

## 8

## The only way is up


**READING** | Multiple matching | Blog posts

**1** In pairs or groups, imagine you're planning to climb a mountain. Make two lists.

- Problems you could have on the way up and down.
- Things you should take with you.

**EXAM SKILL**
**Understanding implication**

- Some exam tasks require you to 'read between the lines.'
- Not everything in a reading text is stated directly. Some information is implied by the writer.
- For example, in a tourist brochure, it might say, *We strongly suggest you take wet-weather clothes with you.* So we can infer that it probably rains often there.

**2** Find these sentences in the article and read the sentences around them. For each one, decide what is implied. Choose the correct word.

- It's not for everyone – your feet and legs will ache.*  
This trip is quite **strenuous** / **boring**.
- It's been described as the busiest mountain in Britain, and for good reason.*  
It's busy because lots of people **visit it** / **work there**.
- As my mum and I are huge fans of The Hobbit, we went on a dream holiday to New Zealand last year.*  
They went to New Zealand to **relax** / **to visit the movie locations**.
- The chair-lift ride to Knoll Ridge Chalet, New Zealand's highest café at 2,020 metres, is out of this world.*  
The writer was **impressed** / **not impressed**.

**OPTIMISE YOUR EXAM**
**Multiple matching**

- This task may include inference questions. These often include words like *suggests* and *implies*.
- For example, in Exercise 3, question 4, none of the four teenagers says explicitly that their climb was 'for educational purposes', but one of them suggests (implies) it.

We asked you to send us your holiday experiences (good or bad) on the subject of 'height'. Here are some of the best posts we received.

**A Rocio Montoya**

AGED 14

**Machu Picchu**

Machu Picchu, which in Quechua means 'old peak', is a city in the clouds close to the modern-day city of Cuzco. It is an ancient Inca city that stands 2,430 metres above sea level, and its ruins are visited by tourists from all over the world.

I visited it as part of a school project and we did 'The Inca Trail', a five-day trek along an ancient Inca path that passes through many famous Inca ruins and involves camping outdoors. It's not for everyone – your feet and legs will ache, but I found it very rewarding, in particular when we finally arrived at the Sun Gate of Machu Picchu.

If you are interested in doing the trail, book in advance as there are limited places, avoid the rainy season (October–April) and consider taking tablets to deal with the altitude.

**B Gareth Williams**

AGED 15

**Mount Snowdon**

I've climbed Mount Snowdon in Wales several times now, usually with friends. It's been described as the busiest mountain in Britain, and for good reason. Every time I have been, there have been plenty of walkers no matter what time of year it is. There are six main routes – some more difficult than others – and the climb can take five to six hours from start to finish. Apparently, Sir Edmund Hillary trained here for his amazing 1953 Everest climb. Presumably he chose some of the trickier routes, something we always do when we go up. You feel a real sense of achievement when you reach the top after a difficult ascent. And the hot soup they sell in the café there is a great reward! But if you're feeling a bit lazy, take the railway, which was built in the late 1890s, to the top. Personally, I've never been up on the train.

**C Steffi Kunstmann**

AGED 14

**Dinner in the sky**

My dad won tickets to the Dinner in the Sky restaurant in Vienna so he took the whole family, including my grandparents. Dinner in the Sky is an amazing concept. It's a gourmet restaurant that is lifted 50 metres into the air by a crane, giving amazing views of the city.

However, I can't say that I would like to repeat the experience. Every time I looked down, I felt dizzy, and as a result, I lost my appetite. I tried to be happy for my family's sake, but I only relaxed once we were back on the ground. Not surprising really – I feel the same way on the balcony of our flat on the fifth floor.

**D Sam Freeman**

AGED 13

**Mount Ruapehu**

As my mum and I are huge fans of *The Hobbit*, we went on a dream holiday to New Zealand last year. We visited many of the locations from the movies and the one that sticks in my mind is Mount Ruapehu, the setting for the Lonely Mountain, home of Smaug the dragon.

Part of me was disappointed when we got there. I had expected to see the huge film sets but of course, they were dismantled once filming had finished. However, the scenery there is breathtaking and we got to do a whole load of great activities, including skiing and snowboarding. The chair-lift ride to Knoll Ridge Chalet, New Zealand's highest café at 2,020 metres, is out of this world. I would definitely recommend a visit to Mount Ruapehu. Just don't go expecting to see film sets and pack your winter clothing!



**3** 2.18 For each question, choose from the people A–D. The people may be chosen more than once.

**Which person**

- 1 mentions a famous mountaineering expedition?
- 2 made an effort to enjoy the trip?
- 3 suggests the place they visited was cold?
- 4 suggests that they visited the place for educational purposes?
- 5 suffered from being so high up?
- 6 had a different experience from what they imagined?
- 7 gives advice on how to organise a trip?
- 8 stresses how many routes there are?

**4** In pairs, compare your answers to Exercise 3. If you agree, find the part of the text which gives you the answer. If you disagree, justify your choices.

**5** Find each word in the text and write a short definition or close synonym. Use a dictionary if necessary.

- 1 sea level (para A) \_\_\_\_\_
- 2 altitude (para A) \_\_\_\_\_
- 3 ascent (para B) \_\_\_\_\_
- 4 crane (para C) \_\_\_\_\_
- 5 sake (para C) \_\_\_\_\_
- 6 sets (para D) \_\_\_\_\_
- 7 scenery (para D) \_\_\_\_\_
- 8 breathtaking (para D) \_\_\_\_\_



THINK | **RESEARCH** | CULTURE | LEARN | ME

Find two more facts online about each of the four places in the article and turn them into eight questions. In pairs or groups, give each other a quiz.

## Grammar in context

Write one word in each gap to complete these phrases and sentences. Then find them in the article on page 81 and check your answers.

- 1 It's an ancient Inca city that stands 2,430 metres above sea level, and its ruins \_\_\_\_\_ visited by tourists from all over the world.
- 2 It's \_\_\_\_\_ described as the busiest mountain in Britain, and for good reason.
- 3 It's a gourmet restaurant that \_\_\_\_\_ lifted 50 metres into the air by a crane, giving amazing views of the city.
- 4 I had expected to see the huge film sets but of course, they \_\_\_\_\_ dismantled once filming had finished.



## REMEMBER

- We form the passive with *be* + past participle (+ *by/with/of*).
- If you're not sure what tense *be* should be in, or which past participle to use, try to imagine the active form of the sentence.  
**Active:** *Susie has brought the ropes.*  
verb = *bring*, tense = present perfect  
so we need to use the present perfect of the verb *be* (i.e. *have been*) in the passive sentence  
**Passive:** *The ropes have been brought by Susie.*
- We normally use *by* if we want to say who or what does the action of the main verb, but sometimes we use other prepositions, such as *with*, *for*, *of* and *as*, depending on the meaning.  
*Everest is now climbed **by hundreds of people** every year.*  
*My new ropes are **made of** a special material.*

► See Grammar reference, Unit 8, page 155

### 1 Complete each second sentence, using the passive, so that it means the same as the first sentence.

- 1 Every year, they rescue dozens of people from the steep slopes.  
Every year, \_\_\_\_\_.
- 2 They usually take the people they rescue to hospital by helicopter.  
The people they rescue \_\_\_\_\_.
- 3 Ponies carried everything up the mountain.  
Everything \_\_\_\_\_.
- 4 When did they make the path to the summit?  
When \_\_\_\_\_?
- 5 You should only climb the mountain in the spring and summer.  
The mountain \_\_\_\_\_.

### 2 Write one word in each gap.

- 1 The emergency shelter has been stayed in \_\_\_\_\_ a number of climbers.
- 2 These ropes are very strong and are made \_\_\_\_\_ nylon.
- 3 In the end, the rope was cut \_\_\_\_\_ a pair of scissors.
- 4 K2 is also known \_\_\_\_\_ the Savage Mountain.
- 5 The peak is covered \_\_\_\_\_ snow for most of the year.
- 6 The rare mountain flower was identified \_\_\_\_\_ a botanist.

### 3 Put the verbs into the passive to complete the text. Sometimes there is more than one answer.

Everyone knows that Everest is the highest mountain on Earth, but what's the second highest? It (1) \_\_\_\_\_ (**call**) K2, and (2) \_\_\_\_\_ (**locate**) on the border between China and Pakistan. The summit (3) \_\_\_\_\_ (**never / reach**) during winter, and even during the summer the ascent is treacherous. For this reason, K2 (4) \_\_\_\_\_ (**often / refer**) to as the 'Savage Mountain', and (5) \_\_\_\_\_ (**consider**) by experts to be a lot more challenging than Everest. Because the Chinese side is particularly dangerous, climbs (6) \_\_\_\_\_ (**usually / attempt**) on the Pakistani side of the mountain. K2 (7) \_\_\_\_\_ (**first / conquer**) in 1954, when on July 31<sup>st</sup> a group of Italian and Pakistani climbers reached the top. Since then, the peak (8) \_\_\_\_\_ (**reach**) by only about 300 people. Sadly, more than 80 people (9) \_\_\_\_\_ (**kill**) in their attempts to reach the top.



THINK | RESEARCH | CULTURE | **LEARN** | ME

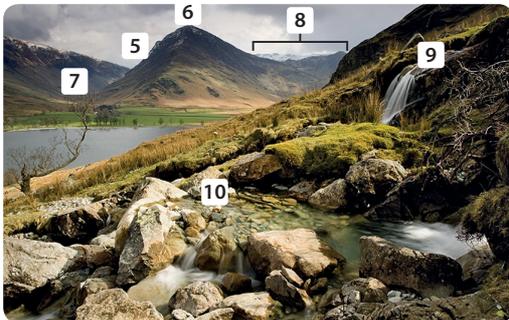
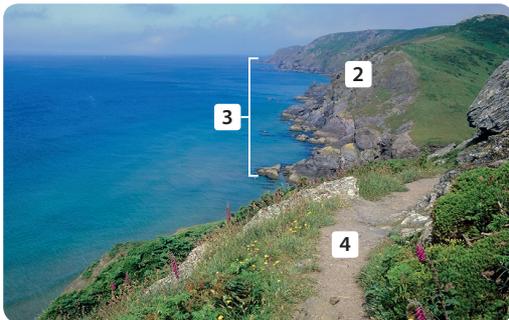
What are the differences between 'active' and 'passive' sentences in your language? Are they similar to or different from the active and passive forms in English?

Do you find forming and understanding the passive in English easy, or is it confusing?

## Words connected with geographical features

1 2.19 Work in pairs. Match the words in the box to the numbers. Listen and check.

a cliff | a mountain range | a path  
a slope | a stream | a summit | a valley  
a volcano | a waterfall | coast



2 Choose the correct words to complete the sentences.

- When you're in the mountains you might need to wash in a **stream** / **range**.
- If we follow this **path** / **cliff** through the forest we will get back to the camp.
- The **summit** / **coast** of Mount Everest is 8,848 metres high.
- There are some excellent ski **streams** / **slopes** in the Alps.
- The **coast** / **cliff** was very steep and we needed ropes to climb it.
- My family usually goes on holiday to the **coast** / **stream** because we love swimming in the sea.

## Nouns formed from verbs

3 2.20 Change each verb in bold into a noun to complete the sentences. Listen and check.

- Our \_\_\_\_\_ at the summit was greeted with cheers. **arrive**
- Their \_\_\_\_\_ from base camp was delayed due to bad weather. **depart**
- We've got no \_\_\_\_\_. We'll have to turn back. **choose**
- I want everyone on their best \_\_\_\_\_. **behave**
- I loved her \_\_\_\_\_ of the view from the top. **describe**
- We'd better find a \_\_\_\_\_ soon or we'll be stuck here all night! **solve**
- There's a huge \_\_\_\_\_ of plants and flowers on the lower slopes. **vary**
- We need to make a \_\_\_\_\_ about our geography project. **decide**
- I've come to the \_\_\_\_\_ that rock climbing isn't for me. **conclude**
- You'll notice a wide \_\_\_\_\_ in temperature from day to night. **vary**

## Words + prepositions

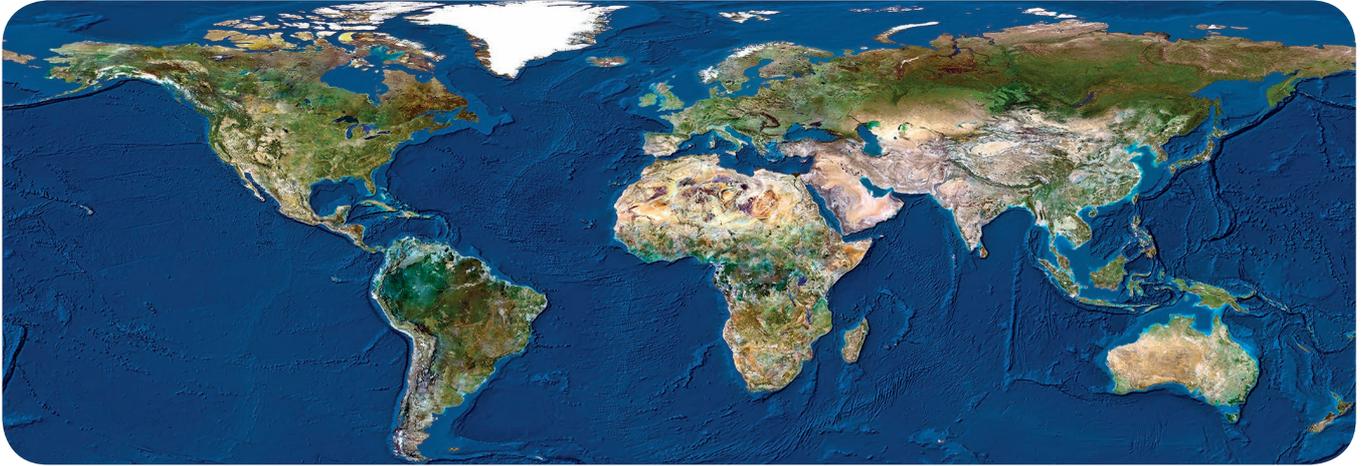
4 2.21 Complete the text with prepositions. Use the words in *italics* to help you. Listen and check.

Posted 19/11/16 16:34

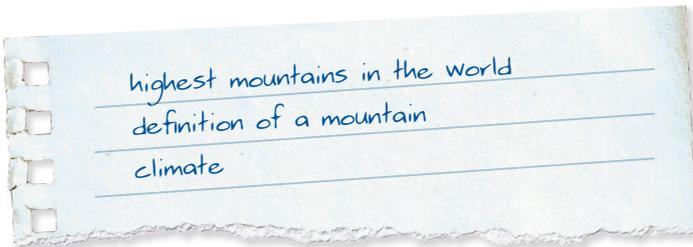
Well, I can't blame my mum. She *warned* me (1) \_\_\_\_\_ going rock climbing and abseiling. She said: 'Carol, what's the *purpose* (2) \_\_\_\_\_ going all the way up, just to come down again?' But when Angie picked me up, I actually felt *optimistic* (3) \_\_\_\_\_ it and thought we'd have a great day. What I was *lacking* (4) \_\_\_\_\_ experience I'd make up for with enthusiasm. I wasn't worried at all – I knew the instructors *specialised* (5) \_\_\_\_\_ dealing with novices.

Going up was no problem. After we'd checked there was nothing *wrong* (6) \_\_\_\_\_ the way I'd attached my harness, I started my descent.

Well, I've never been abseiling before. I didn't realise you've got to be careful not to *crash* (7) \_\_\_\_\_ the rock face as you go down, and secondly that you can get stuck. After I'd been hanging there for several minutes – with no *shelter* (8) \_\_\_\_\_ the driving rain – I knew I was in serious trouble.



- 1 Imagine you have been asked to do a geography project on mountains. What different aspects might you focus on?



### EXAM SKILL

#### Listening for opinion

- Listening tasks often test your ability to distinguish fact from opinion.
- Listen out for common phrases to express opinions, as they will help you decide. Some of these appear in Exercise 2.

- 2 2.22 Listen to someone agreeing with the statement below in eight different ways. Complete the opinion phrases.

Many geologists argue that we need to take steepness into account ...

- 1 ... I \_\_\_\_\_ to think ...
- 2 ... that makes \_\_\_\_\_ to me ...
- 3 ... that \_\_\_\_\_ like ...
- 4 I don't \_\_\_\_\_ with that ...
- 5 To my \_\_\_\_\_, ...
- 6 If you \_\_\_\_\_ me, ...
- 7 \_\_\_\_\_, I agree with that.
- 8 My \_\_\_\_\_ is ...

### OPTIMISE YOUR EXAM

#### Sentence completion

- If you have written more than three words, listen carefully the second time and decide which words you need to cut.
- Check your answers and try to spell everything correctly.

- 3 2.23 Listen to Sandra Atkins talking about mountains. Complete the sentences with a word or short phrase.

Sandra says she'll describe typical mountain environments, plants and wildlife, and (1) \_\_\_\_\_.

Sandra says that (2) \_\_\_\_\_ and countries may disagree about what a mountain is.

Sandra disagrees with the need to (3) \_\_\_\_\_ mountains in great detail.

Approximately 35% of (4) \_\_\_\_\_ is mountainous.

Sandra's opinion of 'plate tectonics' is that it is (5) \_\_\_\_\_.

'Fold mountains' are frequently part of a (6) \_\_\_\_\_.

Sandra describes a 'fault' as being like a channel or (7) \_\_\_\_\_.

Sandra mentions a mountain higher than Everest that's over (8) \_\_\_\_\_ in height.

- 4 2.23 Listen again and check your answers.



THINK | RESEARCH | CULTURE | **LEARN** | ME

What do you think are the best strategies for making an interesting presentation?

**Grammar in context**

Read this extract from the audio in the listening lesson. Write the correct word in bold next to each statement.

So, my **geography** project is on **mountains**, and to be honest, when I was first given this **topic**, I wasn't particularly interested by it because I thought mountains were a bit boring, but now I've done some **research**, there's a lot more to mountains than you might imagine.

- 1 This is a singular countable noun. \_\_\_\_\_
- 2 This is a plural countable noun. \_\_\_\_\_
- 3 These are uncountable nouns. \_\_\_\_\_



**REMEMBER**

- Uncountable nouns are often: abstract ideas, e.g. *truth, information, news*; materials, e.g. *iron, glass, water*; collections, e.g. *furniture, luggage*.
- Most uncountable nouns are treated as singular, even if they're describing more than one object: *All the furniture in the room **was** broken.*
- There are a few uncountable nouns which are treated as plural, even if they're describing only one thing. These include *clothes, jeans, trousers, scissors, groceries, sunglasses*.
- How you use articles (*a(n), the, no article*) and quantifiers (*few/little, much/many, etc.*) often depends on whether a noun is countable or uncountable.

► See Grammar reference, Unit 8, page 156

**1 Write the verb in the correct form to complete the sentences.**

- 1 All the information they gave us about abseiling \_\_\_\_\_ really useful. (**be** – present)
- 2 The news about the volcano \_\_\_\_\_ very worrying. (**be** – past)
- 3 The waterproof trousers you lent me \_\_\_\_\_ incredibly warm. (**be** – past)
- 4 Chocolate \_\_\_\_\_ a good source of energy when you're walking or climbing. (**be** – present)
- 5 Your knowledge of the highest mountains in the world \_\_\_\_\_ me! (**amaze** – present)
- 6 Those lambs \_\_\_\_\_ really tiny down there in the field. (**look** – present)

**2 Choose the correct word or phrase.**

Q | \_\_\_\_\_ Archive ▾ ⚙ ▾

Posted 14/12/16 12.50

So, for quite some (1) **times / time**, I'd been dangling off the side of a cliff. The instructor at the top was trying to give me a (2) **little / few** encouragement. The instructor at the bottom was trying to give me a (3) **little / few** instructions. I wasn't listening to either of them. I was thinking about how (4) **much / many** rain was running down my neck and under my clothes, and how (5) **much / many** times my mum has warned me not to do adventurous things. 'Only (6) **little / a few** people in the world really enjoy doing dangerous things, and you're not one of them,' she always tells me. And she's right.

**3 Write a, an or the in each gap to complete the text. If no article is needed, put a dash (-).**

Q | \_\_\_\_\_ Archive ▾ ⚙ ▾

Posted 15/12/16 10.15

Then I heard Angie give me a piece of (1) \_\_\_\_\_ advice. 'You're wearing (2) \_\_\_\_\_ pair of thick boots, Carol. Use them to kick against (3) \_\_\_\_\_ rock. As you do that, just move your arm that's holding (4) \_\_\_\_\_ rope behind your (5) \_\_\_\_\_ back.' I'd heard (6) \_\_\_\_\_ instructor below say something similar a number of (7) \_\_\_\_\_ times before, but Angie's tone of (8) \_\_\_\_\_ voice revealed (9) \_\_\_\_\_ anger she was feeling, so I thought I had (10) \_\_\_\_\_ little choice. She had (11) \_\_\_\_\_ car keys, after all. Less than (12) \_\_\_\_\_ minute later, I was back down on (13) \_\_\_\_\_ ground.

Despite my nerves, we had (14) \_\_\_\_\_ amazing time and we're going there again (15) \_\_\_\_\_ next week!



THINK | RESEARCH | CULTURE | LEARN | **ME**

Imagine Carol in Exercise 3 was your friend, and you could leave a comment under her blog post. What would you write?

## Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- Which activities do the people on the video discuss?
- Which activities do they think are the most expensive/dangerous/exciting to watch?
- Do you agree/disagree with what they say?

2 Watch the video again. Underline the expressions in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

as far as I'm concerned | I agree / don't agree with you/that | I'd say | if you ask me | I'm of the opinion/view that | in my opinion/view | I tend to think | Personally, | that makes sense to me | to my mind

3 In pairs or groups, answer the question.

What adventure activities do you know? Check the meaning of these and add your own ideas.



## EXAM SKILL

## Expressing and justifying opinions

- In the Listening section, you saw some words and phrases for expressing opinion.
- When expressing an opinion, always try to justify it. See the *Phrase expert* box in Unit 6 (page 64) for phrases giving reasons.

4 Complete these sentences with phrases for expressing opinions.

- \_\_\_\_\_ my opinion, skiing is more expensive than rock climbing.
- I \_\_\_\_\_ to think that abseiling is more dangerous than scrambling.
- A: If you \_\_\_\_\_ me, skiing is much more exciting to watch than rock climbing.  
B: I \_\_\_\_\_ agree with that.
- As far as I'm \_\_\_\_\_ skiing and rock climbing are equally tiring.
- I'd \_\_\_\_\_ skiing is the most exciting to do.

5 Choose from the activities in Exercise 1. For each one, answer the question and give a reason.

Which is the most ...

1 expensive?

**Example:** *Skiing because you need all the equipment and ski resorts are often very expensive.*

2 enjoyable?

3 dangerous?

4 difficult?

5 exciting to watch?

6 exciting to do?

7 tiring?

## OPTIMISE YOUR EXAM

## Discussion

- When using opinion phrases, the stress is usually on the 'I/my' word, so: *in my opinion, to my mind, as far as I'm concerned*, etc.
- You can practise this further in this unit's *Say it right* activities (Resource centre).

6 In small groups or as a class, follow the instructions.

- Each of you should:
  - choose two activities from Exercise 3.
  - use your ideas from Exercise 5.
  - choose an opinion phrase from the *Phrase expert* box.
- When it's your turn, compare the two activities you've chosen, giving a reason for your opinion.  
**Example:** *If you ask me, skiing is more dangerous than rock climbing because you're going so fast. If you fall over, you can easily break a leg.*
- When it's not your turn, agree or disagree with what the other people in the group say, giving reasons.
- Repeat the task with different activities, phrases and reasons.

## SAY IT RIGHT

**Resource centre: Unit 8**  
Stress in opinion phrases

**1** In pairs, imagine this photo is important to you for some reason. Describe it to your partner, saying why it's important and how you feel about it.



**EXAM SKILL**

**Nouns (2)**

- Forming nouns correctly is an essential skill in word formation tasks in many exams.
- Unit 3 and the Vocabulary section in this unit, have both featured noun formation. Exercises 2 and 3 below look at other ways to form nouns.
- If you're not sure what the noun form is, think about common noun suffixes (endings), such as *-ity*, *-ness*, *-ment*, etc., and ask yourself which one sounds right.

**2** Write nouns from each of these words. All the nouns will end in the same two letters.

- |                |               |
|----------------|---------------|
| 1 deep _____   | 6 true _____  |
| 2 die _____    | 7 warm _____  |
| 3 grow _____   | 8 wide _____  |
| 4 long _____   | 9 young _____ |
| 5 strong _____ |               |

**3** Write the positive and negative nouns in the correct column.

	positive noun	negative noun
mature		
perfect		
possible		
responsible		

**OPTIMISE YOUR EXAM**

**Word formation**

- Always check your spelling carefully. If you make one small spelling mistake, your answer will be marked wrong.
- Be particularly careful when forming nouns from words that end in *-e*. Sometimes the *-e* remains (*improve – improvement*) and sometimes the *-e* is removed (*wide – width*).

**4** Write the correct noun form of the word in bold in each gap to complete the text.

**A hero on Everest**

In 2015, a powerful earthquake in Nepal caused an avalanche on Mount Everest, but in the middle of all of the (1) \_\_\_\_\_ **DIE** and destruction, some people became heroes. One was Dr Rachel Tullet. She had to make a (2) \_\_\_\_\_ **CHOOSE** between treating her badly injured leg or helping other people. She decided to take (3) \_\_\_\_\_ for **RESPONSIBLE** dealing with the wounded in the medical tent at base camp. Her selfless (4) \_\_\_\_\_ saved 23 lives, **BEHAVE** keeping the patients alive for almost 24 hours until the (5) \_\_\_\_\_ **ARRIVE** of a helicopter to take them to safety and medical (6) \_\_\_\_\_ in **TREAT** Kathmandu. After the (7) \_\_\_\_\_ **DEPART** of the helicopter, Dr Tullet attended to her own wounds, stitching up the serious cut in her leg without anaesthetic. From the (8) \_\_\_\_\_ of Dr Tullet's **DESCRIBE** amazing work by the people who witnessed it, it's clear that she really is a true-life hero.



- 1 In pairs, explain what the activities are, using the questions below.

astronomy | snowboarding  
whitewater rafting

- 1 Where is it done?
- 2 Who does it?
- 3 How is it done?
- 4 What do you need to do it?
- 5 Why do people do it?

### EXAM SKILL

#### Explaining

- In writing tasks, you sometimes have to explain things to help your reader understand better.
- 'Wh-' questions can help you focus on giving an explanation (e.g. what something is, where/when/why/how something happened, etc.).
- When you explain, you may need to state the facts, give an opinion or include reasons.

- 2 Read this email and answer the questions.

Bex does a lot of explaining in her email. What words does she use to say ...

- 1 how she felt getting Alisha's email?  
\_\_\_\_\_
- 2 how she felt hearing about Alisha's new school?  
\_\_\_\_\_
- 3 how she feels about Alisha's project?  
\_\_\_\_\_
- 4 where she lives?  
\_\_\_\_\_
- 5 where Snowdon is?  
\_\_\_\_\_
- 6 when she went there?  
\_\_\_\_\_
- 7 why she likes it?  
\_\_\_\_\_
- 8 what people can do there?  
\_\_\_\_\_
- 9 which activities she did there?  
\_\_\_\_\_
- 10 her hope for what she's told Alisha?  
\_\_\_\_\_



To:	Alisha
Subject:	Your project

Hi Alisha,

Thanks for your email. It was lovely to hear from you! I'm glad you're settling in well at your new school.

So, your project on mountains sounds interesting! As you know, I live in the city but I've been to a few mountains. You asked me to pick an interesting one. I'd choose Snowdon, which is a two-hour drive from where I live. We went there on a school trip recently.

It's great because it's really high, but there's a railway up to the top so you don't have to spend hours walking and climbing to get there. The view is stunning – you can see for miles. They have lots of telescopes up there, so you can see things far away in great detail. The people and cars at the bottom look really tiny!

There are loads of things you can do there, including horse-riding, rock climbing, mountain-biking, and even whitewater rafting. We didn't do anything like that on our trip – maybe next time.

I hope that's useful for you. Let me know how your project goes!

Bye for now,  
Bex

### OPTIMISE YOUR EXAM

#### A letter / An email

- Make sure you read the question information carefully. Don't start planning and writing until you're sure you understand it.
- If you forget to include key information, or include information that isn't asked for, you will lose marks.

### 3 Look at this writing task and answer the questions.

You have received this email from your English-speaking friend, Alex.

**From:** Alex **Subject:** class project

Can you help me with a class project? I have to write about activities which people do on mountains. Can you tell me about a mountain activity that you like? Explain what it is, what skills and equipment you need to do it, and why you find it interesting.

Write your **email**.

1 Will your email be formal or informal?  
\_\_\_\_\_

2 How many activities do you need to choose?  
\_\_\_\_\_

3 Can you choose an activity that you've never personally done?  
\_\_\_\_\_

### 4 Make notes to complete the chart.

Activity:	What does it involve?	What skills/equipment do you need?	Why do you find it interesting?	Other information you'd like to include:

### 5 In pairs, tell each other what you're going to write about. Listen to your partner's advice

### 6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	<i>Dear ... , Hi ... !</i>	
Paragraph 1	thank the other person for their email and refer to a piece of news	<i>Thanks for your email. It was great to hear from you. I'm glad you had a good party, etc.</i>	
Paragraph 2	say what activity you like and explain what it is and what skills/equipment you need	<i>You asked me about ... I'd say that my favourite thing to do in the mountains is ... You need ... to do it, and you have to be ...</i>	
Paragraph 3	explain why you like it	<i>I love it because ... It's such a lot of fun when you ...</i>	
Paragraph 4	say you hope it helps and offer to help further	<i>Hope that helps! Let me know if you need ...</i>	
Closing expressions	ask them to reply, express love, etc.	<i>Write soon! Love, Lots of love, Best wishes, (+ first name)</i>	

### 7 Write Write your email in an appropriate style. Write 140–190 words.

### 8 Check Before you hand in your email, complete this checklist.

#### Checklist

- |  |  |
|--|--|
| <input type="radio"/> I've used informal language.   | <input type="radio"/> I've described and explained the activity in detail. |
| <input type="radio"/> I've started and ended my email in the right way.                    | <input type="radio"/> I've written at least four main paragraphs.          |
| <input type="radio"/> I've referred to some news from Alex's email in the first paragraph. | <input type="radio"/> I've checked my spelling and grammar.                |