

Sea Monsters, Legends and Myths

1 Read Ryan’s blog and discuss 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?

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Saturday, April 20, 2019

Report on traditional fishing—Journey to the Bay of Plenty

My photographer, Lucy, and I left Auckland early this morning—5:30 a.m. ☹️ We rode on a really old red bus 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 conduct research for 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 very 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.

Next



2 Work in pairs. 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 below with the words in the box.
- Go to page 133. 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?



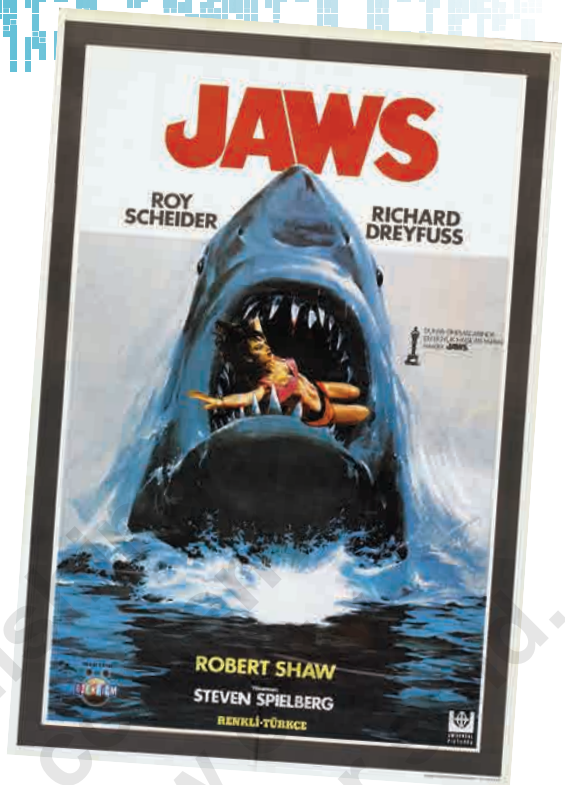
Ryan Andrews
8,456 TWEETS 1,566 FOLLOWING 2,124 FOLLOWERS

Tweets

Ryan Andrews
We're on the _____.
Lucy's really excited because she just discovered a sea _____!
I have to see this!

Ryan Andrews
Wow! This thing is huge—about _____ long with a gigantic _____, sharp _____ and strange flippers*. I've never seen anything like it. It looks like a _____!

Ryan Andrews
I'll send a picture. We aren't sure what it is. It's a complete _____!



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 of Pukehina Beach to investigate the remains* of a large marine creature that were discovered in late April by local residents.



My team and I examined the remains, and based on 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 sea 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?

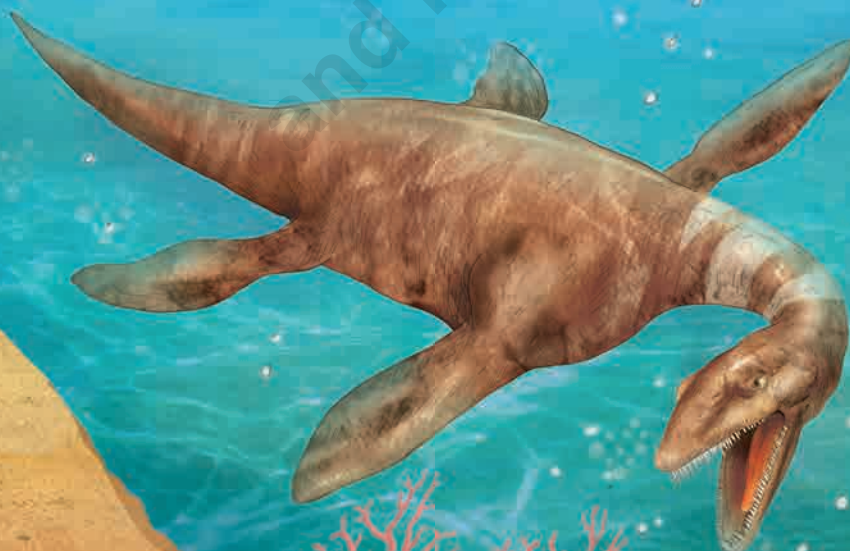
What animals look like lake monsters? Make a list.



2  Listen to the recording. Check (✓) the countries where the monsters are found.

3  Listen again and match each monster's name to the pictures below. Explain your answers.

1. Champ from Lake Champlain
2. One of the Lake Tianchi monsters
3. Nessie from Loch Ness





4  Study the phrases used to react to opinions. Then listen again and check (✓) the ones you hear.

- | | | |
|--|--|--|
| a. <input type="checkbox"/> Are you serious? | d. <input type="checkbox"/> I suppose so. | g. <input type="checkbox"/> If you say so. |
| b. <input type="checkbox"/> Are you sure? | e. <input type="checkbox"/> I'm absolutely sure. | h. <input type="checkbox"/> Is that right? |
| c. <input type="checkbox"/> I guess so. | f. <input type="checkbox"/> I'm positive. | i. <input type="checkbox"/> Of course. |

5 Classify the phrases above according to their functions.

- | | | | |
|--|-------|-------|-------|
| 1. You are certain something is true. | _____ | _____ | _____ |
| 2. You are uncertain that something is true. | _____ | _____ | _____ |
| 3. You are asking 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...



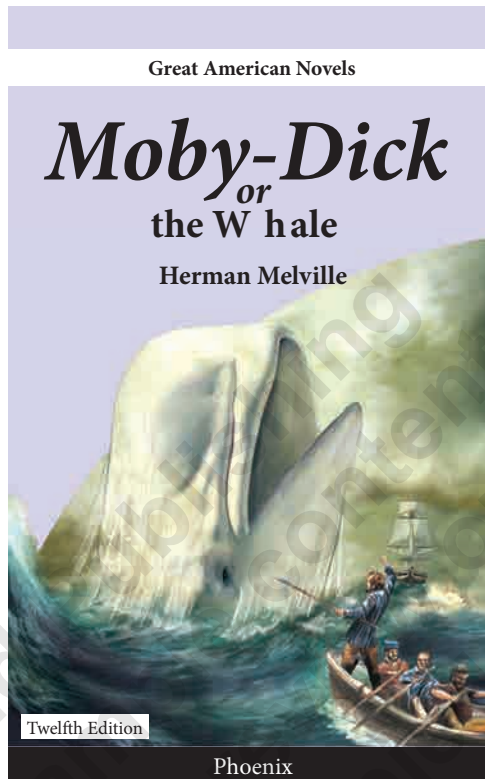
1 Work in pairs. Look at the book cover and the blurb. Discuss the questions.

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 _____.
2. **It** is considered one of the _____.
3. **It** has been classified as an example of _____.

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



Herman Melville wrote **this classic novel** in 1851. It is not only the story of a conflict between a man and a marine beast* but also a very ambitious novel that shows what life is like at sea while offering a profound* reflection on life. **Critics** consider **it** one of the great American novels. **Scholars** have classified **it** as an example of American romanticism. Without a doubt, it is a novel that will keep you engaged* page after page.

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 / subject* 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* of the main verb.

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

Language Tip

When we want to say who or what causes an action in the passive voice, we use *by*.

A photograph of the full moon was taken *by* Dr. J.W. Draper in 1840.

4 Read the sentences and rewrite them using the passive voice.

1. This restaurant serves locally produced fish and meat.
2. The economic situation is forcing many fishing businesses to close.
3. A 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 the Academy Museum in Los Angeles.

5 Make a poster. Follow the instructions.

- Research other sea monster legends that have appeared in movies or videos.
- Prepare a poster of a monster that interests you.
- Describe when the movie or video was produced and what it was based on. Also provide some facts.

6 Work in pairs. Student one, do Pairwork 1; student two, do Pairwork 14.

Fact

In 2003, the BBC organized a thorough search of Loch Ness using 600 separate sonar beams and satellite tracking. In the end, no animal of any substantial size was found.

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 as shown in the table. Then put the adjectives in the correct categories.

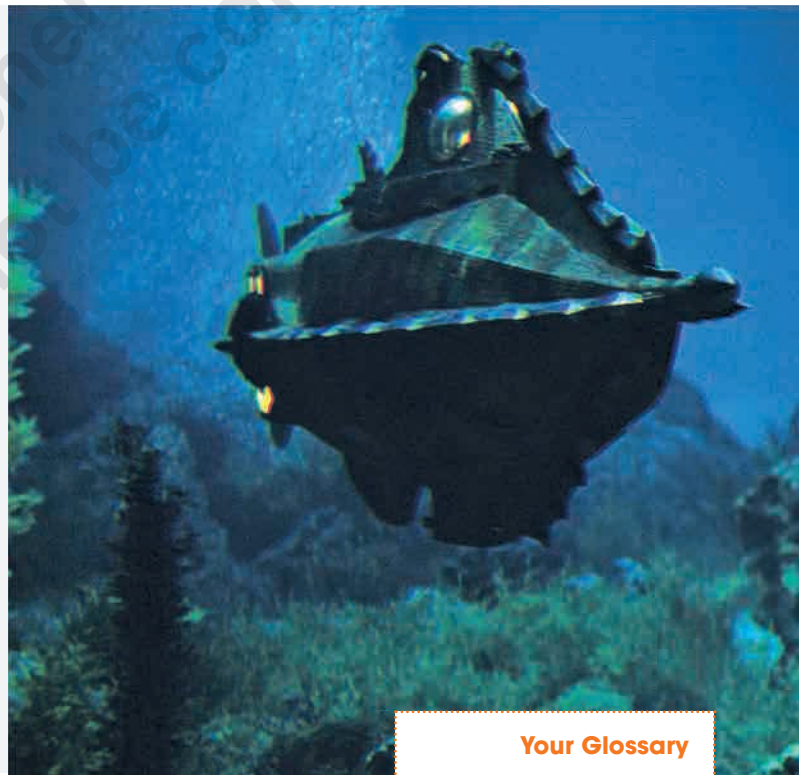
Asian beautiful blue Canadian enormous green horrible metal middle-aged plastic small young

| 1. opinion | 2. size | 3. age | 4. color | 5. origin | 6. material | |
|------------|---------|--------|----------|-----------|-------------|--------|
| | | | | | | + noun |

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 that 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.



Your Glossary

large _____

 exciting _____

 housed _____

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.

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



2 Read the Reading Tip. Then scan the article and complete the table.

| | | | |
|--|---------------------------------------|---|--|
| 1. Number of voyages to the <i>Titanic</i> wreck*: | 3. Name of Cameron's submarine: | 5. Amount of steel used to lower the submarine: | 7. Years needed to build the submarine: |
| 2. Name of the deepest part of the Mariana Trench: | 4. Dimensions of Cameron's submarine: | 6. Nationality of the company that built the submarine: | 8. Number of microbes isolated from the samples: |

Reading Tip

When you scan a text, read quickly to look for particular information such as a name, number, date, etc.

A Trip to the Depths of the Ocean

¹ Not many people know that James Cameron, the famous Canadian director of *The Terminator*, *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 about 4 kilometers below the surface in the North Atlantic. Due to his passion, Cameron also formed a company called Earthship Productions, which makes documentaries about ocean exploration and conservation.

² His most challenging* voyage was when he became the first person to reach the deepest part of the ocean—unaccompanied. In March 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.

³ Cameron was transported by *Deepsea Challenger*, a cigar-shaped bright green 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-person 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 special "syntactic" foam that can withstand* the huge compressive forces in the Mariana Trench.

⁴ 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 7 kilometers below the surface. These small white fish with large heads can withstand pressures equivalent to 1,600 elephants standing on a compact car.

⁵ Today, scientists continue to study the water and sediment samples, videos, still images, and oceanographic and geological data collected by *Deepsea Challenger*. Many new species have already been identified by specialists collaborating on the project. However, the majority of the 20,000 individual microbes that were **isolated** from the expedition's water samples still have to be analyzed.

Your Glossary

voyages _____

unique _____

isolated _____

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* was 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 to the main ideas.

- 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 Work in small groups. Research online Thor Heyerdahl and the *Kon-Tiki* expedition. Then write a brief summary of the expedition. Follow the outline.

- Mention the date, location and participants.
- Describe the boat.
- Describe the journey: its duration, route, conditions and problems.
- 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. Then complete the language box.

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.

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?*

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?



Hoax or Reality?



5 ³ Listen to the examples again and write the numbers that correspond to each function.

- The speaker is expressing a real question and needs information.
- The speaker is confirming information.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

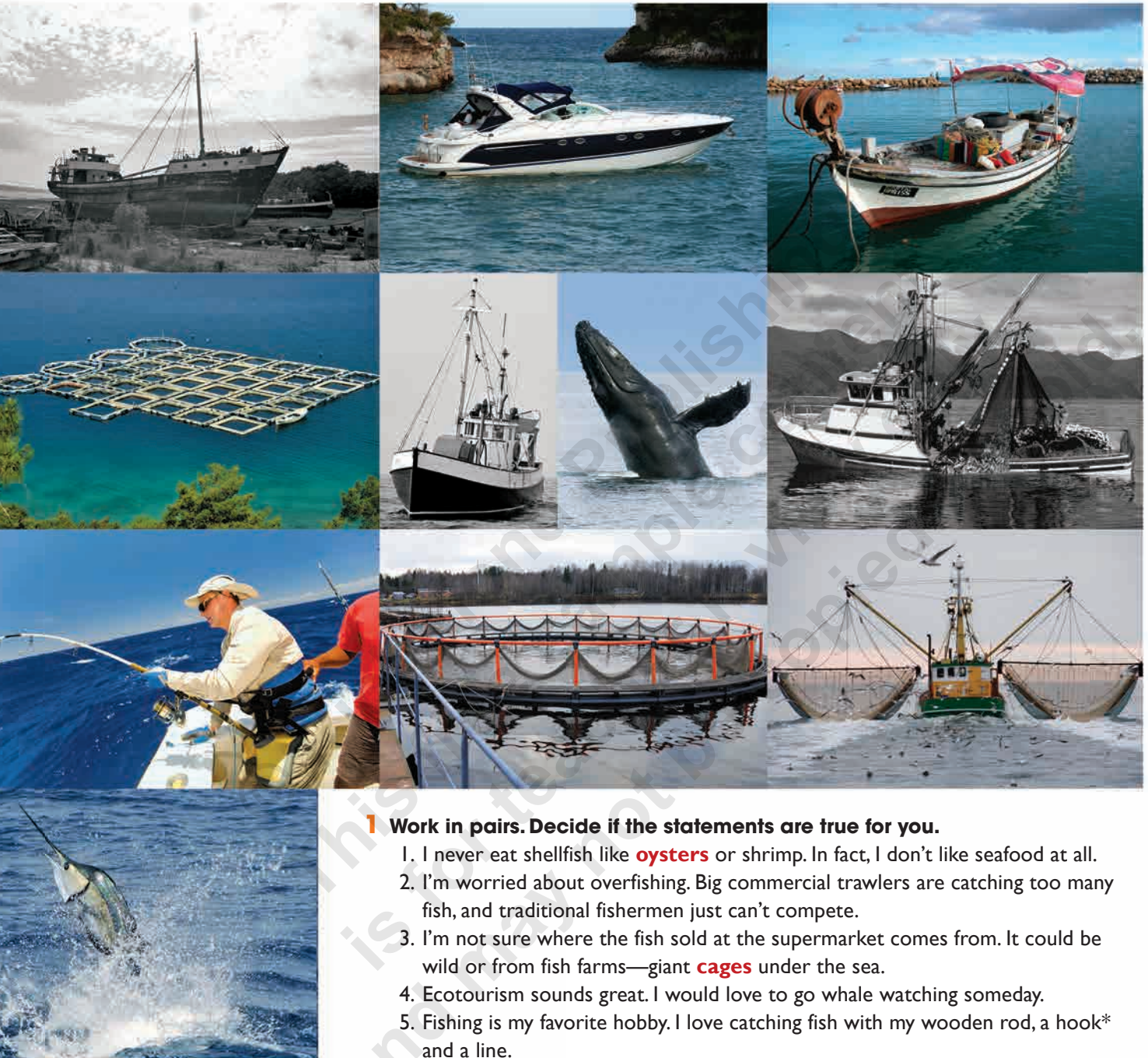
6 Fill in the blanks with the correct tag questions.

- 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.



1 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 the fish sold 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.

2 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 have 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 discuss 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 watch 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.



Language Tip

To be against the law means to be illegal.

Every fishing boat is allowed to catch only a certain number of fish. It is against the law to catch more than that number.

6 Value: Freedom. Match the opinions (1-6) to their opposites (a-f).

- | | |
|---|---|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. We can't let people kill animals just for fun. 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. Discuss 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.

- Make a list of ten vacation activities.
- Compare your list with another pair's list. Does it have the same ideas as your list?
- 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. Write if they are happy (☺) or unhappy (☹).

1. 2. 3. 4. 5. 6.

3  Listen again. What activities are the people doing? Support your answers.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 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 from 1 to 4, 1 being 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.**

www.tourismguide.com.nz

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THE TOURISM GUIDE

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. 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!

New
Zealand



7 Skim Ryan's blog. Then match each picture in Activity 5 to its respective paragraph.

Home Profile Photos Friends Search Sign Out

Visit the Bay of Plenty!

This week we have been in the Bay of Plenty area on New Zealand's North Island. _____¹ See our last post for that information. Now, check out some of the cool activities you can do here.

New Zealand is a perfect location for adventure vacations. One of the most popular activities is bungee jumping. You have to go inland away from the coast to do it, but it's an amazing experience. First of all, you climb up a platform high above the ground. A person says, "1, 2, 3... bungee!" _____² It was absolutely terrifying! But we laughed a lot afterward*.

As well as sea monsters, there are plenty of real animals to see in the Bay of Plenty. We know there are killer whales, but you can see other species too. The best activity we did was swimming with dolphins. _____³ I highly recommend it.

Deep-sea fishing gives outdoor adventurers the chance to go out on a boat and catch big fish with a rod and reel*. Make sure you find out the cost before you go because it's expensive. _____⁴

For older visitors, there are other activities. The town of Tauranga has a great fish market where we had some incredible seafood. _____⁵ What we liked best was the breakfast—fried fish, eggs and french fries for about eight dollars. It was enormous and impossible to finish!

All in all, North Island is a top destination for tourists. Younger people, like us, can do lots of fun and exciting activities. _____⁶ If you have kids, you can go on boat trips, which Grandma and Grandpa will enjoy too. Come and visit! You'll have a great time in the Bay of Plenty.

8 Work in pairs. Fill in the blanks in the blog with the missing sentence.

- This was a once-in-a-lifetime* experience, although the sea was pretty cold!
- In fact, there are things to do for the whole family.
- We came here to interview locals for an article about traditional fishing.
- I didn't know the names of some of the things on the menu.
- Then you jump off and free fall.
- It costs hundreds of dollars, and you need equipment too.

9 Find the phrases that have the following meanings.

- linking to another blog post (paragraph 1)
- beginning an explanation of a process (paragraph 2)
- saying *and* or *in addition to* (paragraph 3)
- giving a warning or saying *be careful* (paragraph 4)
- indicating a favorite thing (paragraph 5)
- concluding (paragraph 6)

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

- Choose one attraction, event or activity to describe.
- Define your target reader: teenagers, adults, families or older people.
- Choose an appropriate photo for your blog.
- Look at the types of phrases in Activity 9. Can you use them in your blog?
- 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.
- Choose an online platform to create your own blog for free.

Language Tip

Use *make sure* to tell people to do or remember something important.

Make sure you turn off your computer before you go to bed.

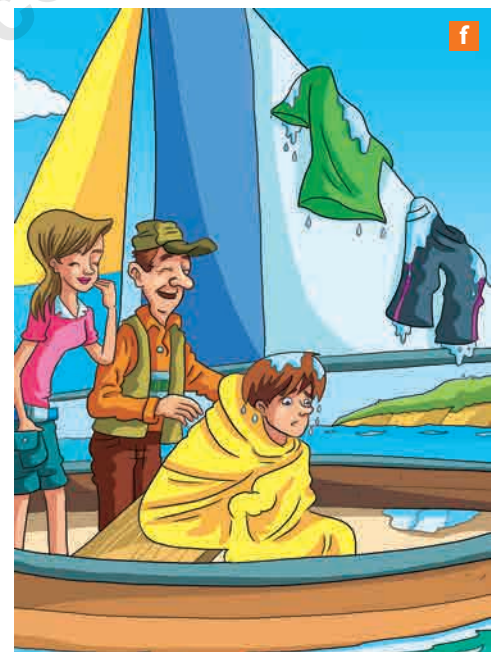
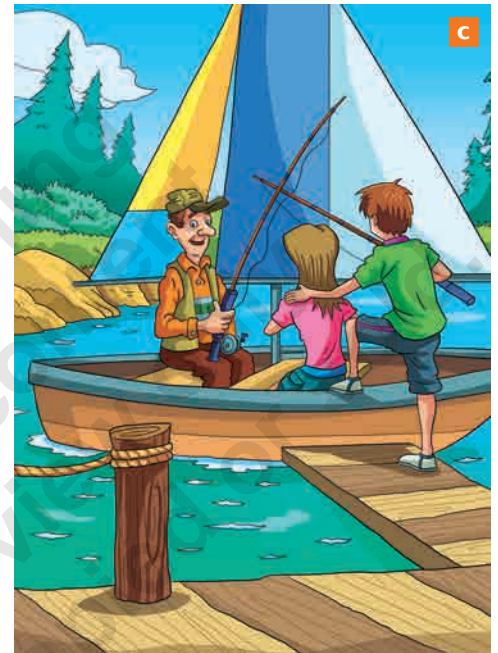
Writing Tip

When you take a photo from the Internet, make sure you have permission to use it. If you need to mention who took the photo, add a line to your website like:

Source: Photo by John Smith from www.website.com

1 Look at the pictures and the sentences. Then follow the instructions.

- One of the adjectives in **blue** is in the wrong position. Rewrite each sentence to make it correct.
- Match the sentences to the pictures.



- After an hour, I felt something on my line.
It was an **enormous river green** fish!
- It was so strong that it pulled me into the lake.
I fell into the **deep horrible green** water.
- My grandfather gave me his **wooden dusty old** fishing rod.
- My clothes were soaked, so I had to put on this **plastic embarrassing yellow** blanket.
- Sara's dad had a **small fiberglass brown** sailboat that we took out on the lake.
- It was a **hot summer lovely** day, so my friend Sara and I decided to go to the lake.

2 Complete each news update with the correct form of the verb in either the active or passive voice.

Breaking News
Up to the Minute

National | World | Business | Culture | Sports | Entertainment

11:05 Hundreds of homes _____ (destroy) yesterday by a tornado in Missouri.

11:00 A cure for the common cold _____ (discover) in the future, scientists argue*.

10:55 The president _____ (tour) the new city hospital today.

10:50 Earth _____ (visit) by aliens! Shocking new evidence.

10:45 Experts believe a famous work _____ (not / paint) by van Gogh.

10:40 Tickets for the Beyoncé concert _____ (go) on sale last night at midnight.

10:35 LIVE: Manchester United _____ (lose) to América. Halftime score: 1-0.


10:30 Government warning: Most forest fires _____ (start) accidentally by tourists.

3 Which news story interests you the most? Why?

4 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 Guatemala, _____?
7. We're meeting this evening after school, _____?
8. There aren't any photos of you online, _____?



5  **Listen to a conversation between Joanna and Neil. Then check (✓) if the statements are correct (Yes) or incorrect (No).**

- | | | |
|---|------------------------------|-----------------------------|
| 1. Joanna was on a boat called the <i>Mermaid</i> . | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Joanna went fishing last weekend. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. The weather was bad. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. Joanna saw some whales and dolphins. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. Joanna also went swimming. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. Joanna posted her photos online. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

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 trawler?

Change the sentence to passive:

Name two places where you can do ecotourism.

Say the adjectives in the correct order:

Charles Dickens wrote *Oliver Twist*.

Say the tag question:

American red new sneakers

I'm winning the game, _____?

Name two animals with a tail.

Say the tag question:

Say the adjectives in the correct order:

You've been to Paris, _____?

leather white cool belt

What is a fishing rod?

Change the sentence to passive:

The Steelers beat the Cowboys.

Say the tag question:

Change the sentence to passive:

The teacher gave us some homework, _____?

Melville wrote the book in 1851.

What is a fish cage?

Name two shellfish.

Say the adjectives in the correct order:

little strange black book

Say the adjectives in the correct order:

Change the sentence to passive:

What is a killer whale?

curry Indian tasty chicken

Mr. Jones will teach the class.

Say the tag question:

Name two types of fish.

You'll call me tomorrow, _____?

Say the adjectives in the correct order:

Name two legendary sea monsters.

Say the tag question:

modern beautiful large apartment

Change the sentence to passive:

You can't swim, _____?

Gary has eaten all the chocolate!

What is a hook?

1 Read the classified ad below. If you want to apply for the job, what's the problem? Check your answer.

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 résumé and cover letter to Pat Jones.

Answer: The name Pat could be short for Patrick, a man's name, or Patricia, a woman's name. We simply can't tell from the ad.

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?
- Doctor Arnold Roth at your future university?



MEMORANDUM

TO: All Personnel
 FROM: Human Resources
 DATE: November 11, 2019
 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*, or *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, followed by the last name. Today, the difference between *Mrs.* for a married woman and *Miss* for a single woman is old-fashioned. If a person has the title of 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.

Self-evaluation

| | YES | NO | HELP |
|--|--------------------------|--------------------------|--------------------------|
| I can identify pictures through spoken descriptions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use phrases to express certainty and uncertainty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can scan a text to find particular information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write a brief summary following an outline. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can use tag questions to ask questions or confirm information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can organize adjectives coherently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can talk about the fishing industry using related vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can convincingly promote my country or local area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Three things I need to do to improve:
