

Life

THIRD
EDITION



PAUL DUMMETT

JOHN HUGHES

HELEN STEPHENSON



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ON THE COVER

A group of mangrove trees show their unique shapes in front of a twilight sky on the beach of Walakiri, Sumba, Indonesia. Mangroves are extremely tough and are one of the few tree and shrub species that can grow in salt water. They cover only 1% of the planet but are some of the most biodiverse places on Earth.
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| Reading | Critical thinking | Speaking | Writing | Video |
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UNIT 1

- A flamingo's personality profile
- India's post-millennial generation
- Immigrant families in New York
- A unique pen pal experiment



UNIT 2

- A famous sporting rivalry
- An interview with a visual storyteller
- The Brothers Grimm
- How not to climb a mountain



UNIT 3

- A digital art installation in Singapore
- Reverse graffiti artists
- The power of music
- A sustainable city in Brazil



UNIT 4

- The future of virtual reality
- Optimistic ideas using technology
- Materials for the future
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UNIT 5

- The rise of the staycation
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- A greener way to travel
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UNIT 6

- Renewable energy development in Spain
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UNIT 7

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UNIT 8

- A wall for hopes and dreams
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UNIT 9

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- How to spot fake news
- An inspirational student



UNIT 10

- An award ceremony in Brazil
- The first man to step on the moon
- The life of a stunt double
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UNIT 11

- An interactive school in the Netherlands
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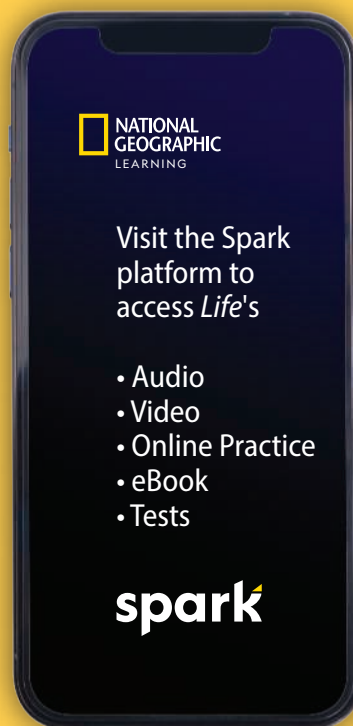
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- Our attitudes to money
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UNIT 1 Relationships



Danuru Sherpa relaxing at his family home in Phortse, Nepal

UNIT GOALS

- 1a** • use a range of present tenses to talk about friendships
- describe character and personality
- talk about relationships using phrasal verbs
- 1b** • form adjectives from verbs and nouns
- use past simple and present perfect to discuss generational differences
- 1c** • read the stories of immigrant families, and evaluate conclusions
- 1d** • learn common expressions for meeting people and exchanging news
- 1e** • use greetings and endings in an informal email
- 1f** • watch a video about pen pals, and examine ways that data can be visualized

1 Work in pairs. Look at the photo and the caption. Discuss the questions.

- 1 What is a sherpa's job?
- 2 What do you think the man and woman's relationship is? What about the people in the photos on the wall?
- 3 Friendship is one of the most common kinds of relationship. How many kinds of friend can you think of? Make a list, e.g., *good friend*.

2 Look at these relationships. Tell your partner what each one means and think of an example you know.

| | | | |
|----------------|-----------|------------|-------------|
| brother-in-law | colleague | fiancé(e) | grandparent |
| landlord | roommate | old friend | partner |

3 1.1 Listen to three people talking about important relationships in their lives. Match each speaker (1–3) with the correct relationship type from Exercise 2. There may be more than one answer.

Speaker 1: _____ Speaker 2: _____ Speaker 3: _____

4 Look at the sayings about relationships. Do you know what each one means? Give an example (real or invented) to illustrate it.

- a "Blood is thicker than water."
- b "A friend in need is a friend indeed."
- c "The apple doesn't fall far from the tree."
- d "No man is an island."

Birds of a feather



A flock of flamingos at Lake Bogoria, Kenya

Vocabulary describing character

1 Look at these adjectives and discuss the questions.

| | | | | |
|-------------|------------|-----------|----------|---------|
| considerate | unreliable | serious | outgoing | shy |
| dependable | energetic | laid-back | good fun | selfish |

- Which adjectives are positive, which are negative, and which could be either?
- Which are opposites (or near opposites)?
- Which adjective(s) do you think describe you?

Listening

2 Work in pairs. Look at the photo and answer the questions about flamingos. If you don't know an answer, then guess.

- Where do flamingos live?
- Why are they pink?
- Why do they live in large flocks (groups)?

3 **1.2** Listen to an excerpt from a podcast. What did the researchers discover about flamingos?

4 **1.3** When English is spoken quickly, words are often merged or joined together. Listen and notice how the speaker says these expressions.

go even further
can aid survival

if it could be
to name just a few

5 **1.2** Listen to the podcast again and answer the questions in pairs.

- What did we already know about animals' behavior toward other animals in their group?
- How does the speaker define "making friends" in this case?
- What two personality types did McCully identify among flamingos?
- What conclusion did Paul Rose come to about the reason for animal friendships?

Grammar present tenses: simple, continuous, and perfect

1 Present simple

- The outgoing group often **spends** time together.
- Flamingos **live** in large flocks.
- Paul Rose **studies** animal behavior.

2 Present continuous

- Today we're **looking** at animal friendships.
- They **are not trying** to compare animals and humans.
- Researchers **are finding** more and more evidence of this.

3 Present perfect (simple and continuous)

- New research **has revealed** that animals make friends with each other.
- He **has found** that they form cliques of friends.
- She **has been making** personality profiles.
- The evidence she **has gathered** is quite revealing.

For more information and practice, see page 156.

6 Look at the grammar box on page 10. Match the sentences from the grammar box (a–j) with the specific uses of each tense described below.

- We use the **present simple** for something seen as permanent, including:
 - facts. _____
 - habits and routines. _____
- We use the **present continuous** for:
 - something happening now. _____
 - something happening around the time of speaking. _____
 - a changing situation. _____
- We use the **present perfect** (simple and continuous) for a past event for something that either:
 - has relevance to the present. _____
 - or began in the past and continues into the present. _____

7 Choose the correct options to complete the text about animal friendships.

Over the years, there ¹*are / have been* a number of YouTube videos showing unlikely animal friendships. Recently, people ²*have discussed / have been discussing* a movie that shows a dog making friends with an elephant. Elephants often ³*show / are showing* concern for other elephants in their social group, but this video shows scenes of the two animals spending time and playing together. The dog was left there by its owner and became very unhappy. But since the elephant befriended it, it ⁴*has recovered / has been recovering* and the two animals can't be separated. The question scientists ⁵*now ask / are now asking* is: Is such behavior normal, or do we just want it to be? Some people say it happens when animals ⁶*are living / have been living* close to humans for some time. No one ⁷*has provided / has been providing* a definite answer, but it seems some animals are just naturally sociable. Others, like giant pandas, ⁸*live / are living* more independent and solitary lives.

8 Complete the sentences. Use the correct present tense of the verbs. Use contracted forms where possible.

- I _____ (live) with my friend Ezra at the moment, but each of us _____ (have) our own group of friends that we hang out with.
- We're not close friends—we _____ (just / learn) French at the same evening class for the past year.
- Lara and I went on a trip to Peru 10 years ago and we _____ (be) friends ever since. We keep up with each other on social media.

- Oh, _____ (you / know) Tom too? He and I _____ (know) each other since elementary school. We should all meet up some time.
- Jacob _____ (often / hang) around when he's bored, but he _____ (never / come) over if he has something better to do.
- Marta is a really dependable friend. She _____ (always / stand) by me when I needed help.
- Kim and I have been at the same company for about three years. We _____ (work) on a project together at the moment.
- I get along very well with Marco, even though we _____ (never / see) each other socially. I think I _____ (go) over to his house once.

9 Underline these phrasal verbs in Exercise 8.

- one with the verb *get*
- one with the verb *stand*
- two with the verb *hang*
- two with the particle *up*
- two with the particle *over*

Which phrasal verbs contain two particles (e.g., *along* and *with*)? Discuss what each verb means.

get along with = have a good relationship with

10 Complete the sentences with the correct phrasal verbs from Exercise 8. More than one answer may be possible.

- We come from different backgrounds, but we _____ really well.
- I'm busy at 6:30, but we could _____ later, if you like. Say, eight?
- Why don't you _____ to my house for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who _____ you when things aren't going so well.
- I made some good friends in college, but I haven't _____ with many of them since.

Speaking my life

11 Think about a friend. Make notes on the points below. Then describe this person to your partner.

- how you met and how long you've been friends
- where and how often you see them
- their current work or studies
- their personality and why you like them
- in what ways you are similar or different
- what things you do together or have done recently

I've known Nguyen for about five years. We met at the restaurant where she works.

The diverse generation

Reading

- 1 Look at the photo and the title of this article. What do you think “patchwork identities” might mean? Discuss in pairs.
- 2 Discuss what things you think people born between 1998 and 2012 (post-millennials) might have in common. Then read the article about this generation in India. Did it mention any of the same things?
- 3 Read the article again. Find examples of:
 - difficulties this generation has encountered
 - how this generation differs from their parents’ generation
 - someone combining different interests
 - someone helping others to develop
- 4 Do you agree that post-millennials are a group that likes to experiment with and express their identity? Give examples to support your point of view.

Wordbuilding forming adjectives

There are various endings in English that are commonly used to form adjectives: *-al, -ful, -ish, -ent, -ous, -ive*.
act → *active*, *study* → *studious*

- 5 a Look at the wordbuilding box. Find adjectives in the article that come from these words.

finance conserve thank fame instruction

- b Form adjectives from these words by using the correct suffix and making any other necessary changes.

- | | |
|------------------|-----------------|
| 1 ambition | 5 emotion |
| 2 child | 6 help |
| 3 decide | 7 respect |
| 4 depend | 8 society |

1.4

India’s post-millennial generation is the largest youth population of any country. More than 40 percent of India’s 1.4 billion population is under 25. Like other post-millennials around the world, they have grown up in a time of financial insecurity. What also sets this generation apart is that they are digital natives. Living in a digital world, they are exposed to diverse cultures, unusual people, and unique life stories. This has made them self-aware and eager to express their own identities. While their parents might have had more conservative experiences and have been more likely to follow in the footsteps of their own parents, post-millennials seem more ready to experiment with ways of being themselves.

Brother and sister Sanatan and Savitri Mahto became a YouTube sensation in 2019 when they started posting videos of themselves performing Bollywood dance routines from their village in northeast India. Savitri trained as a school teacher, and Sanatan studied political science at the post-graduate level. He is thankful for the money his videos have brought the family; they have recently built their own studio in the family home. He is happier still that they have brought about some social change. Formerly, in rural areas such as this, young people usually would have gone into the same jobs as their parents. “My message for the youth is very simple,” says Sanatan. “Don’t waste time pursuing such careers for which you don’t have any aptitude, and instead concentrate on your passion.”



Twenty-four-year-old Ramila Weerasinghe, who works in a famous high-class hotel in Colombo, Sri Lanka, loves her job as a chef. But she has also been working as a volunteer in her free time, counseling vulnerable women—a role she is just as proud of. She did not study psychology in college, but she has instinctive enthusiasm and empathy, which makes her a natural counselor.

Santosh Jadhav grew up watching his grandfather grow okra and tomatoes on their small family farm. He took over the farm when he was 22 and started to research better ways to farm with limited water. Combining his newfound knowledge with a passion for movies, he has been posting instructional videos under the account “Indian Farmer” ever since. In a country where over 40 percent of the population works in agriculture, it was a smart move.

Grammar past simple and present perfect

Past simple

Their parents **were** more conservative and **grew up** in more stable times.

Present perfect (simple and continuous)

They **have grown up** in a time of financial insecurity.

She **has also been working** as a volunteer in her free time.

He is thankful for the money his videos **have brought** the family.

For more information and practice, see page 156.

6 Work in pairs. Look at the grammar box. Choose the correct option to complete the sentences.

- 1 The *past simple* / *present perfect* expresses a connection between the past and the present.
- 2 The *past simple* / *present perfect* refers to something at a specific (finished) time in the past.
- 3 We generally use adverbials of finished time (e.g., *some time ago*, *when I was a child*, *in 2020*) with the *past simple* / *present perfect*.
- 4 We generally use adverbials of unfinished time (e.g., *until now*, *so far this year*, *since 2020*) with the *past simple* / *present perfect*.

7 Underline three more sentences with the past simple and three with the present perfect in the article. Why is each tense used? Discuss in pairs.

She did not study psychology in college = past simple to describe a finished event

8 Pronunciation auxiliary verbs *have* and *has*

1.5 Listen to how the auxiliary verbs *have* and *has* are pronounced in the following sentences. Then listen again and repeat.

9 Complete the conversation between a parent (P) and a teenager (T). Use the past simple or the present perfect (simple and continuous).

P: ¹ _____ (you / do) your math homework yet—the homework you ² _____ (not / do) yesterday?

T: Yes, it ³ _____ (be) easy.
I ⁴ _____ (study) equations before.

P: Oh, OK. What about your project on Brazil? The one you ⁵ _____ (ask) me about earlier.

T: It's not finished yet. I ⁶ _____ (look) for information on the internet all morning.

P: Well, I ⁷ _____ (not / study) geography since I was a child, but I'm good at searching the internet. I'll give you a hand.

T: Thanks, but I ⁸ _____ (already / arrange) to meet Javier and work on it with him.

10 Look at the conversation in Exercise 9 again. Underline the time expressions that helped you to choose the right tense. Then complete the chart with the expressions you underlined.

| | |
|----------------------------|--|
| Past simple | last week, in the past, in 2021, / |
| Present perfect simple | ever, so far, just, over the past three months, this year, since I was a child, / |
| Present perfect continuous | over the past three months, this year, |

11 Work in pairs. Act out two similar conversations between a parent and a teenager. Use these opening lines.

- 1 P: Have you cleaned your room yet?
- 2 P: Have you eaten any fruit or vegetables today?

12 Choose the correct options to complete the statements about different generations. Then discuss whether you agree with the statements.

- 1 I don't know if our grandparents' generation *worked* / *have worked* harder than we do, but I'm pretty sure they *didn't have* / *haven't had* so much fun.
- 2 Some people say kids *are* / *have been* growing up faster over the last 20 years, becoming adults sooner. Others say it's the opposite.
- 3 What happens to the brains of a generation that *has been using* / *used* the internet all their lives? Do they have a shorter attention span or are they actually quicker thinkers?
- 4 Many of my parents' generation have already *been retiring* / *retired* with good pensions. I probably won't be able to retire until I'm 70, but I don't mind that.

Speaking my life

13 Work in groups. Discuss the differences between your parents' lives and your own. Think about these areas or use your own ideas. Who do you think has had an easier life?

- upbringing and school
- technology
- standard of living
- work opportunities
- free time

My mom had quite a strict upbringing. I think I've been lucky in comparison ...

Who do we come from?

Reading

- 1 Work in pairs. Discuss the questions.
 - 1 Why do you think people migrate to other countries?
 - 2 What difficulties do first-generation migrants face when growing up in a country?
 - 3 Where would you choose to emigrate to? Why?
- 2 Read the article about immigrants in New York, U.S. Then cover the text and try to remember these details of Richard's and Tanja's stories.
 - 1 when their ancestors came to America and why
 - 2 what Richard's and Tanja's jobs are now
 - 3 how coming from immigrant families has influenced them
- 3 Read the article again. Are the sentences true (T) or false (F) according to the writer?
 - 1 Immigrants in Queens, New York, feel attached to their new country.
 - 2 Tomas ran away from home even though he was happy there.
 - 3 Tomas met his brother in New York one day by accident.
 - 4 Tanja's mother wasn't able to balance work with looking after her children's education.
 - 5 Tanja and her sister have chosen to have similar careers to their parents.
- 4 Find these words and phrases in the article. Work with a partner to discuss what you think they mean.
 - 1 a **melting pot** (para A)
 - 2 **their ancestral roots** (para B)
 - 3 **seek his fortune** (para C)
 - 4 a **must** (para D)
 - 5 a **strong work ethic** (para D)

Critical thinking evaluating conclusions

- 5 Which of these conclusions (a–e) do you think the author wanted you to draw after reading the article? You can choose more than one.
 - a Immigration has benefited America.
 - b Immigrants have a stronger connection to their original country than their new home.
 - c It is important for descendants of immigrants to be aware of their family history.
 - d Immigrant families have a strong motivation to work hard and make a good life for themselves.
 - e The world is full of immigrants, and this is something we should celebrate.

- 6 Where in the article did you find evidence to draw the conclusions in Exercise 5? What do you think the author's main conclusion is? Why? Discuss in pairs.

Word focus sense

- 7 Look at the expression in **bold** from the article. Discuss in pairs what you think it means. Then choose the best option to complete sentences (1–5).

“... all of us ... have a strong **sense of belonging** ...”

 - 1 It doesn't *have / make* any sense to emigrate if you are happy where you are.
 - 2 Most people want a secure job. It's *common / usual* sense.
 - 3 She has a great sense of *humor / comedy*.
 - 4 My parents did a lot for me, so I feel a sense of *necessity / duty* to look after them now.
 - 5 I always get lost in big cities. I have a terrible sense of *direction / location*.

Speaking my life

- 8 Look at the questionnaire and answer the questions. Then take turns asking and answering the questions with your partner. Does family have a strong influence in your lives?

HOW DOES FAMILY SHAPE YOU?

- 1 How much time do you spend with family because you have to vs. because you choose to?
- 2 How much do you know about your family's history?
- 3 Is there a strong family characteristic or quality? Have you inherited it?
- 4 How important is it to have your family's approval when you make a decision?
- 5 Is there someone in the family you particularly admire? Why?
- 6 Has your family influenced the career path that you have chosen?
- 7 When seeking advice, are you more likely to turn to friends or family?
- 8 How important is it to you that your family approves of your partner?
- 9 Would you say your family members have the same attitude to:
 - money? ■ bringing up children?

BLOOD LINES



Jackson Heights
neighborhood in
Queens, New York

A The U.S. as a whole is well-known for being a melting pot of different ethnic groups and cultures, but this diversity is particularly evident in Queens, New York. Here, second-generation Puerto Ricans live alongside third-generation Greeks and first-generation Koreans, all united by a common feeling of pride in their American identity.

B However, they are also proud and curious about something that fascinates us all: their ancestral roots. These days, tracing back your family tree as far as you can using the internet is a popular hobby, but what really interests these families is their recent history: how their grandparents and great-grandparents arrived in America, what brought them there in the first place, and how they—their descendants—can best honor their memory. Here are two typical Queens residents' stories.

C Richard, 38

My great-grandfather Tomas was a builder by trade like me. He came to America from Poland when he was 15. His mother had become ill and died, and his father remarried to be able to take care of his seven children. Tomas didn't like his new stepmother, so he ran away to Belgium, where he boarded a ship to America—without a ticket. He was clearly a free spirit. Arriving in America with nothing, he got a job on the railroads in California. Then, one day, by chance, he saw an announcement in a newspaper. It was from his brother in New York, who had also come to America to seek his fortune and was now looking for Tomas. Tomas got in touch and the two had an emotional reunion in New York. Tomas settled in the city and the two worked in construction. This is the story that my grandmother has passed down to us, to my parents and all my aunts and uncles. She is an amazing woman—the one who holds us all together. She's actually quite forgetful now, but she never forgets family details. This has meant that all of us—brothers, aunts, cousins—now have a strong sense of belonging to a group that has struggled and fought together to succeed here.

D Tanja, 29

I'm a first-generation American. Both my parents came here from Jamaica, where getting a good education is a must. My mother says that people may take everything away from you, but they can never take away your education. My father was a nurse in Jamaica, but he had an ambition to be a doctor in the U.S. When he first came here, he studied during the day and went to work at night. My parents have a strong work ethic. My mom has always worked as a nurse, but at the same time has always been very involved in our lives, helping with our studies and following our careers with interest. Both my sister and I have followed them into the medical profession, and now I'm working as a doctor at the Mount Sinai Hospital in Queens. I don't know if that kind of dedication is genetic or just something that you learn from your parents, but that desire to get ahead ... we've certainly both inherited it. The great thing about America is that it gives you the opportunity to live those dreams too.

What have you been up to?

Real life meeting people

- 1 Work in pairs. Discuss which phrases you would use to greet someone:

- 1 for the first time?
- 2 who you know in a formal context?
- 3 who you know as a friend?

How are things? How do you do? How are you?
How's it going? Pleased to meet you.

- 2  1.7 Listen to a conversation on the street between two friends, Tahir and Grace. Answer the questions in pairs.

- 1 When did Tahir and Grace last see each other?
- 2 What have they been doing since they last met?
- 3 What future arrangement do they make?

- 3  1.7 Listen to the conversation again. Choose the expressions for meeting people (a–s) the speakers use.

MEETING PEOPLE


- a *How are things?*
- b *How's everything going?*
- c *What have you been up to?*
- d *I'm doing fine/great, thanks.*
- e *Great, thanks.*
- f *Busy as ever.*
- g *I just got a new job.*
- h *I've been studying for my exams.*
- i *You're looking relaxed/well.*
- j *It suits you.*
- k *How's she doing?*
- l *She was asking about you the other day.*
- m *Please give her my best wishes / my love.*
- n *Say hello to her from me.*
- o *Well, I should probably go and ...*
- p *Sorry, I have to rush. / I'm in a bit of a hurry.*
- q *I don't mean to be rude, but I need to ...*
- r *It was great / really nice to see you.*
- s *Good luck with ...*

- 4 Match the expressions you chose in Exercise 3 (a–s) with these functions (1–5). Not all of the expressions have a match.

- 1 how they ask about each other's news
- 2 what Tahir says about Grace's appearance
- 3 how Grace describes her life
- 4 what Grace says about Alyssa, their mutual friend
- 5 how Grace says she can't continue the conversation



5 Pronunciation word boundaries

 1.8 Common expressions are often said quickly, so the word boundaries become more difficult to hear. Listen to eight expressions and write expressions 5–8. Then practice saying them quickly with a partner.

- 1 How are things?
- 2 How's everything going?
- 3 What have you been up to?
- 4 I haven't seen you for a long time.
- 5
- 6
- 7
- 8

- 6 Work in large groups. Imagine you are in a shopping mall. Walk around and “bump into” other people that you know. Find out what they have been doing and make plans to meet again. Then move on to a different person. Use expressions from the box in Exercise 3 to help you.

Oh, hi, Paul. How are things? You're looking well.

Missing you all

Writing an informal letter/email

- How do you usually communicate with friends or close colleagues in other countries (letter, email, instant messaging, social media, etc.)? Why?
- Read the email from Antonio to his colleague and friend, Francesca. Where is Antonio and what is he doing there? Discuss in pairs.
- Underline examples of these things (1–5) in the email. Compare your answers with a partner.
 - sending good wishes
 - asking for news
 - giving news
 - suggesting a meeting
 - the reason for writing
- Look at the differences between informal and formal written English. Then find and circle examples of informal language in the email.

| Informal | Formal |
|--|---|
| Contracted verb forms (e.g., <i>isn't</i>) | Uncontracted verb forms (e.g., <i>is not</i>) |
| Informal linking words (e.g., <i>so, but</i>) | Formal linking words (e.g., <i>therefore, however</i>) |
| Conversational words (e.g., <i>get, nice</i>) | More formal vocabulary (e.g., <i>receive, pleasant</i>) |
| Idiomatic expressions (e.g., <i>it's no big deal</i>) | Conventional language (e.g., <i>it is not important</i>) |

5 Writing skill greetings and endings

Look at these greetings and endings. Which phrases are appropriate for an informal email to a friend or relative?

| | | |
|------------------|-----------------|-----------|
| All my love | Best wishes | Dear Anna |
| Dear Mr. Franks | Dear Sir/Madam | Hello |
| Hi John | Kind regards | Love |
| Regards | Warm regards | Yours |
| Yours faithfully | Yours sincerely | |

- Imagine you have been away from home studying a foreign language or working in another country. Write an email (about 150–190 words) to a friend or family member. Include the elements below.
 - a greeting and the reason for writing
 - giving your news (the class/work, the place, your accommodation, other students/colleagues, etc.)
 - asking for their news
 - a suggestion to meet up when you return
 - good wishes and an ending

Hi Francesca,

I hope everything's good with you. Sorry, I've been meaning to write for a while with my news, but I've been really busy taking photos and writing articles, which I'm hoping to publish when I get home. Please don't think it's because I haven't been thinking of you all—I have and I'm getting a bit homesick now.

I'm doing a piece on street food and researching floating markets (people selling food from boats) at the moment. I'm attaching a photo of some food sellers in Ratchaburi, Thailand—I'd love to know what you think! The people here are super nice, but they're very worried about what climate change is doing to their islands. They've lost land due to the rising sea levels, and it's getting more and more difficult to fish.

My plan is to move on to the Solomon Islands at the end of September and then get a flight back home so I can go and talk to some magazines about my work. Fingers crossed they'll like it. It'd be great to get together with you then. How's everyone at work? Is Maya still working with that horrible supplier? Do send everyone my best wishes. I'll write again soon.

All the best,

Antonio



- Exchange emails with your partner. Use these questions to check your partner's email.
 - Did their email include all the elements listed in Exercise 6?
 - Is the use of tenses correct?
 - Is the style appropriate (informal)?