1 Read Ryan's blog and answer the questions.

What is Ryan's profession? Where is Pukehina Beach? What are Ryan and Lucy going to do there? What did they have for lunch? Was it good? Where are they staying? What are they going to do tomorrow?

Monday, May 29, 2013

Report on traditional fishing—Journey to the Bay of Plenty

My photographer Lucy and I left Auckland early this morning—5:30 a.m. Traveling on a really old red bus, we rode for two hours to get to our destination—Pukehina Beach in the Bay of Plenty. Check out my map! We’ll be here for five days to do an article on traditional fishing for my newspaper—the New Zealand Times. I’m going to interview some local people. This afternoon, we had lunch in a very nice little seafood restaurant. I had a delicious bowl of spicy fish soup. All the fish is really fresh since it’s caught right here. We just finished a two-hour walk to explore the area and now we are exhausted. During our trip, we’re staying in cabins that I hope are comfortable. Tomorrow, we’re going to check out the beach, talk to some fishermen and take some photos for my story.

Posted by Ryan Andrews 10:24 p.m.
2 Work in pairs and follow the instructions.
- Study the words in the box and guess what the tweets will be about.
  beach  dinosaur  head  monster  
mystery  nine meters  teeth
- Fill in the tweets with the words in the box.
- Go to page 113. Study the documents and photos.

3 Discuss the questions.
Who found the monster? Where was it found? What did it look like? What explanations were given? What's your explanation?

4 Read the report by Dr. Linda Hilary of the New Zealand Oceanographic Institute about the monster. Discuss if you agree with her.

I was asked by the local authorities in Pukehina Beach to investigate the remains* of a large marine creature that were discovered on May 20 by a group of students.

My team and I examined the remains and based on a careful scientific analysis, we are certain they belong to a killer whale. In these cases, when a large dead fish or marine mammal is washed up on a beach, the body usually decomposes quickly, which makes analysis more complicated. However, this is quite common in New Zealand and there have been cases of dead seals, whales and tuna found on beaches that have been wrongly identified as monsters.

5 Choose the statement that best summarizes the report.
1. The scientific analysis showed the body was a large fish or marine mammal.
2. Dr. Hilary and her team thought the body was too decomposed to identify it.
3. The scientists were able to determine without any doubt the body was that of a killer whale.
1. Study the map and discuss the questions.
   Where do you think lake monsters could be found?
   What animals look like lake monsters? Make a list.

2. Listen to the recording. Mark the countries where the monsters are found.

3. Listen again and match each monster’s name to the images below. Explain your answers.
   1. Champ from Lake Champlain
   2. One of the Lake Tianchi monsters
   3. Nessie from Loch Ness
Listening and Speaking

4 Study the phrases used to react to opinions. Listen again and check (√) the ones you hear.

b. Are you sure? e. I'm absolutely sure.
c. I guess so. f. I'm positive.

5 Classify the phrases above according to their functions.

1. You are certain something is true.
2. You are uncertain whether something is true.
3. You are checking if something is true.

6 Complete the sentences with your opinion. Then work in pairs. React to your partner's sentences using the phrases in Activity 4.

1. People say they see lake monsters because…
2. There are / aren't any lake monsters in my country because…
3. Lake monsters could really exist because…
4. Hotel owners are happy when monsters are seen in local lakes because…

For more information on mysterious monsters, visit: http://goo.gl/WDUKL
Starting Off Passive Voice

1 Work in pairs. Look at the book cover and the blurb. Discuss the questions.
Who wrote the book? What genre does it belong to? How old is the novel? What do you think the book is about?

2 Complete the sentences using the information from the book cover and the blurb.
1. *Moby-Dick or The Whale* was written by **Herman Melville** in **1851**.
2. It is considered one of the **Great American Novels**.
3. It has been classified as an example of **American Romanticism**.

3 Study the sentences in the blurb and Activity 2. Work in pairs to complete the language box.

**Passive Voice**

We change an active sentence (blurb sentences) to passive voice (Activity 2 sentences) by moving the object of the active sentence to the verb/sentence position. The subject of the active sentence then becomes the object/verb in the passive voice sentence.

In the passive voice, we conjugate the verb be/have in the appropriate tense of the sentence and use the past participle/simple past form of the main verb.

We use the passive voice in more formal situations where the thing affected by the verb is more important than the person who does the action.

4 Read the sentences and rewrite them using passive voice.
1. This restaurant serves locally produced fish and meat.
2. The economic situation is forcing many fishing businesses to close.
3. Some fisherman saw an enormous shark yesterday morning.
4. The Loch Ness Monster legend attracts lots of tourists.
5. Deepwater fishing has discovered many unusual fish and sea creatures.
6. You can see the shark from *Jaws* at Universal Studios in Florida.

5 Follow the instructions to prepare a poster.
1. Research other sea monster legends that have appeared in movies or videos.
2. Prepare a poster of one monster that interests you.
3. Describe when the movie or video was produced, what it was based on and some facts.

6 Work in pairs. Student one, do Pairwork 1; student two, do Pairwork 14.
Exploring Order of Adjectives

1 Work in pairs. Read the phrases and classify the adjectives as facts or opinions. Then say which type of adjective comes first in a description.

- a nice local restaurant
- a delicious spicy dish
- a beautiful sandy beach
- an interesting old building

2 Write opinion and fact adjectives for these nouns: house, movie, pizza.

3 Study the most common order of adjectives. Then put the adjectives in the correct categories.

<table>
<thead>
<tr>
<th>1. opinion</th>
<th>2. size</th>
<th>3. age</th>
<th>4. color</th>
<th>5. origin</th>
<th>6. material</th>
<th>noun</th>
</tr>
</thead>
</table>

- Asian
- beautiful
- blue
- Canadian
- enormous
- green
- horrible
- metal
- middle-aged
- plastic
- small
- young

4 Read and underline five examples of sentences with adjectives. Identify the order of those adjectives.

The world-famous French novelist Jules Verne is sometimes called “The Father of Science Fiction.” His novels include From the Earth to the Moon and Journey to the Center of the Earth. In another popular adventure, Twenty Thousand Leagues Under the Sea, Verne describes a large, technologically advanced metal submarine, the Nautilus, which has many characteristics of modern submarines. The main character, Captain Nemo, is a mysterious middle-aged Polish scientist who takes the submarine on a number of exciting and dangerous expeditions. During one of these, the submarine is attacked by a terrifying giant octopus, which kills a crew member. In Nantes, where Verne was born, a museum is dedicated to him. The museum is housed in a beautiful, late nineteenth-century building.

5 Write the phrases in the correct order.
1. bag / leather / a / brown
2. expensive / two / crystal / vases
3. tall / woman / a / young
4. large / a / wooden / table
5. beautiful / a / English / painting / old

6 Work in pairs. Student one, do Pairwork 5; student two, do Pairwork 9.
Exploring

1. **Look at the pictures and identify what they have in common.**

2. **Scan the article and complete the chart.**

   - 1. Number of voyages to the Titanic wreck:
   - 2. Name of the deepest part of the Mariana Trench:
   - 3. Name of Cameron’s submarine:
   - 4. Dimensions of Cameron’s submarine:
   - 5. Amount of steel used to lower the submarine:
   - 6. Nationality of the company that built the submarine:
   - 7. Years needed to build the submarine:
   - 8. Number of new microbes identified in the samples:

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**A Trip to the Depths of the Ocean**

*Not many people know that James Cameron, the famous Canadian director of Titanic and Avatar, is also a deep-sea adventurer. Apart from making movies, Cameron’s other passion is underwater exploration. He has made 72 submersible voyages, including 33 to the wreck of the Titanic, which is located four kilometers below the surface in the North Atlantic. Due to his passion, Cameron also formed a company, Earthship Productions, to make documentaries about ocean exploration and conservation.

**His most challenging voyage** was when he became the first person to reach the deepest part of the ocean—unaccompanied. On March 25, 2012, he completed his record-breaking journey to the Challenger Deep, the deepest part of the Mariana Trench in the Pacific Ocean. This undersea valley is 11 kilometers below the surface. It took Cameron two hours and 36 minutes to reach his final destination and only 70 minutes to resurface. In total, he had about six hours to explore this remote environment.

**Cameron was transported by Deepsea Challenger**, a bright green, cigar-shaped submarine only 7.3 meters long and 1.1 meters in diameter. The submarine is unique because it is designed to move through water vertically. It descends with more than 450 kilograms of steel weights that are attached to its sides by electromagnets. In an emergency, these weights can be detached, allowing the submarine to float to the surface. The one-man vessel was built by an Australian engineering company. A team worked for seven years to complete the submarine and 70% of its volume consists of a syntactic foam, called Isofoam, which can withstand the huge compressive forces in the Mariana Trench.

**The conditions at the Challenger Deep** are extreme. It is a cold, dark, silent place, but surprisingly life exists in this environment. Fish, crustaceans, sea cucumbers and mollusks all live in this inhospitable area. For example, snailfish live more than seven kilometers below the surface. These small white fish with large heads can withstand pressures equivalent to 1,600 elephants standing on a compact car.

**Today, scientists continue to study the water and sediment samples, videos, still images and oceanographic and geological data collected by Deepsea Challenger. Microbiologists have already identified 43 new microbial species. However, 18,000 of the 20,000 individual microbes that were isolated from the expedition’s water samples still have to be analyzed.**

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**Your Glossary**

- **voyages**
- **unique**
- **isolated**
Reading and Writing

3 Read the article and circle the option that completes each statement.

1. The text’s main objective is to...
   a. talk about James Cameron and his interests.
   b. describe different aspects of James Cameron’s expedition to the Challenger Deep.
   c. analyze advances in the design of deepwater submarines.
   d. describe the conditions and forms of life in the deepest part of the ocean.

2. The journey to the Challenger Deep was difficult...
   a. because of the extreme temperatures.
   b. because it was James Cameron’s first deep-sea voyage.
   c. because of the weather conditions.
   d. because of the great distance to reach the ocean floor.

3. Deepsea Challenger is special because...
   a. it took a long time to construct.
   b. it was very long and narrow.
   c. it moved through water vertically.
   d. it was extremely expensive and difficult to construct.

4. In the Challenger Deep...
   a. there are no living organisms.
   b. it is dark and cold, but many organisms live there.
   c. it is dark and cold, so no fish live there.
   d. there aren’t many microbes.

5. The samples collected by the expedition...
   a. have not revealed anything new.
   b. are very numerous and are still being studied.
   c. have puzzled scientists because they are so unusual.
   d. have been classified and published in science magazines.

4 Review the article and match the paragraph numbers with the main idea phrases.
   a. The description of the submarine.
   b. Cameron’s passion for ocean exploration.
   c. Life in the abyss.
   d. The scientific rewards of the voyage.
   e. Cameron’s journey to the Challenger Deep.

5 Read about the Kon-Tiki expedition using the websites.

6 Write a brief summary of the Kon-Tiki expedition. Follow this outline.
   1. Mention the date, location and participants.
   2. Describe the boat.
   3. Describe the journey: its duration, route, conditions and problems.
   4. Conclude with the results of the voyage.
1 Look at the picture and discuss the questions.
Who’s in the picture? What are they doing?
What’s on TV? What are they talking about?

2 Listen to the conversation and fill in the blanks.
Ben: That photo looks quite convincing*, ____________ it?
Anna: I don’t know. Apparently, it was a fake*.
Ben: Hmm. As far as I know, the expedition in 2003 didn’t find anything, ____________ it?
Anna: I’m not surprised. Some people say Nessie is a plesiosaurus, but those animals couldn’t lift* their necks out of the water, ____________ they?
Ben: I don’t think so. There was never really any strong evidence to support the theory, ____________ there?
Anna: Wow! It’s late, ____________? Maybe we should eat something before we go to bed.

3 Study the conversation and complete the language box.

Language Tip
The tag question for I am is irregular in the negative form.
I’m tall for my age, aren’t I?
I’m the captain of the team, aren’t I?

Tag Questions
A tag question is a short phrase at the end / beginning of a statement that turns it into a question. Tag questions are formed using main verbs / auxiliary verbs: do, be, have or a modal.
An affirmative statement has a negative / an affirmative tag. A negative statement has a negative / an affirmative tag.

4 Listen to the examples from Activity 2 and circle the intonation you hear.
1. That photo looks quite convincing, doesn’t it?
2. As far as I know, the expedition in 2003 didn’t find anything, did it?
3. But those animals couldn’t lift their necks out of the water, could they?
4. It’s late, isn’t it?
Tag Questions

5 Listen to the examples again and write each number next to the corresponding function.
   - The speaker is expressing a real question and needs information.
   - The speaker is confirming information.

6 Fill in the blanks with the correct tag questions.
   - BETTY: That movie was scary,? 
   - PETER: Yeah. I guess so. But the main actress was terrible.
   - BETTY: Hmm. Maybe. But she's famous,? 
   - PETER: I think so.
   - BETTY: Are you sure?
   - CHILD: Mom, I'm not hungry.
   - MOM: But you didn't have any lunch,? 
   - CHILD: No, I couldn't find anything in the refrigerator.
   - MOM: But you ate a box of chocolates,? 
   - CHILD: Yeah. You're right.

7 Work in pairs. Student one, do Pairwork 7; student two, do Pairwork 19.

Language Tip
Tag questions are normally used in spoken English and are more common in informal conversations.
Work in pairs. Decide if the statements are true for you.
1. I never eat shellfish like oysters or shrimp. In fact, I don’t like seafood at all.
2. I’m worried about overfishing. Big commercial trawlers are catching too many fish and traditional fishermen just can’t compete.
3. I’m not sure where fish at the supermarket comes from. It could be wild or from fish farms—giant cages under the sea.
4. Ecotourism sounds great. I would love to go whale watching someday.
5. Fishing is my favorite hobby. I love catching fish with my wooden rod, a hook, and a line.

Work in pairs. Discuss the questions using the language in the sentences above.
1. Hook, line or rod: Which part do you hold? Which part goes in the fish’s mouth? Which part is like string?
2. Which is better for the environment: commercial trawling or traditional fishing? Why?
3. Why don’t many commercial fishermen need to catch fish in the wild?
4. Shrimp and mussels are called shellfish because they have a hard shell that covers their bodies. Which of these animals has a shell: cod, crab, lobster, mussel, salmon, snail, turtle? Which ones are shellfish?
5. Is ecotourism only about viewing whales in the sea? Can you think of other places where you could do ecotourism?
6. What do you think a fish cage is made of? What other animals do people keep in cages?

Your Glossary
- oysters
- cages
- shellfish
3 Look at the photos and answer the questions.
What changes do you notice in the way people make money from the sea? What do you think are the main reasons for these changes?

4 Watch the interview with Ben Morris and check your answers above.

5 Guess the missing information below. Then listen again and check your answers.
1. My father was a fisherman and I started working on a __________ after I finished school.
2. Overfishing caused __________ of fish to drop.
3. With quotas, a traditional fishing boat cannot __________ a lot of fish.
4. They have large modern __________ with the latest technology and process fish on board.
5. They farm salmon and cod, but many other types just cannot live in those __________ in the sea.
6. Fish farming’s OK for mussels, oysters and other shellfish, but it’s not good for migratory __________.
7. The tourists fish for marlin, tuna and swordfish with a rod, a line and a __________.
8. We use our old traditional fishing boats to take tourists to see __________ and dolphins.

6 Value: Freedom. Match the opinions 1–6 with their opposites a–f.

1. I want to hunt and fish. It’s my right! Nature belongs to everyone.
2. Cyclists should stay off sidewalks because they’re for pedestrians only!
3. What’s wrong with kissing my boyfriend on the street? It’s a free country. I can do what I want!
4. The government shouldn’t control the Internet. It’s the only place where we truly have free speech.
5. Why do I have to show my ID to anyone in public places? I should be free to go where I please!
6. Why do the neighbors always complain about the noise? We just want to dance and have a good time.

a. The online world is sometimes shocking. We need to protect our children from inappropriate material.
b. Couples should behave properly in public. Remember, you’re not at home. You’re on the bus!
c. Asking people to prove their identity increases safety.
d. Wildlife must be protected.
e. People shouldn’t be allowed to play loud music late at night. Others need to sleep!
f. I should be permitted to ride my bike anywhere. I don’t bother anyone and the roads are dangerous.

7 Work in groups. Answer the questions.
Which opinions in Activity 6 do you agree with? Is everyone in Activity 6 asking to be free? What is your definition of freedom?

You have freedom when…

For me, freedom means that…
1 Work in pairs. Follow the instructions.
   1. Make a list of ten vacation activities.
   2. Compare your list with another group. Do they have the same ideas as you?
   3. Decide who would enjoy your activities. Families with young children? Teens?
      Adults? Seniors (people older than 60)? Anyone?

2 Listen to six people on vacation. Decide whether they are happy (✓) or unhappy (✗).
   1. 2. 3. 4. 5. 6.

3 Listen again. What activities are the people doing? Support your answers.
   1. 2. 3. 4. 5. 6.

4 Work in pairs. Which of the six activities do you like the best?

5 Look at the photos and answer the questions.
   1. What kinds of people like these vacation activities?
   2. Would you enjoy them? Put them in order 1–4 (1 = the activity you like the most).
   3. Where do you think these photos come from? Why did the writer choose them?

6 Read the ad below. Find out (a) why there is a competition, (b) how to enter it and (c) what the prize is.

Come to New Zealand!
New Zealand is one of the most beautiful countries in the world, but we have one big problem. We’re far away from most places, so it’s difficult to attract visitors, especially foreigners. Also, many tourists don’t know about all the fantastic things they can do here. We want teen bloggers* to help us encourage tourism in New Zealand. Choose a place in our country and write a blog called Visit…. Tell people about all the different activities they can do here. The best ones will be posted on our website!

www.tourismguide.com.nz
7 Skim Ryan's blog and match the pictures a–d to the correct paragraphs.

8 Work in pairs. Write the letters of the missing sentences in the blanks above.

a. This was a once-in-a-lifetime experience although the sea was pretty cold!

b. In fact, there are things to do for the whole family.

c. We came here to interview locals for an article about traditional fishing.

d. I didn’t know the names of some of the things on the menu.

e. Then you jump off and free fall.

f. It costs hundreds of dollars and you need equipment too.

9 Find the phrases that have the following meanings.

1. linking to another blog post (paragraph 1)

2. beginning an explanation of a process (paragraph 2)

3. saying and or in addition to (paragraph 3)

4. giving a warning or saying be careful (paragraph 4)

5. indicating a favorite thing (paragraph 5)

6. concluding (paragraph 6)

10 Write a blog to promote your country/local area. Follow the instructions.

1. Choose one attraction, event or activity to describe.

2. Think of your target reader (teenagers, adults, families or older people).

3. Choose an appropriate photo for your blog.

4. Look at the phrases in Activity 9. Can you use them in your blog?

5. Organize your ideas like this:

   • Paragraph 1: Explain why you selected the attraction, event or activity.
   • Paragraph 2: Explain what it is.
   • Paragraph 3: Explain who would enjoy it and why.

6. Choose a website to create your blog, for example, www.blogger.com.
1 Look at the sentences. One of the adjectives in blue is in the wrong position. Rewrite the sentences correctly.

a. After an hour, I felt something on my line. It was an enormous river green fish!

b. It was so strong that it pulled me into the lake. I fell into the deep horrible green water.

c. My grandfather gave me his wooden old fishing rod.

d. My clothes were soaked, so I had to put on this plastic embarrassing yellow blanket.

e. Sara’s dad had a small fiberglass brown sailboat that we took out on the lake.

f. It was a hot summer lovely day, so my friend Sara and I decided to go to the lake.

2 Match the sentences to the pictures.
3 Complete the news updates with the correct form of the verb: active or passive.

**Breaking News**
**Up to the Minute**

<table>
<thead>
<tr>
<th>National</th>
<th>World</th>
<th>Business</th>
<th>Culture</th>
<th>Sports</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:05</td>
<td>Hundreds of homes <strong>destroyed</strong> yesterday by a tornado in Missouri.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>A cure for the common cold <strong>discovered</strong> in the future, scientists argue*.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10:55</td>
<td>The president <strong>tour</strong> the new city hospital today.</td>
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</tr>
<tr>
<td>10:50</td>
<td>The Earth <strong>visited</strong> by aliens! Shocking new evidence.</td>
<td></td>
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</tr>
<tr>
<td>10:45</td>
<td>Experts believe a famous work <strong>not painted</strong> by Van Gogh.</td>
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</tr>
<tr>
<td>10:40</td>
<td>Tickets for the Beyoncé concert <strong>sold</strong> on sale last night at midnight.</td>
<td></td>
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</tr>
<tr>
<td>10:35</td>
<td>LIVE: Manchester United <strong>lost</strong> to América. Halftime score: 1-0.</td>
<td></td>
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</tr>
<tr>
<td>10:30</td>
<td>Government warning: most forest fires <strong>started</strong> accidentally by tourists.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Which news story interests you the most? Why?

5 Write appropriate tag questions. Ask and answer them with a partner.
1. You haven’t been to the U.S., ________?
2. Your brother goes to this school, ________?
3. Our teacher won’t give us any homework, ________?
4. Your house is near the school, ________?
5. You don’t have any pets, ________?
6. Your parents were born in Mexico City, ________?
7. We’re meeting this evening after school, ________?
8. There aren’t any photos of you online, ________?

6 Listen to a conversation between Joanna and Neil. Decide if the sentences are correct or incorrect. Check (✓) the appropriate boxes.
1. Joanna was on a boat called the Mermaid. Yes No
2. Joanna went fishing last weekend. Yes No
3. The weather was bad. Yes No
4. Joanna saw some whales and dolphins. Yes No
5. Joanna also went swimming. Yes No
6. Joanna posted her photos online. Yes No
Improving Board Game

Instructions: Take turns choosing spaces on the board and answering the questions. If you answer correctly, write A or B to mark you have won the hexagon.
Student A: Try to make a row of five hexagons.
Student B: Try to make a column of five hexagons.

- What is a fish cage?
- Name two shellfish.
- Name two types of fish.
- Say the tag question: You've been to Paris, _____?
- Change the sentence to passive: Melville wrote the book in 1851.
- Say the adjectives in the correct order: curry Indian tasty chicken
- Say the tag question: You'll call me tomorrow, _____?
- Change the sentence to passive: Mr. Jones will teach the class.
- Say the adjectives in the correct order: leather white cool belt
- Name two legendary sea monsters.
- Say the tag question: You can't swim, _____?
- Change the sentence to passive: The Steelers beat the Cowboys.
- Say the tag question: I'm winning the game, _____?
- Change the sentence to passive: Charles Dickens wrote Oliver Twist.
- Say the tag question: You can't swim, _____?
- Name two places where you can do ecotourism.
- What is a hook?
- Say the tag question: I'm winning the game, _____?
- Change the sentence to passive: Gary has eaten all the chocolate!
- What is a killer whale?
- Say the tag question: The teacher gave us some homework, _____?
- Say the adjectives in the correct order: modern beautiful large apartment
- Name two animals with a tail.
- Say the adjectives in the correct order: American red new sneakers
- Say the tag question: You've been to Paris, _____?
- Name two shellfish.
- Say the tag question: You'll call me tomorrow, _____?
- Change the sentence to passive: Mr. Jones will teach the class.
- Say the tag question: I'm winning the game, _____?
- Change the sentence to passive: Charles Dickens wrote Oliver Twist.
- Say the tag question: You can't swim, _____?
- Name two places where you can do ecotourism.
- What is a hook?
- Say the tag question: I'm winning the game, _____?
- Change the sentence to passive: Gary has eaten all the chocolate!
1. Read the classified ad. What’s the problem? Check your answer at the end of this section.

**ARE YOU INTERESTED IN A SUMMER JOB?**
We’re looking for camp counselors to work with young people from July to August. Please send a resume and cover letter to Pat Jones.

2. Read the memo. What’s the best way to write to:
   - Pat Jones?
   - an adult friend of a friend named Dan Harper?
   - an unmarried woman named Maria Peters, who can give you a summer job?
   - a married woman named Natalia Rossi, who can help you find an internship?
   - a Doctor Arnold Roth at your future university?

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**MEMORANDUM**

TO: All Personnel  
FROM: Human Resources  
DATE: November 11, 2013  
RE: Keeping E-mails Professional

English is becoming more informal all the time. Even in business, people can start e-mails to strangers with their first name, for example: *Dear Laura, Hello Steven.*

However, sometimes we need to be more formal. To do so, first find out if the person you are writing to is a man or a woman. Write *Mr.* for men or *Ms.* for women, with their last name. Today, the difference between *Mrs.* for a married woman and *Miss* for a single woman is old-fashioned. If a person has a title like doctor, use *Dr.*

If you can’t determine the person’s gender, write the full name, for example: *Dear Taylor Martin.* That’s always a safe option.

P.S. Note how the period is used: *Mr*. *Ms*. *Dr.*

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**Self-evaluation**

- I can identify pictures through spoken descriptions. [ ] [ ] [ ]
- I can use phrases to express certainty and uncertainty. [ ] [ ] [ ]
- I can scan a text to find particular information. [ ] [ ] [ ]
- I can write a brief summary following an outline. [ ] [ ] [ ]
- I can use tag questions to ask questions or confirm information. [ ] [ ] [ ]
- I can organize adjectives coherently. [ ] [ ] [ ]
- I can talk about the fishing industry using related vocabulary. [ ] [ ] [ ]
- I can convincingly promote my country or local area. [ ] [ ] [ ]

Three things I need to do to improve:

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