

UNIT 5 ON THE WILD SIDE

IN THIS UNIT YOU

- learn language to talk about animals and conservation efforts
- read a magazine article about the interdependency of species
- talk about animal protection and rescue
- listen to a story about an orangutan
- write a letter to a newspaper editor about an animal welfare / conservation issue
- learn about decision-making styles
- ▶ watch a video about suburban beekeeping

READING

understanding definitions

Sometimes writers give definitions of words directly in a text. Why might they do this?

SPEAKING

summarizing

In what situations do you have to give an oral summary? What are some different types of information you might summarize?



LIFE SKILLS

SELF & SOCIETY

understanding decision-making styles

When you are a member of a group, do you prefer to take part in making decisions, or to have someone else make them?

A  Draw at least three arrows between the parts of the ecosystem that you consider to be directly connected in some way. Then explain to a partner why you have drawn the arrows.

For example:

You could draw an arrow going from the fish to the heron because fish are a food source for birds.

A: *I think ... and ... are linked because ...*

B: *I've drawn this arrow because ...*



B  Work in groups. Discuss how the things in the pictures can affect people.

Trees reduce air pollution by taking in carbon dioxide and releasing oxygen.

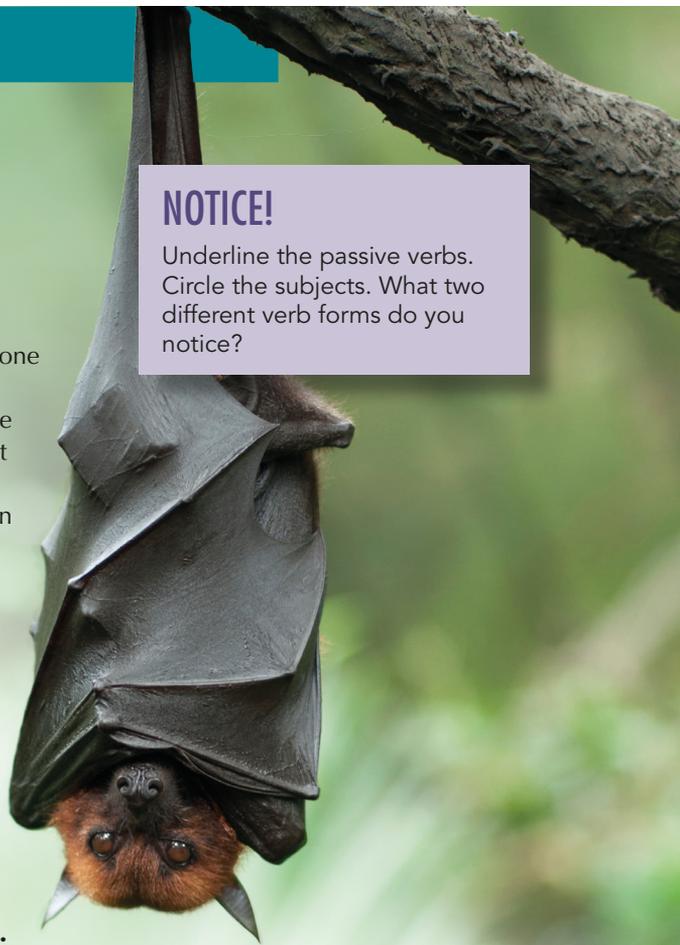
1 GRAMMAR: impersonal passive

A LANGUAGE IN CONTEXT Read the article. Which opinion about bats is closest to your own?

Bats about Bats

It is said that beauty is in the eye of the beholder, meaning that what's beautiful to one person might look unappealing to another.

Not only is beauty individual, it is also cultural. One fascinating example of this is the bat. In Western Europe and North America, bats are thought to be scary or even dangerous. People think of the legends of vampires, or of diseases that can be spread by bats. Even in areas where it is known that bats pollinate plants and eat harmful insects such as mosquitoes, most people would say they find bats ugly. In China, on the other hand, it is believed that bats bring luck. The word for "bat" in Chinese sounds the same as the word for happiness, and bats have therefore come to represent happiness and good fortune. Because bats have a long lifespan, they can also symbolize longevity. Bat images can frequently be found in Chinese art. So whether a particular animal is considered friend or foe might just depend on where you live!



NOTICE!

Underline the passive verbs. Circle the subjects. What two different verb forms do you notice?

B ANALYZE Read the article in Exercise A again.

Form Complete the table with examples from the article.

Active	Impersonal passive 1: <i>It + passive + that clause</i>	Impersonal passive 2: <i>subject + passive + infinitive</i>
People say that beauty is in the eye of the beholder.	It is said that beauty is in the eye of the beholder.	Beauty is said to be in the eye of the beholder.
People think that bats are scary.	It is thought that bats are scary.	(1) _____ scary.
People know that bats pollinate plants.	(2) _____ bats pollinate plants.	Bats are known to pollinate plants.
People believe that bats bring luck.	(3) _____ bats bring luck.	Bats are believed to bring luck.

Common verbs used with the impersonal passive include *assume, believe, claim, consider, estimate, know, recommend, report, say, think, and understand*.

Function Choose the correct option to complete each sentence.

- The impersonal passive is more *formal* / *informal* than the active.
- The impersonal passive is *more* / *less* common than the active.
- We use the impersonal passive with *active verbs* / *reporting and opinion verbs*.

C PRACTICE Rewrite the sentences in two different ways using the impersonal passive.

- In ancient Egypt, people believed that beetles were lucky.
- People in Greece think that bulls represent strength.
- Deer are often shown in Chinese art because people say they symbolize prosperity.
- Many people think that elephants have a good memory.
- Some cultures believe that goldfish bring good luck to marriages.
- Where I grew up, many people thought that black cats were unlucky.

D NOW YOU DO IT Work in groups. Discuss the questions.

Talk about common beliefs in your culture. What animals have the most positive associations? What animals are generally considered unlucky or dangerous?

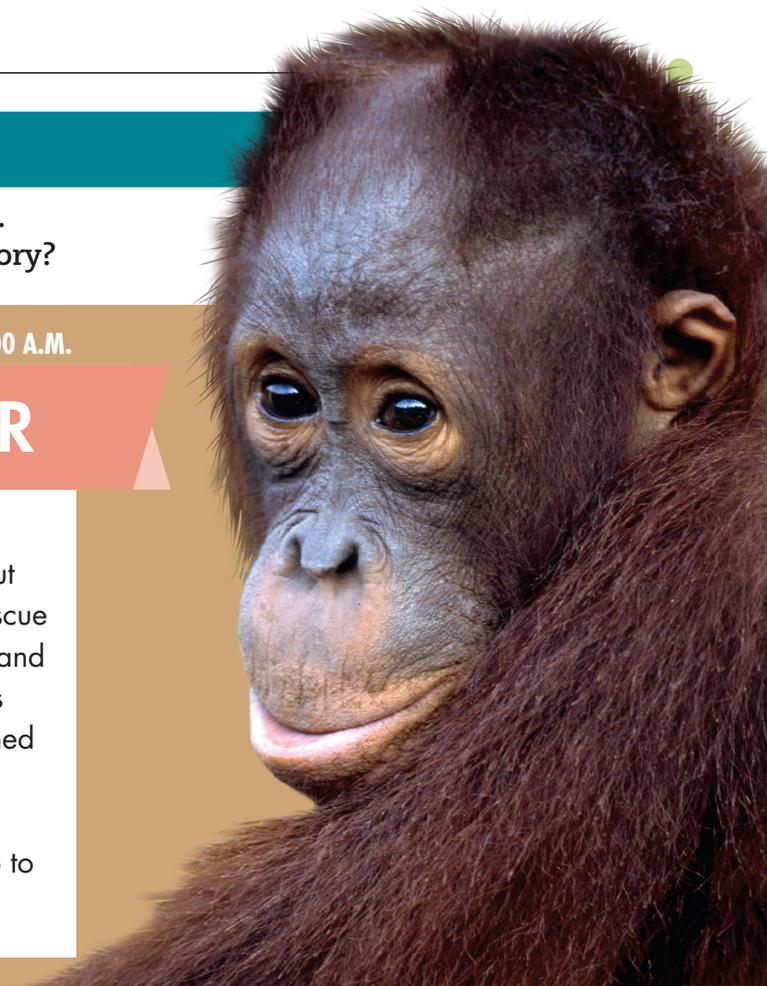
2 LISTENING: to a story

A Read the synopsis from a radio show guide. What do you think probably happens in the story?

DECEMBER 8, 9:00 A.M.

THE ANIMAL HOUR

Writer Margaret Nelson reads a short story called *Lena*, from her collection of stories about animals. Nelson is active in several animal rescue programs, and last year she traveled to the island of Borneo to visit an orangutan sanctuary. This story is based on the life of an orangutan named Lena. This is not just another feel-good animal story with a happy ending; Nelson hopes that people will listen not only to the story, but also to the messages within it.



B VOCABULARY: ANIMAL RESCUE Read sentences (a–f) from the story *Lena*. Write the words in bold next to their definitions (1–6).

- Lena's **natural habitat**, the Indonesian rainforest, is being destroyed at a frightening speed, and over half of the rainforest has already been destroyed.
- Humans helped the young apes learn essential orangutan skills that they would have learned from their mothers if they had not been raised **in captivity**.
- In **the wild**, young orangutans stay with their mothers for eight years.
- Today, orangutans are an **endangered species**.
- On the day of their **release**, they were taken deep into the forest.
- Smugglers** sell the young apes to people who don't care that these animals are not meant to be pets.

- _____ : a situation in which wild animals are kept by people
- _____ : a place where humans do not live
- _____ : a type of animal or plant that may soon become extinct
- _____ : the act of letting an animal leave the place where you have been keeping it
- _____ : people who take things into or out of a country illegally to earn money
- _____ : a specific environment where a species typically originates from

C  **1.23 VOCABULARY: ANIMAL RESCUE** Listen to the story. Take notes to help you remember the important points. Then use the words in Exercise B to help you summarize the story with a partner.

D  Work in pairs. Discuss the questions. Use information from the story and your own ideas.

- Why are orangutans becoming an endangered species?
- Why do you think it often takes several years before orangutans can be released back to their natural habitat?
- In your opinion, does it really matter if an animal becomes extinct? Why or why not?

3 GRAMMAR: passive modals

A 1.24 LANGUAGE IN CONTEXT Listen to the conversation. What do Lee and Larissa agree about? What do they disagree about?

- Lee:** We can take a walk by the lake. I think the zoo has been closed for repairs.
Larissa: No, wait—the gates are open, so it can't have been closed yet. Let's go in!
Lee: Actually, I'd rather not. I don't like zoos because wild animals shouldn't be kept in captivity. In fact, I think zoos ought to be banned.
Larissa: Really? I disagree. A lot of good things can be done at zoos. For example, some species may have been saved from extinction because of zoo breeding programs.
Lee: Well, endangered species could be bred anyway and then released into their natural habitats.
Larissa: But their natural habitat may have been destroyed. Where would they be released?
Lee: True. People shouldn't have been allowed to destroy those habitats. We need stronger laws to stop that from happening.



NOTICE!

Look at the underlined phrases. What form of the verb follows the word **be**?

B ANALYZE Read the conversation in Exercise A again.

Form & Function Complete the table with examples from the conversation.

Modal	Form	Function	Examples
<i>can, could, may, might, will, would</i>	modal verb + <i>be</i> + past participle	We use these forms to talk about present and past ability or future possibility in the passive.	<i>Endangered species</i> (1) _____ anyway. <i>I disagree. A lot of good things</i> (2) _____ at zoos. <i>Where</i> (3) _____ they _____?
<i>must, ought to, should</i>	modal verb + <i>be</i> + past participle	We use these forms to talk about necessity and advisability in the passive.	<i>... wild animals</i> (4) _____ in captivity. <i>In fact, I think zoos</i> (5) _____.
<i>could, can't, may, might, must</i>	modal verb + <i>be / have been</i> + past participle	We use these forms to talk about deduction and speculation in the present or past.	<i>The gates are open so it</i> (6) _____ yet. <i>Some species</i> (7) _____ from extinction.
<i>should</i>	modal verb + <i>have been</i> + past participle	We use this form to give criticism of something that happened in the past.	<i>People</i> (8) _____ to destroy those habitats.

C PRACTICE Complete the paragraph from a wildlife conservation blog. Use active or passive forms of the verbs in parentheses.

Supporters of zoos ought to (1) _____ (visit) zoos more often. If they spent more time observing zoo animals, they might (2) _____ (realize) that wild animals shouldn't (3) _____ (keep) in captivity. Zoo proponents argue that animals bred in zoos can (4) _____ (use) to increase wild populations and that these breeding programs can (5) _____ (save) species from extinction. However, the responsibility for the survival of wildlife cannot (6) _____ (give) to zoos. Governments must (7) _____ (hold) responsible for the well-being of the planet. Too often, politicians promise that the environment will (8) _____ (protect), but this does not happen. Many species that are now extinct could (9) _____ (save) if governments had acted responsibly at the time. The public must (10) _____ (demand) action from their elected officials. Act now!

WATCH OUT!

- ✗ Their habitats shouldn't have destroyed.
- ✓ Their habitats shouldn't have been destroyed.

D NOW YOU DO IT Work in groups. Discuss whether you agree or disagree with the ideas in Exercise C.

4 PRONUNCIATION: final consonant clusters

A  **1.25** Listen to the words and notice the sounds in the consonant clusters in bold. Then listen again and practice the words.

Two final consonant sounds: hives, paths, pest, expect, width, length, watched

Three final consonant sounds: absorbed, urged, swarmed, warned, involved, tastes, masks, risks

B  **1.26**  Listen to the text. Work in pairs and practice reading it, paying attention to the consonant clusters.

We were absorbed as we watched the men in safety masks approach the bee hives.

The bees swarmed the length of the paths to the hives as their instincts urged them to attack. We were warned of the risks involved in watching, but we wanted to find out what fresh honey tastes like!

5 SPEAKING: summarizing

 To give an oral summary of a text, identify the main ideas, select a few key words, decide on the clearest order for presenting them to your listener, and then explain the main ideas in your own words.

A  Work in pairs. Read the question. Student A, read Jake509's answer. Student B, read Diane_Flint's answer. Decide whether each writer is for or against the sale of wild species as pets.

Animal Issues

Home  Account  Login

Do you think pet stores should be allowed to sell wild species as pets?

Jake509: If pet stores are not allowed to sell wild species, wild animals will be bought from smugglers or other illegal sources. However, if people buy animals in pet stores, and if pet stores buy from authorized breeders, the illegal capture and sale of wild animals can be stopped, or at least reduced. It is also a fact that some pet stores help educate people about animals, both domestic and wild. Anyone who buys an animal at a good store will be given detailed instructions for taking care of it. When people have some contact with wild animals, they are much more likely to support efforts to preserve habitats and save endangered species.

Answer

Diane_Flint: I know that most of the wild animals sold in pet stores are bred in captivity, and in most cases these animals could never be released into the wild, but that does not mean that they make good pets. Many people buy cute baby animals and then do not know what to do with them when they grow up and begin to exhibit behaviors like biting or scratching. Furthermore, many animals are still caught in the wild, which damages wild populations and causes trauma and suffering for the animals that are caught. These factors should be considered by anyone who is thinking of buying a wild animal as a pet.

B Prepare to summarize the answer you read in Exercise A. Underline the main ideas in the answer you read in Exercise A. Then answer the questions.

- 1 What is the writer's thesis, or most important point?
- 2 Can you state the main ideas you underlined in your own words?
- 3 Should any details or examples be included in your summary?
- 4 Choose 3–5 key words to use in your summary.

C  Work in pairs. Give your partner a summary of the answer you read. Then discuss which point of view you agree with.

6 WRITING: a letter to a newspaper editor

A What are some reasons for protecting these creatures? What are some reasons for getting rid of them?

- 1 deer 2 mosquitoes 3 wolves

B Read the letter at the bottom of the page. Summarize the main argument in one sentence.

C VOCABULARY: ADVERB-ADJECTIVE COLLOCATIONS Match the adverbs with the words that they are commonly used with.

- | | |
|---------------------|-----------------------------------|
| 1 over/under | a) organized/effective/successful |
| 2 highly | b) populated/estimated/utilized |
| 3 well/badly/poorly | c) organized/done/thought-out |

D VOCABULARY: ADVERB-ADJECTIVE COLLOCATIONS Write the correct collocations from Exercise C next to the concepts from the letter below.

- 1 bow hunting _____
2 effort needed from both people and the government _____
3 the area _____

E  Work in pairs. Use the guidelines and example to write a letter to the editor stating your opinion. Include at least one phrase from each group in Exercise C.

- Choose one of these topics:
 - Animals in captivity in zoos
 - The sale of wild animals as pets
 - The control of "suburban wildlife" such as deer or squirrels
- State your opinion in a topic sentence.
- Briefly explain the background to the problem.
- State your arguments/opinions.
- Write a concluding sentence which re-states your topic sentence in different words.

The Morning Gazette

Monday, April 16

Dear Environment Editor,

I am writing in the hope that I can motivate other people in our city to pressure the City Council to do something about our suburban deer. Although they are a native species, when humans settled in this area, they removed the wolves and other predators, without considering the effect that this would have on large mammals such as deer. With no animals to kill them off, the area is now overpopulated with deer, which poses a real threat to people. In some ways, they are just a nuisance—they eat the flowers out of our yards and trample our plants. But they also carry diseases that can be spread to humans through fleas and ticks. The most dangerous of these is Lyme disease, which can be fatal. Deer are also a significant problem on our roads. Did you know that last year, deer were blamed for 1.2 million car accidents in the U.S.A.? And they're not easy to get rid of. Some communities have turned to bow hunting to cope with their deer, but this method hasn't been highly successful, and it isn't safe for people. It will take a well-organized effort from both private citizens and the city government to combat the suburban deer.

Scott Stewart, Cool Springs



7 READING: understanding definitions

Being able to recognize definitions helps you to understand both concepts and specific words in a text. Definitions may be given directly, signaled by punctuation, or implied by a list of examples.

A Work in pairs. Discuss the questions.

- 1 When is the last time you saw a bee? Where did you see it, and what was it doing?
- 2 How do you think bees can have an effect on our lives?
- 3 Skim the article. Where do you think you might see an article like this?

B Read the article and discuss the questions in groups.

- 1 What problem does the article discuss? Why is it an important problem?
- 2 What causes of the problem are mentioned? Can you think of any others?
- 3 What solutions does the article propose? Can you think of any other solutions?

The Buzz about Bees



¹If the price of food is higher next year, don't blame your supermarket—blame the death of millions of beehives, a phenomenon known as colony collapse disorder, or CCD. In fact, CCD has destroyed more than 10 million beehives since 2007 just in North America. Each colony, or community, of honeybees, contains around 30,000–50,000 insects, so the number of insect fatalities is enormous.

²There are known to be around 20,000 different species of bees, which live on all continents except Antarctica. Bees of all types are pollinators—that is, by spreading pollen when they fly from flower to flower, they fertilize plants, which causes fruits or vegetables to grow. Many North American crops, including apples, apricots, blackberries, carrots, almonds, broccoli, onions, watermelon, and more, cannot be fertilized except by bees. Fewer bees, therefore, means fewer (and more expensive) apples; no bees means no apples.

³It is now understood that CCD has more than one cause. Originally, it was thought that pesticides—chemicals sprayed on crops to kill insects—were responsible for killing the bees. However, CCD was observed among bees in the wild who fed from wildflowers as well as those which pollinated commercial crops. In the 1980s, varroa mites, which are parasites that suck blood from both adult and developing honeybees, were introduced into the southern United States, and they have spread from there. Loss of habitat is another problem for bees. Human development has resulted in a loss of plants that produce food for bees and a loss of space for them to build their hives in peace. It is even thought that climate change is stressing bee health.

⁴The real cause of the bees' decline is probably a combination of all these factors. It has been shown that pesticides and fungicides, used to kill fungi on food crops, don't necessarily kill bees, but they do weaken them—which leaves them more vulnerable to diseases and mites.

⁵While there are products such as Apistan, which can kill varroa mites, they are not highly effective. A better solution must be found, including protection of bees' natural habitat and a reduction or elimination of agricultural chemicals that weaken and kill bees. For both ecological and economic reasons, we simply can't afford to lose our honeybees.

C Read the article again. Match the term being defined (1–6), the method of definition (a–f), and the definition (i–vi). The first one is done for you.

- | | | |
|----------------------------|------------------------------------|---|
| 1 colony collapse disorder | a) <i>that is</i> | i. chemicals that kill insects |
| 2 colony | b) a list of examples | ii. community |
| 3 pollinators | c) <i>which</i> + explanation | iii. the death of millions of beehives |
| 4 crops | d) or | iv. plants grown for food |
| 5 pesticides | e) definition between dashes [—] | v. something that fertilizes plants by spreading pollen |
| 6 varroa mites | f) <i>known as</i> | vi. parasites |

UNDERSTANDING DECISION-MAKING STYLES

- Understand the advantages and disadvantages of different decision-making styles.
- Determine which decision-making style is most appropriate for a given situation.
- Carry out the decision-making process, and reflect on whether it went well.

A Work in pairs and discuss the questions.

- 1 Do you find it easier to make decisions on your own, or as part of a group?
- 2 What kind of problems can arise when making decisions as a group?

B Write a word or phrase from the box next to each description of a decision-making style.

authoritarian committee consensus majority rule

- 1 _____: The decision is made by holding a vote on two or more options. Each person gets one vote, and the option that receives the most votes wins.
- 2 _____: In a large organization or group, people choose a smaller group of people to make the decision. The large group agrees to accept the decision made by the smaller group.
- 3 _____: One person makes the decision for the whole group.
- 4 _____: The aim is that everyone in the group should agree on the final decision. If there are different opinions, people talk and compromise until disagreements are resolved.

C Check the statements that you think apply to each decision-making style. (In some cases, you can check more than one statement.) Discuss your answers with a partner.

	Authoritarian	Committee	Consensus	Majority rule
a) It's a slower method.				
b) It's a faster method.				
c) Everyone's opinion is heard.				
d) It's fair to everyone.				
e) Power is not equal.				
f) It's a good way of making decisions about how a country is run.				
g) It's a good way of making decisions in a small organization.				



Self and Society

Work and Career

Study and Learning



D  **Work in pairs. Discuss which decision-making style you would recommend in each situation. Explain why.**

- 1 A family—parents and two children—are discussing whether to get a pet.
- 2 The family has decided to get a pet and they are deciding what kind of pet to get.
- 3 A zoo needs to hire a new veterinarian.
- 4 There is a proposal to turn a large city park into an open-air arts and crafts market.

E  **Work in groups of five (or another odd number). Read the biology assignment. Then follow the steps below.**



BIO 101 • DUE: TUESDAY, APRIL 7

As we have discussed, we would like to motivate the school to get involved in animal welfare or environmental conservation. You have brainstormed ideas, and now a proposal has to be made to the school. Your group will evaluate the suggestions that have been made and will decide on one idea to present to the school. Each group will then explain to the class which idea they have chosen and why. The final decision on which idea to work up as a proposal will be decided on by class vote.

- a) Get the school to join an international organization that works for the protection of endangered species and habitats in many different countries. Decide how money could be raised in your school and/or town to donate to the organization.
- b) Start a campaign to educate students about ecology issues in your country. Encourage students to join reputable ecology groups in your country, either branches of international organizations or country-specific ones.
- c) Start a responsible pet owner movement. Local vets can usually be persuaded to go to a school to talk about how to care for pets. Ask for volunteers to help in animal shelters and in finding homes for abandoned animals.

- 1 Individually, decide which idea you like best.
- 2 Then, tell your group which idea you like best.
- 3 As a group, choose a decision-making style that will best help you all agree on the same idea.

F  **Tell the class about your decision-making process.**

- Which idea did your group choose?
- Which decision-making style did your group choose? Why?
- What was easy about that decision-making style? What was challenging?
- If you had to do it again, would you choose the same decision-making process? Why or why not?

HOW TO SAY IT



Some of us wanted to use the ... method, but most wanted to use the ... method, so we did.

The most/least popular/effective idea was ...

We thought this method was highly / wasn't very effective because ...

We probably overestimated/underestimated the difficulty of / time needed for this method.

The decision could have been made more easily using ...

G  **Discuss the questions.**

- 1 What have you learned about decision-making styles?
- 2 Which decision-making styles are you most likely to use for group decisions in the near future?



REFLECT ... How can the skill of understanding decision-making styles be useful to you in **Work & Career** and **Study & Learning**?



RESEARCH ...

Research the way laws are passed in your community, city, or country. (You may choose a specific example of a law, to narrow your focus.) Take notes on the process, and decide whether the process is mostly authoritarian, by committee, by consensus, majority rule, or a combination of styles. Report back to the class on the law-making process.

Language wrap-up

1 VOCABULARY

Complete the letter with the words and phrases from the box. (10 points)

effective endangered species in captivity highly natural habitat
under released the wild thought-out underestimated

Dear Editor,

I believe that the Coldwater Wilderness Area, which is located not far from our city, is (1) _____-utilized and could be used in a number of different positive ways if the city had a well (2) _____ plan for it. We have a highly (3) _____ wildlife rescue program, and many of those rescued animals could be (4) _____ into (5) _____ in Coldwater instead of being given to zoos and kept (6) _____ all their lives. Coldwater is a (7) _____ for a number of (8) _____, and the area could be used to help educate the public about environmental issues as well as provide recreation. I know that there is a (9) _____ successful program at the zoo on local plants and animals, and maybe a trip to Coldwater could be included in their program. I feel strongly that the importance of educating people about our local resources cannot be (10) _____. Why can't people have fun and learn at the same time?

Frederick Missen

8–10 correct: I can use words related to animal rescue, and adverb-adjective collocations.

0–7 correct: Look again at Sections 2 and 6 on pages 59 and 62.

SCORE: /10

2 GRAMMAR

Complete the letter. Use the impersonal passive form of the verbs in parentheses and choose the correct modal structures. (10 points)

Dear Editor,

The Coldwater Wilderness Area (1) _____ (said / be) our most beautiful natural park. For this reason, I am against the proposal to open up the lake to motorboats and the trails to snowmobiles in the winter. People (2) *should / shouldn't be* allowed to upset the natural environment for sports.

Currently, more than 15 species of fish (3) _____ (think / live) in the lake. Those fish (4) *might be / might have been* killed if motorboats hadn't been banned. Let's not forget that this lake (5) _____ (say / have) the best fishing in the state! That's another reason that motorboats (6) *ought to / might be* forbidden. The same goes for snowmobiles.

Did you know that the noise from snowmobiles (7) _____ (believe / disturb) hibernating animals? For this reason alone, snowmobiles (8) *must / mustn't be* permitted. It (9) _____ (say) that deer and other animals can be so frightened by the noise of snowmobiles that they injure themselves.

For these reasons, the Coldwater Wilderness Area (10) *must / might be* preserved as an area safe for both animals and people.

August Philips

8–10 correct: I can use the impersonal passive and passive modals.

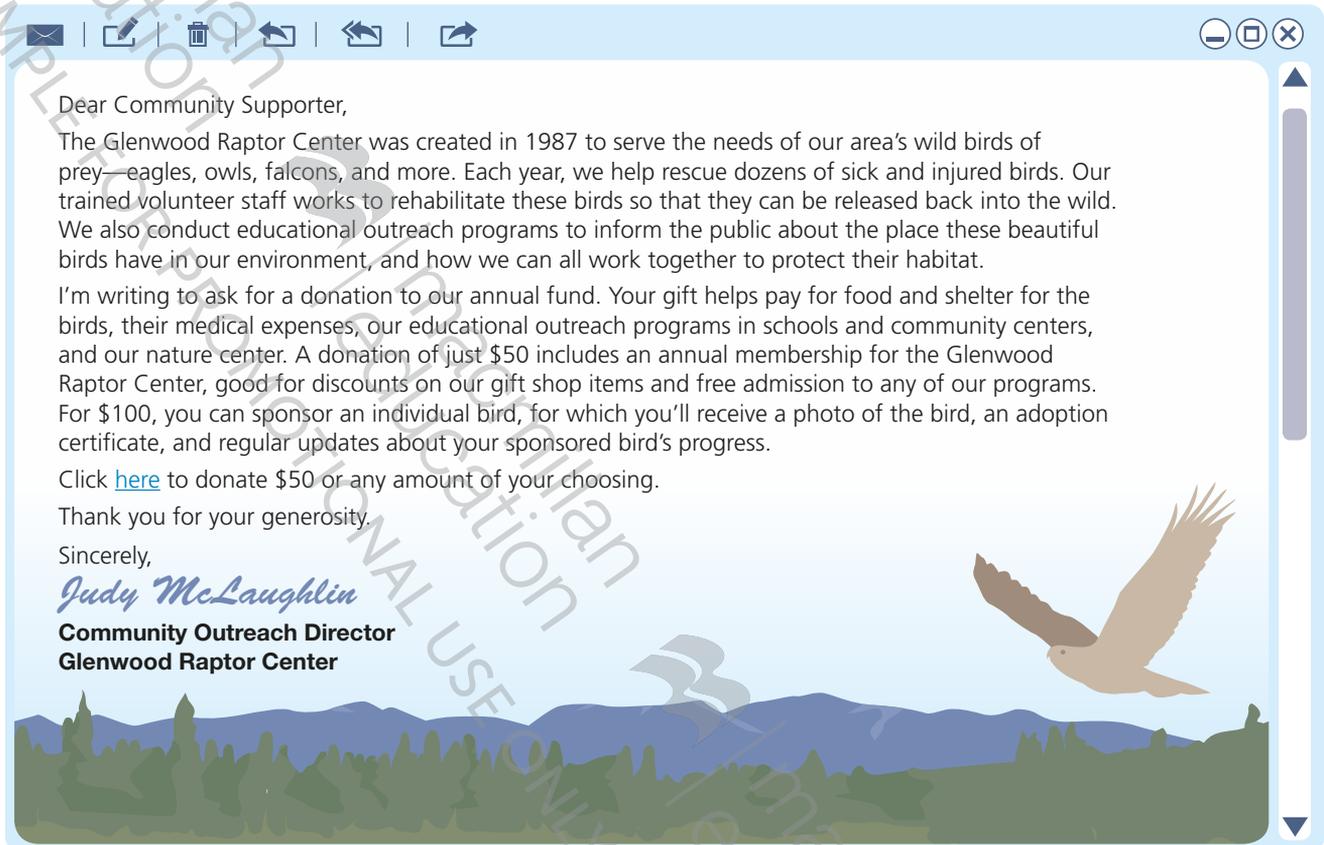
0–7 correct: Look again at Sections 1 and 3 on pages 58 and 60.

SCORE: /10

WRITING WORKSHOP

Writing a formal email request

A Read the email asking the public for financial donations. What is the money needed for?



Dear Community Supporter,

The Glenwood Raptor Center was created in 1987 to serve the needs of our area's wild birds of prey—eagles, owls, falcons, and more. Each year, we help rescue dozens of sick and injured birds. Our trained volunteer staff works to rehabilitate these birds so that they can be released back into the wild. We also conduct educational outreach programs to inform the public about the place these beautiful birds have in our environment, and how we can all work together to protect their habitat.

I'm writing to ask for a donation to our annual fund. Your gift helps pay for food and shelter for the birds, their medical expenses, our educational outreach programs in schools and community centers, and our nature center. A donation of just \$50 includes an annual membership for the Glenwood Raptor Center, good for discounts on our gift shop items and free admission to any of our programs. For \$100, you can sponsor an individual bird, for which you'll receive a photo of the bird, an adoption certificate, and regular updates about your sponsored bird's progress.

Click [here](#) to donate \$50 or any amount of your choosing.

Thank you for your generosity.

Sincerely,
Judy McLaughlin
**Community Outreach Director
Glenwood Raptor Center**



B Check the features that the email mentions.

- | | |
|---|--|
| <input type="checkbox"/> the receiver's name | <input type="checkbox"/> how much money the organization currently has |
| <input type="checkbox"/> the sender's name | <input type="checkbox"/> how much money the organization needs |
| <input type="checkbox"/> the pronoun <i>you</i> | <input type="checkbox"/> what the organization will spend money on |
| <input type="checkbox"/> the pronouns <i>I</i> or <i>we</i> | <input type="checkbox"/> a recommended amount to give |
| <input type="checkbox"/> what the organization does | |

C Look at the email again. Underline any phrases that could be used in any fundraising letter or email.

D Now write a formal campaign email asking for money for Greenvale Animal Shelter. Write at least two paragraphs, using the structure of the model in Exercise A. Write about 250 words.

Greenvale Animal Shelter: cares for stray cats, dogs, rabbits, and other small animals. Finds homes for strays in the community. Reunites pet owners with lost pets. Educates public on how to care for pets. Needs money for food, blankets and bedding, veterinary care, pet supplies such as bowls and leashes, general office supplies, and educational programs. All workers are volunteers.

HOW ARE YOU DOING?

- I explained what the organization does.
- I directly asked for what my organization wants.
- I used a formal email format.