
- an action that communicates a message (l. 38)
- loudly blow air out of your nose and mouth in an uncontrolled way (l. 55)

5 Work in pairs. Look at the Critical thinking skill box. Then choose the main message (a–c) of the article. Where does the writer support the message?

CRITICAL THINKING SKILL Identifying the main message



A text usually has one main message, or argument, that the writer wants to persuade the reader is true. Look for the same point being repeated in different ways throughout to identify the main argument. It may be mentioned near the beginning and end.

- Means of communication in the natural world are more complicated than human ones.
- We need to question the idea that human communication is special and unique.
- We know very little about how animals communicate and need to learn more.

SPEAKING AND WRITING

6 Imagine you want to post a link to the article on social media. Write a short summary to include with your post. Think about how you could persuade people to read the article (e.g. an image or surprising facts from the article).

I've just read an amazing article about animal communication. Did you know that ... ?

7 Compare posts with your classmates. Which posts are the most persuasive?

1 _____
1 It's often thought that only humans have the ability to use language. But animals do talk, of course, just not very often in words we'd understand. It turns out that, throughout the natural world, there are means of communication that are just as innovative as any technology we can invent. Even more surprisingly, aspects of communication that we thought were limited to humans, such as accents, culture and lying, are known to feature in the daily chitchat of many species.

2 _____
Take birdsong, for example. Did you know that many birds' calls change depending on where the bird comes from? A mockingbird from Kansas, US pronounces his chirps differently from another mockingbird in Virginia, US. And birds aren't the only group in which accent varies from place to place; sperm whales recognize where strangers are from by their voice and monkeys have been shown to adapt to new places by learning the local dialect.

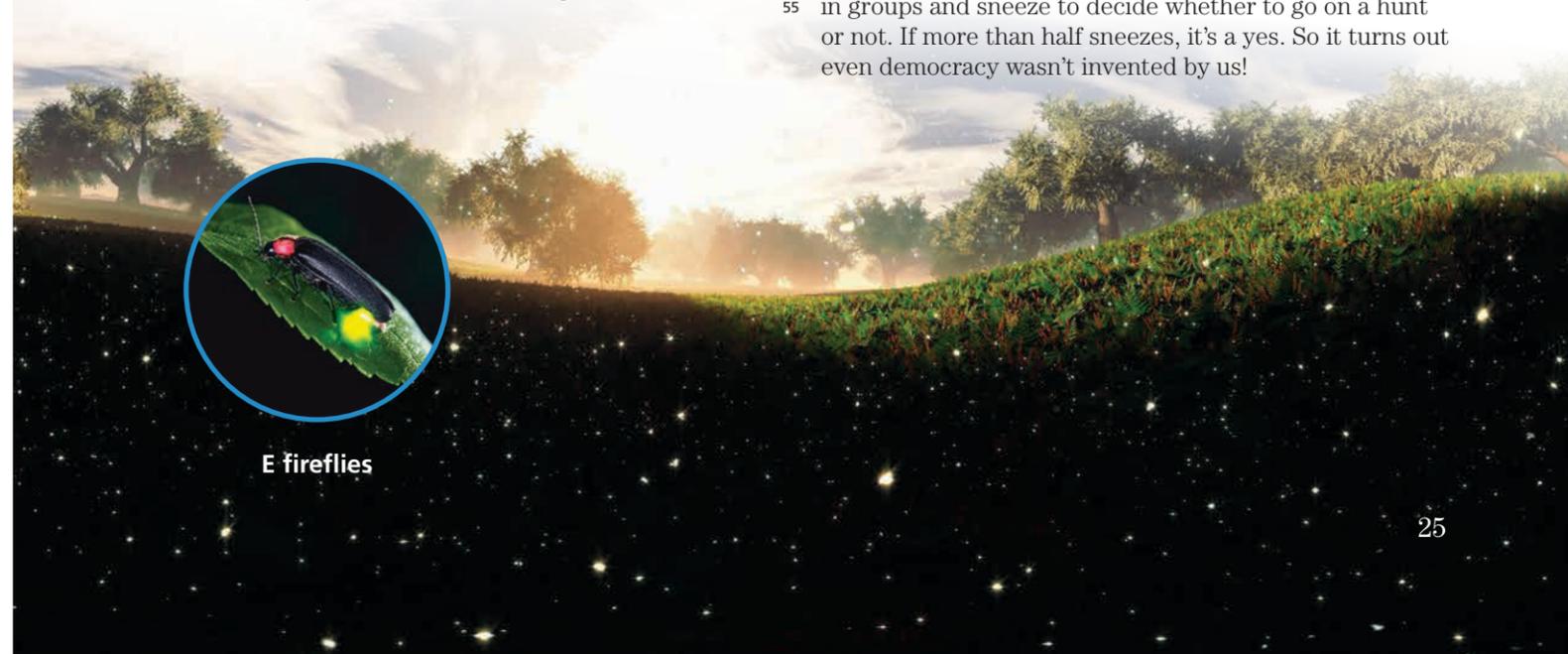
3 _____
20 Some birds can even use the language of other birds to deceive them. The fork-tailed drongo mimics the alarm calls of more than thirty species. It does so when it sees a bird with food in its mouth. The idea is that the other bird drops the food on hearing the call, which is when the drongo steps in to collect the food. A human equivalent would be to shout 'Fire!' in a restaurant and then eat everyone's meals after they run out of the building.

4 _____
30 If you thought that humans are the only species to use language creatively, think again. The humpback whale in the South Pacific invents new songs every year or two. Other groups living far away hear these songs and learn them if they like them. You might hear a song that started off the Australian coast near the island of Tahiti, six thousand miles away!

5 _____
Many animals use sounds, but there are other strategies for getting your message across. The skin colour of chameleons constantly changes as a signal of their emotions and intentions. Treehoppers, tiny insects, shake their bodies to send vibrations through plants to other treehoppers. Fireflies use light and can send signals between thousands of individuals. Remarkably, horses make facial expressions to show emotions.

6 _____
45 What about plants? We've known that they produce chemicals to warn other plants of dangers, such as insects, but recent research shows that some plants even use sound. Corn roots, for example, make regular clicking noises that its neighbours respond to. And scientists have shown that when a plant 'hears' a neighbour is growing next to it, it responds by growing faster.

7 _____
55 Finally, no article about communication in the animal kingdom would be complete without mentioning African wild dogs. These sociable creatures make decisions by sneezing! Yes, according to scientists, they get together in groups and sneeze to decide whether to go on a hunt or not. If more than half sneezes, it's a yes. So it turns out even democracy wasn't invented by us!



E fireflies

EXPLORE MORE!

Search online for 'amazing animal communication' to find another strange means of communication in the natural world.

I'm taking classes at the moment

LESSON GOALS

- Review present tenses
- Say auxiliary verbs clearly
- Discuss language learning experience and tips

LISTENING AND GRAMMAR

1 Work in pairs. Discuss the questions.

- 1 How many languages do you speak? How have you learned them?
- 2 Are there any other languages that you would like to learn?
- 3 Do you know anyone who speaks a lot of languages? How do they manage to learn so many?
- 4 What do you think is more important when learning a language: talent or hard work? Why?

NATIONAL GEOGRAPHIC EXPLORER



Arianna (centre right) with her German-speaking and French-speaking friends.

2  2.1 Listen to Arianna Soldati talk about her language learning experiences. Answer the questions.

- 1 Which foreign languages does Arianna speak?
- 2 How long has she been using French?
- 3 Has she ever lived in a Spanish-speaking country?
- 4 Which language is she currently struggling with?

3  2.2 Complete the sentences with the correct form of the verbs in brackets. Then listen to check.

- 1 I've _____ (study) English for a long time.
- 2 I also speak French and I've been _____ (use) it since I was 11.
- 3 I often _____ (speak) it with some French-speaking friends.
- 4 Our language has always _____ (be) French, so we speak in French.
- 5 Unfortunately, I've never _____ (have) the chance to live in a Spanish-speaking country.

- 6 It has _____ (not/be) that difficult to learn.
- 7 The last language I've been _____ (try) to pick up is German.
- 8 I'm _____ (take) classes at the moment, so hopefully I will improve soon.

4 Look at the sentences in Exercise 3 again. Answer the questions. Then read the Grammar box to check.

- 1 Which sentence refers to something that happens regularly?
- 2 Which sentences refer to an action that started in the past, continues into the present and is likely to continue in the future?
- 3 Which sentence describes an action in progress at the current moment?
- 4 Which sentence refers to Arianna's entire life?

GRAMMAR Present tenses

Present simple

Use to refer to present habits, actions that happen regularly and facts.

*I often **speak** it with some French-speaking friends.*

Present continuous

Use to refer to things happening at this moment or around the present moment (but not exactly right now).

*I'm **taking** classes at the moment.*

Present perfect simple

Use to describe present results of past actions when the time is not specified.

*Unfortunately, I've **never had** the chance to live in a Spanish-speaking country.*

Use to describe the results of actions that began in the past and continued into the present.

*I've **studied** English for a long time.*

Present perfect continuous

Use to refer to actions that began in the past, are still in progress and are likely to continue in the future.

*I've **been using** it since I was 11.*

Go to page 141 for the Grammar reference.



5 Find and correct the mistakes in the sentences.

- 1 She's studying languages since 2015.
- 2 I've been watching this film several times already.
- 3 Technology currently changes how people study languages.
- 4 She's read this book all day without stopping – it must be really fascinating.
- 5 I can't talk right now because I still write the report.
- 6 My parents have never been learning a foreign language.
- 7 I'm calling my parents every Saturday.

PRONUNCIATION

6  2.3 Listen to two sentences said in two ways. In which version is the auxiliary verb easier to hear? Then look at the Clear voice box to learn more.

- 1 I am taking classes at the moment.
- 2 I have been using it since I was 11.

CLEAR VOICE
Understanding weak forms
of auxiliary verbs

In fast speech, auxiliary verbs (e.g. *am*, *have been*) are typically reduced to weak forms (i.e. *'m /əəm/*, *'ve /əv/*, *been /bi:n/*) and are unstressed. This can make them more difficult to hear. To be easy to understand, especially in international contexts, it can be better to pronounce the full forms of auxiliary verbs (*/æm/*, */hæv/*, */bi:n/*).

SPEAKING AND LISTENING

7 Use the words to form questions. Then write two of your own questions about language learning. Ask and answer the questions with a partner.

- 1 English / you / how long / learn
- 2 study / another / language / you / currently / foreign
- 3 language / speak / ever / you / meet / someone / lots of
- 4 what / difficult / language / you / most / learn
- 5 study / most / you / what / enjoy / about / a foreign language

- 6 _____
- 7 _____

8  2.4 Listen and write down the language learning tips Arianna gives. Which tip do you think is the best? Why?

9 Work in groups. Discuss the questions. Then decide on the three best tips for learning languages.

- 1 What do you find difficult when you are studying a language? What do you find easy?
- 2 What are you currently struggling with? Why?
- 3 How have you practised your English outside the class since this course started?
- 4 Which language learning tips have worked best for you?

EXPLORE MORE!

Search online for 'language learning tips'. Choose one tip and apply it to your language learning.

2C The rise of English

LESSON GOALS

- Use discourse markers to understand a podcast
- Produce the /r/ sound clearly
- Talk about communication using phrasal verbs
- Use separable and inseparable phrasal verbs correctly

LISTENING

1 Work in pairs. Discuss the questions.

- 1 If you could study English anywhere in the world, where would it be? Why?
- 2 Are there a lot of English users where you're from? Do you think this number is growing?
- 3 Do you currently use your English more with people from English-speaking countries or people for whom English is a second language?

2 Look at the sentences from a podcast. Underline the words or phrases that introduce ideas.

- 1 Basically, whether you're from Ho Chi Minh City, New York, Warsaw, São Paulo or Nairobi doesn't matter.
- 2 On the other hand, when speaking Chinese, Spanish or Arabic, you're most likely to do it with first language users.
- 3 Interestingly, more than eighty per cent of them do not speak it as their mother tongue.
- 4 According to many experts, a foreign accent isn't usually a problem.
- 5 This brings me to my next point.

3 Match the words you underlined in Exercise 2 with the type of information that comes after them (a–e). Then look at the Listening skill box to check.

- | | |
|---------------------|--------------------------|
| a contrast | d reference to sources |
| b different subject | e surprising information |
| c explanation | |

LISTENING SKILL

Identifying discourse markers

Listen out for the discourse markers a speaker uses. They will help you predict what type of information will come next.

New, surprising or interesting fact: *surprisingly, interestingly, funnily enough*

Contrast: *however, while, on the other hand*

Referring to sources: *according to*

Moving to a different subject: *this brings me to, moving on to*

Explaining: *basically*



4 2.5 Listen to the podcast. Write down three things the speaker says that you either agree with or disagree with. Then discuss in pairs.

5 2.5 Listen to the podcast again. Answer the questions.

- 1 How do English and languages such as Chinese or Arabic differ, according to the speaker?
- 2 What were the two things that the speaker believed about English?
- 3 How did travelling and working change her perspective?
- 4 What did she learn from research about communicating in English?
- 5 How did the speaker's identity as an English user evolve?

VOCABULARY AND PRONUNCIATION

NATIONAL GEOGRAPHIC EXPLORER

6 Read Maria Fadiman's reaction to the podcast. Then discuss the questions (1–3) in pairs.

One thing that came up in the podcast and surprised me was how many people speak English as second language users. It made me feel lucky that I get to speak English as my first language and that I can easily get my message across to so many people! But I also felt guilty that I get to do that so easily, simply because of where I was born.

In terms of culture, it might be fun to read up on, but I wouldn't say there is a culture of English-speaking people, anyway. And I'm not sure this would help you use English better.

It's worth pointing out there is no real American accent. When I lived in the South, I started to pick up a southern accent (of which there are many variations). In New York, as a child, I tried to pick up the accent there and my mum told me that my grandfather, originally from New York, had tried to lose his New York accent. It's similar in Spanish. I've kind of made up my own personal Spanish accent.

- 1 Were you surprised by how many people speak English as second language users?
- 2 Do you like to read up on the culture of a country when learning a new language? Why? / Why not?
- 3 Have you ever picked up a different accent?

7 Match the phrasal verbs (1–8) with the correct definition (a–h).

- | | |
|----------------|-----------------------------------|
| 1 bring up | a think of an idea |
| 2 come up | b draw someone's attention to |
| 3 come up with | c learn more by reading |
| 4 get across | d mention a topic |
| 5 make up | e explain (ideas) |
| 6 pick up | f be mentioned (topic) |
| 7 point out | g learn to do without much effort |
| 8 read up on | h invent |

Go to page 135 for the Vocabulary reference.

8 2.6 Look at the Clear voice box. Then listen and practise saying the words and phrases (1–4).

EXPLORE MORE!

Search online for 'a short history of the English language' to learn more about how English became the global language of communication.

CLEAR VOICE

Saying the /r/ sound



Pronunciation of the /r/ sound can vary a lot among users of English. Be careful not to pronounce it as an /h/ or /l/. However, don't worry if your /r/ sounds different to how a first language user might pronounce it.

- | | |
|---------------|----------------|
| 1 bring up | 3 surprisingly |
| 2 in contrast | 4 read up on |

9 Read the Focus on box. Then correct the mistakes in the sentences (1–3).

FOCUS ON Separable and inseparable phrasal verbs

Most phrasal verbs can be separated, e.g. **pick up an accent** and **pick an accent up**. You must always put the pronoun before the preposition (*pick up it* → *pick it up*).

Phrasal verbs followed by an adverb and a preposition or two prepositions (e.g. *come up with*) can't be separated.

There are a few phrasal verbs which must always be separated, e.g. **get my ideas across**.

Go to page 142 for the Focus on reference.

- 1 At first I believed her, but then it turned out she'd made up it.
- 2 When I'm nervous, I find it difficult to get across my meaning.
- 3 She's incredibly creative and comes up new ideas with all the time.

10 Work in pairs. Complete the questions with phrasal verbs from this lesson. Then choose three of the questions to discuss.

- 1 Have you ever been in a situation when you _____ an embarrassing conversation topic by mistake?
- 2 Do you know a person who is good at _____ stories?
- 3 Can you think of a time when you couldn't _____ your message _____?
- 4 Have you ever had to _____ a mistake to someone?
- 5 What's something you've _____ quite easily?



2D Building relationships

LISTENING

- 1** Imagine you are talking to someone from a different country who you don't know very well. Put the topics in order from the one you would most likely talk about to the least likely. Then compare with a partner. What other topics could you add to the list?
- your families
 - food customs in your countries
 - living and working conditions in your countries
 - language similarities and differences
 - current news stories from your countries
 - the reason you are together that day
 - sport teams and recent matches
 - tourist attractions in each other's countries
- 2**  2.7 Listen to two conversations. What things in common do the speakers use to build their relationships? What differences do they use for the same reason?

LESSON GOALS

- Understand how first language identity can be used in building relationships
- Talk about similarities and differences between languages and cultures
- Practise sharing aspects of your first language identity

- 3**  2.7 Listen again and answer the questions.
- In the first conversation, what two ways of saying 'very hungry' are used? What do you say in your language?
 - In the second conversation, what does José Luis want to know about the UAE?
- 4** Work in pairs. Discuss the questions.
- In which conversation ...
 - was a speaker's first language used?
 - did the speakers find similar interests?
 - did the speakers compare their first languages?
 - Do you sometimes switch between languages? When and why?
 - What aspects of people's first language identity do you find interesting?

MY VOICE

- 5**  2.2 Watch the video. Write down ...
- at least one way your first language identity can help build relationships.
 - two pieces of advice that are given.

- 6** Work in pairs. Make a list of times when you have built a relationship with someone with a different first language identity to you, or when you may do so in the future. What advice in the Communication skill box do you think is the most useful to you? Why?

I'd like to work in a large international company, where I imagine I will work with people from different countries. It will be important for me not to feel embarrassed about my accent.

COMMUNICATION SKILL

Building relationships using your first language identity

Your language and cultural background are a great tool to help you build relationships with people from other countries.

- Be open about who you are and where you come from. Be proud of your culture, your first language and your accent!
- Ask open questions to find out about the other person's background.
- Look for things in common. Key moments in establishing friendships happen when you share similar experiences or realize that you aren't so different from one another.
- Celebrate the differences between you and show interest in understanding them.



- 7**  2.8 Listen to extracts from the conversations in Exercise 2. Complete the extracts with one word in each space.

- Is capoeira _____ in Turkey?
- In my language, we _____: 'I'm as hungry as a wolf'.
- The _____ for us is: 'I could eat my arm'.
- Do you have a word _____ in Arabic?
- I can't _____ it!

- 8** Rewrite the sentences in Exercise 7 in a different way, using the expressions in the Useful language box.

Useful language Talking about your first language identity

Showing interest in others

How popular is [hip hop] where you live?
How does that compare with [the way you normally do that in your family]?
How do you say that in [Russian]?

Explaining your first language identity

I'd say we [give tips] in a slightly different way to how people do it here.
It sounds a bit like [a children's game in Kenya we call 'Escape the lions'].
We have a similar expression that translates as ['It's raining seas!']
I'm sure we have a phrase in [Urdu]. It's on the tip of my tongue!

SPEAKING

- 9 OWN IT!** Think of three words, phrases or cultural concepts from your first language or another language. Explain them to a partner, using the Useful language.

My city is famous for this idea called cachondeo. When we say someone has cachondeo, it means they're always joking and having fun.

- 10** Work in groups. For each category, think of aspects of your culture and first language that you would like people from other countries to know. Make a list. What other categories can you think of?
- a word or expression that you think is special
 - a festival, dance or celebration unique to your culture
 - a type of humour that you would miss if you were away
 - an important place that isn't well known abroad
 - a grammatical structure that is different from other languages you know
 - a well-loved TV show, film, song or book that represents your culture
 - a dish that reflects the best food from home
 - an aspect of the national character that you want people from other countries to know about
- 11** Share your ideas from Exercise 10 in new groups. Explain any cultural aspects that other members of the group do not know about.

EXPLORE MORE!

Listen to how you and the people around you talk about your language and culture. How often do you talk about different cultural concepts?

A group of friends talk in a coffee shop in Germany.

2E

I am writing to enquire

LESSON GOALS

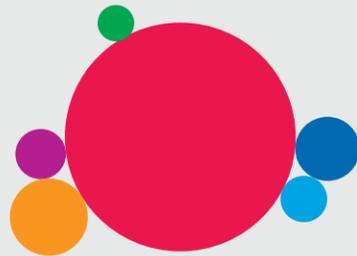
- Organize a formal email appropriately
- Use formal language and polite requests
- Write to ask for information about a course

SPEAKING

- 1 Work in pairs. Discuss the questions.
 - 1 Do you speak any of the languages in the infographic? Which would it be useful to learn, e.g. for business, tourism, job opportunities? Why?
 - 2 Why are you taking this English course? Is it for any of the reasons you mentioned for Question 1?
 - 3 Which other types of courses (e.g. yoga, website design, creative writing) have you done, or would you like to do?

Languages with the highest number of first language speakers

- Chinese – 1.3 billion
- Spanish – 460 million
- English – 379 million
- Hindi – 342 million
- Arabic – 315 million
- Bengali – 228 million



*figures are approximate
Chinese and Hindi as macrolanguages include different languages and dialects

- 2 Read the advert. Imagine you are thinking of applying for the course. In pairs, think of three questions that you would want to ask about it.

Learn Arabic in Marrakesh!
Come and learn Arabic with us in the heart of this ancient city

- Intensive courses
- Four-week courses throughout the year
- Small groups
- Accommodation available close to the school and city centre

For more information, email
admissions@olivebranch.mr



READING FOR WRITING

- 3 Read the email. Does Son ask the same questions that you thought of in Exercise 2?

New Message

Subject: Enquiry about Arabic course

Dear Sir or Madam,

¹ I saw your advertisement for Arabic courses in Marrakesh and I am interested in enrolling. I am writing to enquire about the next course.

² I do have a few questions. Firstly, please could you confirm the start date of the next course? The advertisement says the course is 'intensive', but I would be interested to know how many hours per week this is and what the course duration is. I would also like to know whether I will receive a formal certificate at the end of the course as I would like to use it in my application for jobs in my country. Would the certificate be recognized abroad?

³ I would also be grateful for more information concerning course fees and accommodation. First, I am not entirely sure how I would need to pay and whether I would need to do this in advance. Second, since I am from Vietnam and currently live there, I was glad to see you offer accommodation. Could you give me some idea of the price? Finally, please also let me know whether a host family or hotel would be preferable for someone who is very keen to improve their Arabic quickly and whether you can arrange the accommodation for me.

⁴ Regarding the level of the course, I was wondering whether you have courses for complete beginners. In addition, I would like to know whether you would recommend I study first to become slightly more proficient in Arabic before I sign up for your course.

⁵ I look forward to hearing from you in the near future.

⁶ Yours faithfully,
Son Ngo

- 4 Put the elements (a–e) in the order they appear in Son's email. Then look at the Writing skill box to learn more about the structure of formal emails.
 - a enquiry about course fees and accommodation
 - b enquiry about the course itself
 - c reason for writing
 - d asking for a reply
 - e question about the necessary language level

WRITING SKILL

Organizing formal emails

Formal emails are much more structured than informal ones. They typically begin with the reason for writing (*I am writing to enquire about ...*). Then each paragraph focuses on one clear topic that is stated in the first sentence (*Regarding the course itself ...*). Each paragraph is clearly structured (*First/Second/In addition*).

The email finishes with a polite request for a reply (*I look forward to hearing from you. I would appreciate a reply at your earliest convenience.*)

- 5 Find formal words and expressions in Son's email that have the same meaning as these more informal words and phrases (1–10).

1 Hi <i>Dear</i>	7 about (para 3 and 4)
2 ad	8 if (para 2 and 4)
3 ask about	9 hoping to hear from you soon
4 price	10 Bye for now!
5 at the moment	
6 a place to stay	
- 6 Read Son's email again and underline any examples of indirect questions or polite requests.
- 7 Rewrite Eugenio's email to make it more formal. Use the information in the Writing skill box and the Useful language to help you. Then compare with a partner.

Hi there! *Dear Sir or Madam,*

A friend told me your driving school is really good, so just wanna ask how much it costs to do a driving course with you. No info about it on your site. Never driven before, so a total beginner. Also, when can we start?

Write back asap.

Bye for now,
Eugenio

Useful language Formal emails

Formal forms of address

Dear Mr/Ms [last name] / Dear Sir or Madam

Reason for writing

I am writing with regard to/to enquire about ...

Polite requests

Could you tell me ...

I was wondering if you could ...

I would appreciate a reply at your earliest convenience.

I look forward to hearing back from you.

Formal endings

Kind regards / Yours sincerely / Yours faithfully

WRITING TASK

- 8 Imagine you are interested in doing a course. You are going to write an email to make enquiries about it. Follow the instructions.
 - 1 Work in pairs. Discuss what courses you are interested in (e.g. driving, dancing, art).
 - 2 Individually, decide which questions you need to ask (e.g. course fees, start and end date).
 - 3 Plan your email by deciding how many paragraphs you need and what to include in them.
- 9 **WRITE** Write your email. Use formal language and organize your email appropriately.
- 10 **CHECK** Use the checklist. I have ...
 - written a formal beginning and ending to the email.
 - included a clear reason for writing.
 - written well-organized paragraphs.
 - used indirect questions.
 - used suitable formal words and expressions.
- 11 **REVIEW** Exchange emails with a partner. Write down two things that you think they did better than you and one thing that they could improve. Share your feedback with each other.

Go to page 130 for the Reflect and review.

3

Unfamiliar places

GOALS

- Practise active reading by annotating
- Use narrative tenses to tell personal travel stories
- Talk about journeys
- Use visual information to help you listen
- Repair misunderstandings and confirm understanding
- Write a blog post

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What message(s) about travel does it send? Why?
 - a An unfamiliar place is anywhere that gets you away from your normal life.
 - b Everybody should travel – it broadens the mind.
 - c The best thing about travel is coming home at the end.
- 2 Do you agree with the ideas (a–c) about travel? Why? / Why not?

WATCH

- 2  3.1 Watch the video. Write the name of each place that Andrej and Ellie mention and the reason(s) they like it.

NATIONAL GEOGRAPHIC EXPLORERS



ANDREJ GAJIĆ

ELLIE DE CASTRO

3 Make connections. Discuss the questions.

- 1 Which of the places that Andrej and Ellie mention would you like to visit? Why?
- 2 What are your three favourite places? Why?

Campervan in Sequoia National Park, US.

3A

No place like home

LESSON GOALS

- Practise active reading by annotating
- Rank ideas in order of usefulness
- Plan a trip in your own town/region

READING

1 Work in pairs. Discuss the questions.

- 1 How well would you say you know your own town, region and country? Why?
- 2 In Polish, there is an expression: *You praise the foreign, but don't know the local.* What do you think it means?

2 Read the title of the blog post on page 37. What do you think it will be about?

3 Read the blog post quickly to check whether your idea about the topic was correct. Does the writer persuade you to do more sightseeing in your town? Why? / Why not?

4 Read the blog post again. Are the sentences true (T) or false (F), according to the text?

- 1 The post is about something the writer has been doing for a while.
- 2 She's not happy about her normal travel habits.
- 3 Taking a tourist bus can teach you about a place's past.
- 4 Being a tourist is a lonely activity.
- 5 You can decide to be a tourist for the day that same morning.
- 6 It's easy to make small changes to your lifestyle to become a tourist in your own town.

5 Look at the Reading skill box and the example annotations in the blog post. Then annotate the rest of the blog post to prepare to give your opinion about it.

READING SKILL

Active reading by annotating



As you read a text, it can be useful to mark or annotate it. This helps you focus on important information to remember later. Ask questions about ideas and language in the text and notice new vocabulary.

- Use colours to highlight the main ideas.
- Add your own comments and reactions.
- Circle important information.
- Use symbols (e.g. ?, !, ★) next to things you don't understand, surprising information, etc.

6 Work in pairs. Use your annotations from Exercise 5 to discuss the questions.

- 1 Do you agree with the main idea of the blog post?
- 2 What information was the most interesting or surprising to you? Why?
- 3 Were there any words or expressions you didn't understand? Can you explain them to each other?
- 4 What words or expressions in the post would you like to learn?

7 Work in pairs. Look at the Critical thinking skill box. Then rank the five tips in the blog post from the most to the least useful. Give reasons for your choices.

CRITICAL THINKING SKILL

Ranking information



Ranking ideas from the most to the least useful can help you to organize your thoughts before you give your opinion. To do this effectively, ...

- analyse the quality of each idea. What are the problems in doing it? (e.g. Is it expensive? Time-consuming?) What are the benefits of doing it?
- decide how relevant the ideas are to the specific situation e.g. Is it possible for everyone to do?

I think tip number 1 is the least useful. Bus tours are only available in big cities in certain countries. Lots of people, like me, don't have this option.

SPEAKING

8 Work in groups. Design a two-day holiday for yourselves in your town or region. Follow the instructions.

- 1 Find out what everyone in the group likes doing. Decide what places and activities in your area would appeal to everyone in the group.
- 2 Plan your two-day trip. Decide ...
 - what you will do in the morning, afternoon and evening of each day.
 - where you will stay overnight.
 - where you will eat.

The Center Island Ferry offers an exceptional view of the Toronto skyline, including the impressive CN Tower.

Destination...here

Text about simple trips, not going abroad

1 A trip that doesn't involve packing for two weeks or finding your passport may not seem like the highlight of your travel agenda, but it can be just as rewarding. ^{??} *Meaning? Check later*

I live in Toronto, Canada's largest city and one of its most popular tourist destinations. And yet, when I'm looking for a way to spend my time off, more often than not I head out of the city. *verb? = 'go'?*

5 This year I'm determined to change that. Why is it I always feel the need to travel hundreds or thousands of miles to explore when I have so much to learn on my doorstep? 😊

Do you ...

Want to try it too? Here are five tips to set about seeing your city through new eyes. *= 'to start'*

1 Take a historical tour.

Sure, you can tell a tourist the names of the buildings or tourist spots in your hometown, but do you know their history? Those hop-on, hop-off bus tours might be meant for tourists, but they're a great way to improve your local history knowledge. Plus, taking note of what visitors find interesting can be fascinating, allowing you to see what might at first seem uninteresting in a whole new light. If there is no tourist bus, try joining a free walking tour. It's a great way of not only discovering things you didn't know about your city, but also meeting new people.

15 2 Get a room.

Waking up in a hotel or bed and breakfast is a tried-and-tested way to set the mood for exploring.

If you live in a suburb, head into the city. If you live in the city, consider spending a weekend getting to know the nearest town. The added excitement of being away from home for the night will only add to the day's fun.

3 Set a date.

20 There are places I pass on a regular basis in Toronto. Every time, I promise myself that one day I'll check them out. Take it from me: it will never happen without a plan. So pull out your calendar, set a date and keep it.

4 Act like a tourist.

I'm not suggesting you stand in the middle of the street taking selfies, while the locals angrily try to get past, but do pop into the tourist information centre, look out for upcoming events and follow local websites to find out what's on.

25 5 Take something small and make it bigger.

Your daily wander around the block could turn into a walk around a new neighbourhood. Friday pizza night at home? Why not make it a mission to test out the newest pizzeria in town? You'll be surprised how simple adjustments to your everyday routines can broaden your experiences.

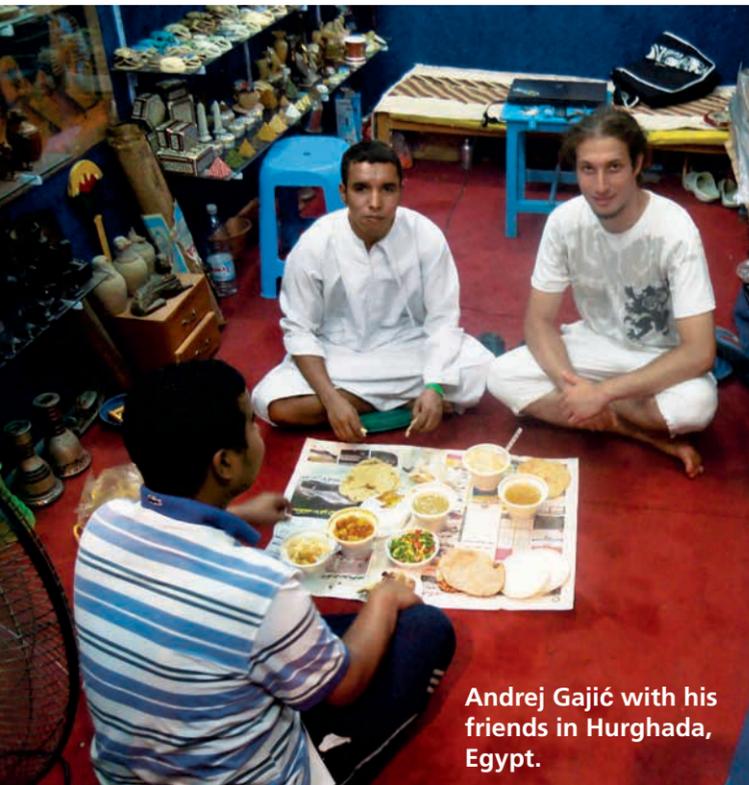
30 Discovering hidden places around you and being a tourist in your own city can not only be fun, but bearing in mind how much travelling can contribute to the climate emergency, it can also help save the planet. So, when planning your next holiday, start first by exploring your hometown!

EXPLORE MORE!

Search online for interesting things you can do in your town or region that you didn't know about or have never done.

3B

It's a long story!



Andrej Gajić with his friends in Hurghada, Egypt.

LISTENING AND GRAMMAR

- 1 Work in pairs. Look at the photo, which illustrates a travel story. Discuss the questions.
- 1 What kind of place does the photo show?
 - 2 What do you think the story could be about?

NATIONAL GEOGRAPHIC EXPLORERS

- 2 3.1 Listen to Andrej Gajić talk about a memorable journey. Choose the best title for his story.
- a A dangerous situation
 - b The tourist trap
 - c New friends
 - d Happy to be lost
- 3 3.1 Complete the sentences (1–5) with the correct form of the verbs in brackets, according to Andrej's account. Then listen again to check.

LESSON GOALS

- Understand stories about memorable journeys
- Use narrative tenses to tell personal travel stories
- Pronounce groups of consonants correctly

- 1 The story _____ (happen) eight years ago in Hurghada in Egypt.
 - 2 Andrej _____ (study) sharks.
 - 3 He _____ (walk) from the hotel when he _____ (see) a small souvenir shop.
 - 4 He was frightened because the men _____ (close) the windows.
 - 5 For the next two weeks, Andrej _____ (visit) them for some Egyptian tea.
- 4 Read the sentences in Exercise 3 again and answer the questions. Then read the Grammar box to check.
- 1 Which tense describes the main events in the story?
 - 2 Which tenses are used to refer to events that were in progress?
 - 3 Which tense is used to refer to longer actions that were in progress before the main events?
 - 4 Which tense is used to emphasize that an action had finished before a main event?

GRAMMAR Narrative tenses

Past simple

Use for completed events in the past and the main events in stories.

I saw a small souvenir shop selling papyrus.

Past continuous

Use for events that were in progress at a specific moment in the past.

I was walking from the hotel when ...

Past perfect simple

Use for events that happened before the main event and to emphasize the completion of activities.

The salesman had brought out what looked like a wooden object.

Past perfect continuous

Use for events that were in progress before the main event happened and to emphasize the continuation of activities.

I'd been studying the sharks, skates and rays.

Go to page 143 for the Grammar reference.

- 5 Complete Ellie de Castro's travel story with the correct form of the verbs in brackets. Sometimes more than one tense is possible.

Two years ago, my parents and I went on a road trip to Kiangan, Philippines. I ¹ _____ (go) there for the last few years for a project I ² _____ (work on) and my parents ³ _____ (want) to see the place I ⁴ _____ (talk) about so much. While my dad was stuffing our bags with snacks and supplies, my mum and I ⁵ _____ (race) to the car. In our family, the first person to sit down gets to choose the music on the radio! We had been expecting the journey to take about seven hours, but we ⁶ _____ (forget) that it was the last weekend before Christmas. Everyone ⁷ _____ (drive) out of the city back to their homes. We got there after sunset – the drive ⁸ _____ (take) fourteen hours! The next day, we ⁹ _____ (go) to the Education Centre where I work. But as it was the Christmas season, no one was around! My parents were disappointed that they hadn't been able to meet the people I work with. On our last day, we ¹⁰ _____ (drop by) the centre again and, this time, the place was full of people! My parents were excitedly toured around by one of my teachers and closest friends. While I sat ¹¹ _____ (watch) them, I was so happy to see my two homes – my parents and friends who mean so much to me – come together.

- 6 Work in pairs. Take turns to retell either Andrej or Ellie's stories from memory, paying careful attention to tenses.

PRONUNCIATION

- 7 3.2 Look at the Clear voice box. Underline the letters that make groups of consonants in the adverbs (1–6). Then listen to check. Practise saying the adverbs.

EXPLORE MORE!

Search online for the funniest, strangest or most incredible travel story.

CLEAR VOICE

Pronouncing groups of two or more consonants

Some groups of consonants are more difficult to say than others, depending on ...

- how many consonants are grouped.
- whether the consonant group exists in your language.
- how difficult it is for the mouth.

Practise saying the consonant groupings on their own as well as the whole words.

- | | |
|-----------------|----------------|
| 1 eventually | 4 unexpectedly |
| 2 surprisingly | 5 fortunately |
| 3 interestingly | 6 accidentally |

SPEAKING

- 8 You are going to tell a story about a memorable journey. Choose one of these story titles or use your own idea. Then plan your story by thinking about the questions (1–3).

A difficult choice A frightening moment
A helping hand Lost in the city Under the stars

- 1 What are the main events?
 - 2 What background information would be useful for listeners to know?
 - 3 What tenses will make the relationships between events clear?
- 9 Look at the Useful language box. Which of the expressions could you use to tell your story?

Useful language Telling personal stories

This happened to me when I was ...
I was ... -ing when ...
All of a sudden, ...
I felt so ...
Fortunately, ...
I ended up ...

- 10 Work in groups. Take turns to tell your stories. Whose story was the funniest? Whose was the most dangerous?

3C

Out of sight of land

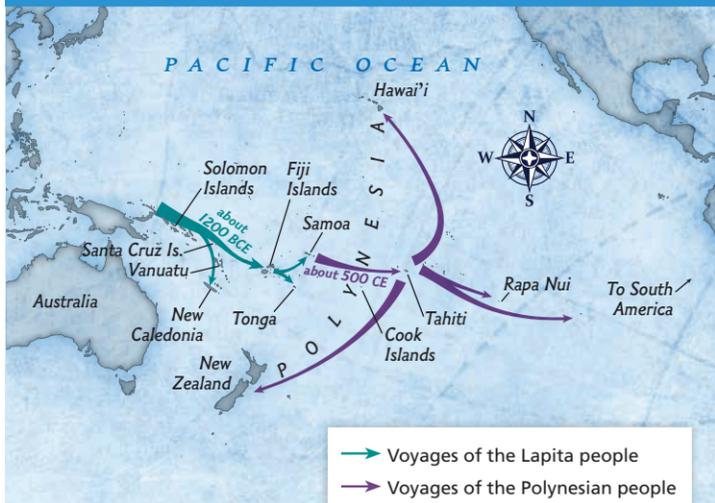


LESSON GOALS

- Use visual information to help you listen
- Learn travel collocations with *go on*
- Talk about journeys

Built in 1975, the *Hōkūleʻa* is our best guess at what a Polynesian ocean-going canoe looked like.

HOW DID THE POLYNESIANS MAKE IT SO FAR?



- twenty to thirty people on board
- no compasses or navigation tools – used the sun, moon and stars, and studied clouds, wave patterns, birds and fish to show them the way to land
- sang songs to help them remember the knowledge they needed
- took water and food with them and fished from canoes

SPEAKING

1 Work in pairs. Look at the definition and discuss the questions.

voyage (n) a very long journey, often by ship

- 1 Why did people go on voyages in the past?
- 2 What were some of the dangers of long voyages?
- 3 Would you like to go on a voyage? Where to?

2 Look at the map and read the text. Why do you think the Polynesian voyages were impressive?

LISTENING

3 Look at the Listening skill box. Then read the map carefully. Familiarize yourself with the key places and dates and consider the direction of the journey.

LISTENING SKILL

Using visual information to help you listen



When listening, we often have visual aids such as maps, diagrams and photos. Here are some techniques to use visual information effectively.

- Familiarize yourself with the visual information before you listen.
- Listen for keywords and numbers that match names, places or other information you can see.
- As you listen, point to the parts of the image that the speaker is talking about. Follow a route with your finger, for example.
- Make notes on the image or while listening.

4 3.3 Listen to an extract from an audiobook. Follow the tips from the Listening skill box. Add one additional piece of information you hear onto the map.

5 3.3 Listen again. Number the questions about the Polynesians in the order that they are answered.

- a How did they do it?
- b What did they take with them?
- c When did they travel?
- d Where did they come from?
- e What was the furthest they travelled?
- f Why are the journeys so amazing?

6 3.3 Work in pairs. Divide the questions from Exercise 5 between you. Listen again and take notes on the answers.

VOCABULARY

7 Complete the summary with the correct form of these verbs.

end go head make reach set steer stop turn

It was the Polynesians who ¹_____ on the greatest voyages by sea when they ²_____ up on some of the remotest islands on the planet. These were sailors used to island hopping, ³_____ over for a while before carrying on. But around 1200 BCE, the Lapita ⁴_____ off on a journey east. Some settled down in the Santa Cruz Islands, but others ⁵_____ for new undiscovered islands. They ⁶_____ it as far as Tonga, where they stayed for a few hundred years. Eventually, the Polynesians ⁷_____ the Cook Islands; navigators used a combination of 'wayfinding' skills to ⁸_____ across the ocean. Much of the Pacific was within their reach in their fast canoes. If they needed to ⁹_____ back, they could just let the wind bring them home to safety.

Go to page 136 for the Vocabulary reference.

EXPLORE MORE!

Search online for 'the voyages of the Vikings', 'the Ming treasure voyages' or another voyage you'd like to learn about.

8 Read the Focus on box. Then discuss the difference in meaning, if any, between each pair of words and expressions in bold (1–5).

FOCUS ON Travel collocations with *go on*

Go on collocates with many expressions that describe: types of journey, e.g. *go on a cruise / bus tour*; travel for specific purposes, e.g. *go on a business trip / a language exchange / an expedition*; types of holiday, e.g. *a package holiday / a city break*.

Go to page 143 for the Focus on reference.

- 1 They're not here. They've gone on **holiday / vacation**.
- 2 When was the last time you went on a **journey / trip**?
- 3 When I was a student I went on several **exchanges / field trips** abroad.
- 4 Of those who went on the **expedition / voyage** to the South Pole, many lost their lives.
- 5 We're thinking of going on a **city break / package holiday** somewhere warm next month.

9 Work in pairs. Discuss at least three of the topics. The last time you ...

- set off on a journey and realized you'd forgotten something important.
- went on a long journey.
- couldn't make it to an appointment or meeting.
- had to turn back.
- stopped over somewhere interesting.
- ended up somewhere you weren't expecting.
- headed home in the dark.

SPEAKING

10 Work in pairs. Imagine you're going on a very long journey. Discuss the questions.

- 1 Where are you going and how will you get there?
- 2 You can only take two people with you. Who will you take? Why?
- 3 You can only take five things with you. What will you take? Why?
- 4 How will you cope with being away from home?

11 Work in groups of four. Take turns to tell each other about your journey. Which did you enjoy listening to the most?

3D Fixing misunderstandings

LESSON GOALS

- Identify misunderstandings in a conversation
- Learn three ways to fix misunderstandings
- Practise fixing misunderstandings and confirming understanding

SPEAKING

- 1 Work in pairs. Think of misunderstandings you have had with people, either in English, your first language or another language you know. What happened?
- 2 What were the reasons for the misunderstandings you described in Exercise 1? Choose from the list. What other reasons for misunderstandings can you think of?
 - the message relied on cultural information that the listener didn't know
 - the message used vocabulary that the listener didn't know
 - the message was disorganized
 - the speaker spoke too fast

LISTENING

- 3  3.4 Listen to three conversations where a misunderstanding occurs. In which conversation is the person ...
 - a giving a recommendation?
 - b giving instructions?
 - c discussing accommodation arrangements?
- 4  3.4 Listen to the conversations again. Choose the main reason(s) why the people in each conversation fail to understand each other from the list in Exercise 2.

MY VOICE

- 5  3.2 Watch the video about how misunderstandings occur. Complete each sentence with words from the video.
 - 1 Messages need to be _____, _____ and _____.
 - 2 If a message is long and complicated, you could ask the speaker to _____ it.
 - 3 Information that is specific to your _____ can cause misunderstanding if you don't explain it.
 - 4 If a message is disorganized, it might be necessary to _____ again.

- 6  3.5 Look at the Communication skill box. Then listen to a continuation of one of the conversations from Exercise 3. Which strategies do the speakers use to fix the misunderstanding?

COMMUNICATION SKILL

Fixing misunderstandings



Simplify

- The speaker can: identify the key information and repeat; check the listener has understood.
- The listener can ask for a summary.

Clarify

- The speaker can: assume cultural knowledge will not be known; explain anything unique to their culture or language.
- The listener can ask the speaker to explain.

Organize

- The speaker can: signpost the order clearly; write or draw the instructions.
- The listener can ask the speaker to start again.

- 7 Look at the Useful language box. Then complete the sentences (1–4) with appropriate language.

Useful language Fixing misunderstandings

Identifying misunderstandings

That isn't what I meant.
I'm getting mixed up.
That's the wrong way round.
I'm not following you.

Fixing misunderstandings

Let's start again from the beginning.
OK, to sum up, you need to ...
So basically, you're saying ..., right?
In other words, ...
Shall I repeat it all back to you?

Confirming understanding

That makes sense.
Got it.
I see what you mean.

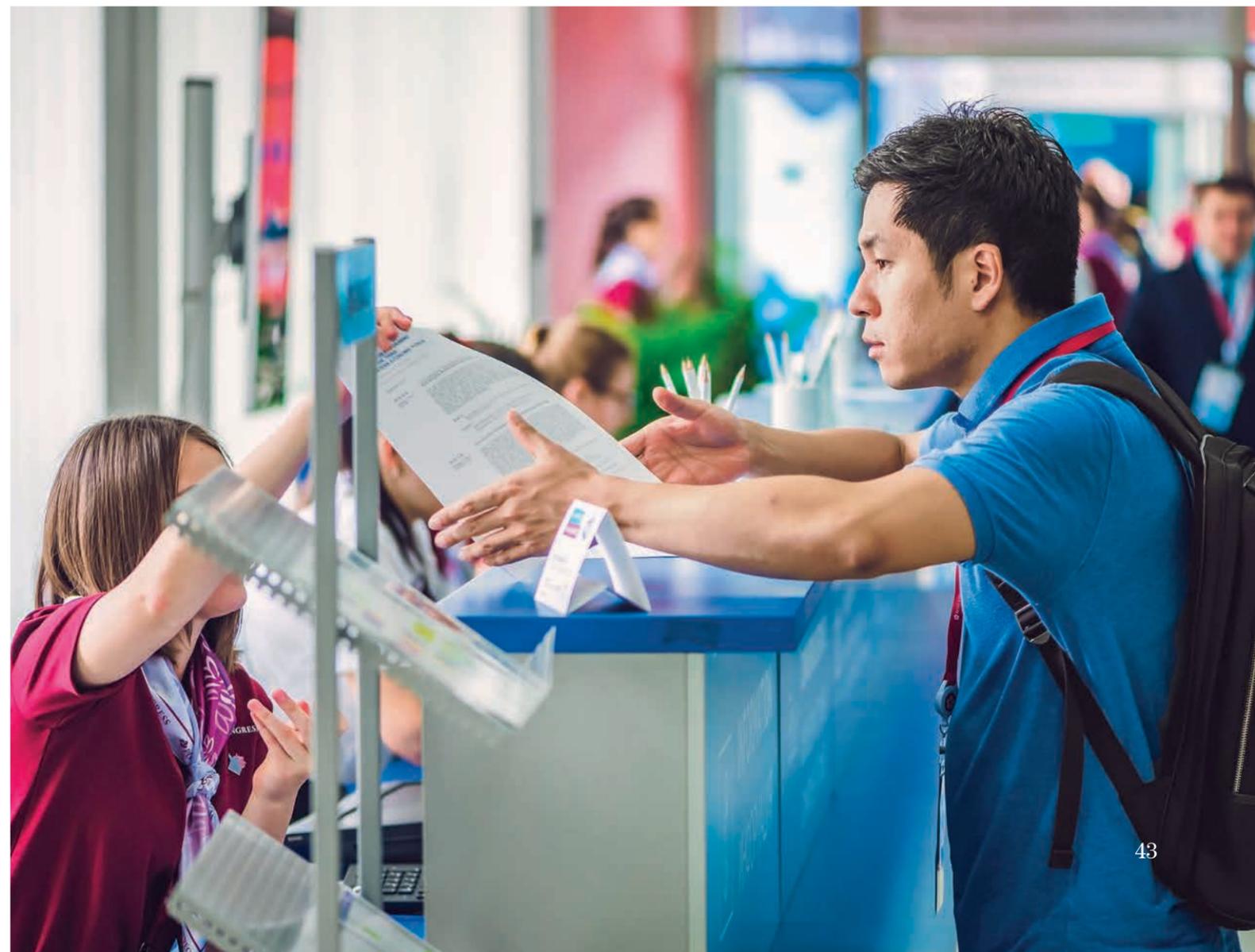
- 1 A: Let's meet at eight.
B: Sorry, I'm getting _____ up. Are you _____ eight in the morning?
- 2 A: So in other _____, I think we should look at train prices before we book a flight.
B: Yes, that makes _____.
- 3 A: OK, if I've been _____ you correctly, this should be right now.
B: Let me see ... No! You've got it the wrong way _____ still. This goes here, and that goes there.
- 4 A: Let me _____ it back to you. Out of the station, turn left. After 500 metres, second right into Broad Street.
B: You've _____ it!

- 8 Work in pairs. Look at audio script 3.4 on page 161. Continue conversations 2 and 3 from Exercise 3 so that the speakers fix the misunderstandings.

- 9 Work with another pair. Take turns to act out one of your conversations from Exercise 8. Which strategies did the other pair use to fix the misunderstanding?

SPEAKING

- 10 **OWN IT!** Think of a situation in the past where you had a misunderstanding. You can use the misunderstandings you thought of in Exercise 1, or choose a different one. In pairs, explain what happened and discuss how you could have communicated more clearly to fix the problem.



SPEAKING

- 1 Work in pairs. Discuss the questions.
- 1 Which type of holiday would you prefer? Why?
 - a visiting friends or relatives in another city
 - b a camping holiday in the mountains
 - c a trip to the beach
 - d backpacking on your own or with a friend

LESSON GOALS

- Use descriptive language to make writing more engaging
- Make recommendations and give advice about a place
- Write a blog post

- 2 What other types of holiday can you think of?
- 3 What are the advantages of ...
 - a going on a package tour with a group of other people?
 - b travelling alone without a schedule?

Arriving at the end of the earth

Finally reached Santiago (read about my journey up through Spain [here](#)). From the bus station I headed to the flat where I was staying. A friendly welcome and just a five-minute walk from the old town. You could stay in a *pensión*, a small hotel, but a homestay is the perfect way to practise the language and at a reasonable price. What's more, my host, Señora Vásquez, made delicious *tarta de Santiago* – a local speciality cake with wonderful almond flavours. Definitely try one if you visit!

The town is soaked in history and architecture but, with only three days, I had to prioritize. Señora Vásquez had predictable advice: 'You must go on a guided tour,' and 'Take an umbrella.' However, I didn't want to be slowed down so I went on a walking tour of my own. And thankfully, no need for that umbrella, though you should be aware that it can really pour down here.

The highlight of the city for me had to be the stunning *Parque de Alameda*, where buskers played their guitars while I enjoyed the view. I'd visited Santiago's huge cathedral that morning but, even by 11 a.m., it was crammed with tourists. As with all tourist spots, I highly recommend you make it there as early as possible. I steered through the crowds into the narrow streets of the old town. I was exhausted when I got to the park.

On my last day I took a bus to Finisterre, which means 'the end of the earth', the furthest point west in Spain. Dark clouds moved in from the ocean as I stared towards America. Finisterre was a dramatic spot to say *adiós* to the country and the perfect place to end up after an amazing trip.

I'd love to hear about your trips that have concluded in dramatic or special places. Please leave a comment!

READING FOR WRITING

- 2 Read the blog post on page 44. Where is 'the end of the earth' and why is it important in the blogger's trip?
- 3 Read the blog post again. Which of these three travellers, Piotr, Natsuki or Karinna, is the most likely to be interested in the trip the writer describes? Why?

Piotr is looking for a few days in the sun. He speaks Spanish fluently, so Spain is his preferred destination. He's never been to Santiago.

Natsuki enjoys meeting local people and getting to know a place informally. He wants to see as much of each place as he can, though he doesn't have much money.

Karinna wants to learn as much about Spanish culture and history as possible. She loves cooking and photography.

- 4 Look at the Writing skill box. Then follow the instructions (1–3).

WRITING SKILL

Engaging the reader in a blog post

- Personal blog posts may be about your life, but you should give readers a reason to read them. This may be to keep up to date with news, to get advice about something they are interested in doing or just for general interest.
- Use *you* to direct the message to the reader. Avoid formal language.
- Use descriptive language to make the writing more interesting. Use local words to give the reader a taste of the language and culture.
- End in an interesting way, e.g. by asking a question or inviting comments of a specific kind.

- 1 Find evidence in the blog post that the writer's intention is to give advice to readers who may want to go backpacking in Spain.
- 2 What Spanish words does the writer use to emphasize the culture of the place she's writing about?
- 3 What are readers invited to write about in the comments? Why does the writer ask for comments from readers?

EXPLORE MORE!

Find a travel blog post about a place that interests you. Or start your own blog!

- 5 Find descriptive words in the blog post that have the same meaning as these words.

1 full of	4 big
2 rain	5 full
3 beautiful	6 tired

WRITING TASK

- 6 You are going to write a blog post about a trip you have been on or a place you know well. Think about what kind of reader you want to interest and a reason they should read it. Share your ideas with a partner.
- 7 Look at the Useful language box. Write sentences using five of the expressions to include in your blog post.

Useful language Making recommendations

Recommending things to do

I'd highly recommend ...
 You really must visit ...
 ... is the perfect way/place/spot to (relax)
 ... has so much to offer (travellers on a budget)
 A highlight of the (city) for me was ...

Warning and advising

You should be aware that ...
 Don't forget to ...
 It's important (not) to ...

- 8 **WRITE** Write your blog post. Remember to follow the tips in the Writing skill box.
- 9 **CHECK** Use the checklist. I have ...
 - used descriptive language and local words to make my writing more interesting.
 - used *you* to direct the message to the reader.
 - used correct narrative tenses when describing events.
 - used the Useful language to give advice and recommendations.
 - ended the blog in an interesting way.
- 10 **REVIEW** Work in pairs. Read your partner's blog post. What was the most useful piece of advice? Which descriptive language engaged you in the post most?

Go to page 131 for the Reflect and review.