

# 1 Personally Speaking

**Reading:** article, multiple-choice questions


**Vocabulary:** emotion-related words, word formation, phrasal verbs, prepositions

**Grammar:** present simple & present continuous, present perfect simple & present perfect continuous

**Listening:** multiple-choice questions

**Speaking:** talking about feelings, comparing photographs, discussing similarities and differences

**Writing:** informal email, using the correct tone, effectively responding to all the points in the notes



A girl enjoying the snow

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# 1 Personally Speaking

## Reading

**A** Choose one of these emotions, and, using facial expressions and body language, try to communicate it to your partner.

disgust fear happiness  
sadness anxiety

Can you guess how people are feeling from their body language?

**B** Now read the text to find out how neuroscientists are studying the way fear spreads.

### Wordwise

**neuroscientist:** a scientist who studies the brain and nervous system

**study:** a particular piece of research

**automatic:** done without thinking, instinctively

**neutral:** neither positive nor negative

**motor:** relating to muscles, nerves and parts of the brain that control movement

**mechanism:** a part of your behaviour which helps you deal with a difficult situation



## How does fear spread?



It has long been known that fear spreads quickly from person to person. However, until recently, **neuroscientists** believed that this fear was communicated mainly through facial expressions. Now a new **study** has shown that body language may be just as important as facial expressions for communicating fear. It shows that fearful body postures are processed in the emotional part of the brain and lead to an **automatic** response. Body postures that do not communicate fear are processed differently, in the visual part of the brain. Since the link between the emotional part of the brain and action is stronger than the link between the visual part of the brain and action, viewing fearful body expressions may create an automatic response to fear.

‘When we talk about how humans communicate, we always talk about things like language,’ said Beatrice de Gelder, the neuroscientist who led the study. ‘But just like in the animal world, we also communicate through our bodies without our conscious minds being much aware of it.’

Unlike earlier studies, which concentrated on the way the brain reacted to still images of facial expressions, the experiment which de Gelder and her team carried out aimed to prove that fearful body posture can create fear in observers. Since previous studies had used still images, the scientists decided to use stills from video clips. Participants had their brains scanned while they were shown video stills of actors who were showing fear. For example, in one situation, they had just opened a door to find an armed robber waiting for them. They were also shown in **neutral** situations; pouring a glass of water or combing their hair. In each case, though, the actors’ faces were blocked out so that the participants viewing them could only react to their body posture and not to any facial expressions. The results showed that when participants saw fearful images, the emotional part of the brain was active as well as regions of the brain connected to **motor** processes that are responsible for movement. There was a lot more going on in the brain than when the neutral images were shown. These only activated the visual areas of the brain.

The response to fear appears to be quite automatic, and this is commonly seen in the animal kingdom. If a flock of birds has



**C** Choose the answer (a, b, c or d) which Ms best according to the text.

- Scientists have recently discovered that fear
  - is expressed in the body as much as the face.
  - is more strongly expressed in the face than the body.
  - is mainly expressed in the body.
  - creates an automatic response in others.
- The automatic response to fearful postures comes from the part of the brain that processes
  - visual images.
  - emotions.
  - language.
  - facial expressions.
- According to de Gelder
  - humans communicate mainly through speech.
  - humans do not realise they are using body language.
  - humans think body language is unimportant.
  - humans can control their body language.
- De Gelder's study differed from previous ones in that
  - it used still images.
  - it used images of the face and body.
  - it showed images of the body.
  - it used moving images.
- The study showed that neutral and fearful body postures
  - are processed differently by the human brain.
  - create similar responses in the human brain.
  - create automatic responses in humans.
  - are similar in all animals.
- The automatic response to fear
  - is always the same in animals and humans.
  - is responsible for people adopting different body postures.
  - is the result of careful evaluation of a dangerous situation.
  - developed as a way to escape danger.

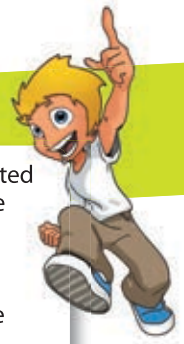
been feeding on the ground and one is frightened by something and takes off, the others immediately follow. It is an extremely important evolutionary **mechanism** because any bird left behind may become prey. Something similar happens with humans. At a fearful moment, humans like animals need to be ready to react quickly because they are given only a fraction of a second to evaluate the situation. If a fire breaks out, for instance, people quickly adopt the body posture of those close to them. However, our reaction to danger is sometimes slowed down as we try to rationalise fear by asking ourselves whether there is a reason to react.

So far, neuroscientists have focussed on showing people stills from videos, but they are now interested in finding out what happens in the brain when humans watch moving images. Teams of neuroscientists around the world, including de Gelder's, are carrying out studies in which the participants' brains are scanned while they are watching films. This enables scientists to study how emotional actions are based on movement.

In the future, such research may be used in the building of robotic human companions that would be able to perceive, decide, communicate and react as humans do.

## Close-Up

A scientific text may seem complicated and detailed, but often the ideas are quite simple and straight forward. Sometimes these main ideas are the subject of the multiple-choice questions. Quickly skim the text, the questions and the answer choices. When you read the text, underline the information related to the questions. Choose the answer choice that is closest to the information you have underlined.



## Get the meaning!

**D** Complete the sentences below with these words.

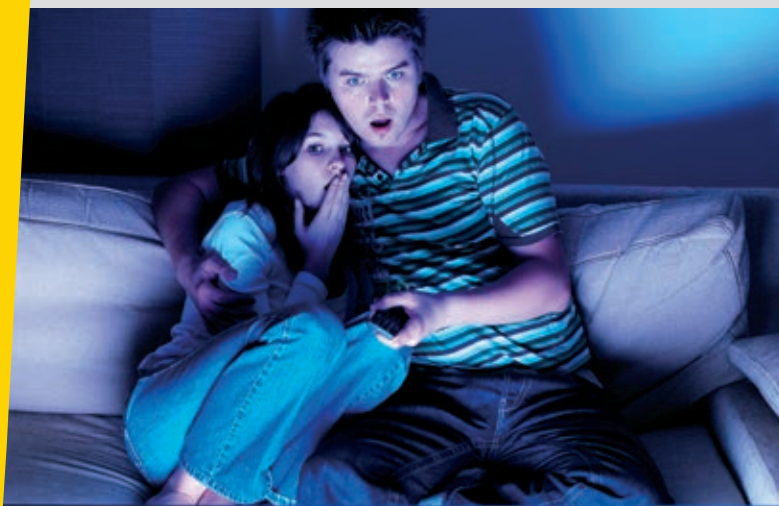
carry out   communicate   evaluate   focus  
process   react

- It took a moment for the winners to \_\_\_\_\_ to the news.
- It is hard to \_\_\_\_\_ the psychological damage caused by wars.
- Even without a common language, people find ways to \_\_\_\_\_.
- Human brains and computers \_\_\_\_\_ information differently.
- Neuroscientists want to \_\_\_\_\_ tests to find out what happens when people laugh.
- In order to be successful, teachers need to \_\_\_\_\_ on their body language.



## What do you think?

- What causes people to feel fear?
- What do you think the expression 'fearful body postures' means?
- Have you ever been in a situation where fear spread? What happened?
- If you watch a scary film with other people, do their reactions affect yours? How?



# 1 Personally Speaking

## Vocabulary

**A** Circle the correct words.

### Phobias

A phobia is a strong and (1) **irregular / irrational** fear of a situation, activity or thing that is not actually (2) **dangerous / desperate**. There are many (3) **special / specific** phobias. Some of the most common are acrophobia (fear of heights) and claustrophobia (fear of closed-in places). Social phobia is excessive fear of being in social situations such as speaking in public or meeting new people. This particular phobia can have (4) **dissatisfied / disastrous** effects on personal and work relationships. Other common phobias involve tunnels, water, tying and animals.

People with phobias try to avoid what they are (5) **terrified / terrible** of. If they cannot, they may become (6) **anxious / astonished** and fearful, and experience a rapid heartbeat, difficulty breathing, shaking and an (7) **uncomfortable / uncontrollable** desire to get away. If it is not treated, a phobia can become so bad that the person's life is seriously affected. In fact, people have failed in school and lost jobs while trying to cope with a (8) **severe / strict** phobia.



**B** Replace the words in bold with the following words.

amazement anxiety confidence disgust fury joy misery shame

- 1 The children's **happiness** was obvious when they were given the puppy.
- 2 He couldn't control his **anger** when he saw the damage to his car.
- 3 James looked up at the world's tallest skyscraper in total **surprise**.
- 4 Knowing that many people live in poverty caused Mandy great **sadness**.
- 5 Martin experienced great **worry** when his beloved dog went missing.
- 6 I know she'll succeed; she has a lot of **belief** in her abilities.
- 7 She looked at the man who had thrown his rubbish in the street with **dislike**.
- 8 Henry was overcome by **embarrassment** when the teacher caught him cheating.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C** Complete the phrases about feelings with the correct prepositions.

at in on out under with

- 1 The pain of my broken leg was so bad that I was \_\_\_\_\_ **agony**.
- 2 **Just** \_\_\_\_\_ **of curiosity**, would you mind telling me what he's like?
- 3 The thriller was so exciting that we were \_\_\_\_\_ **the edge of our seats**.
- 4 Herbert was so surprised when he saw me that he was \_\_\_\_\_ **a loss for words**.
- 5 Julie was late arriving home and her mum was \_\_\_\_\_ **of her mind with worry**.
- 6 Realising I'd left my passport at home, I rushed back \_\_\_\_\_ **a panic** to get it.
- 7 It was \_\_\_\_\_ **regret** that the manager announced the company was closing.
- 8 I don't like your cousin Cara at all; she really gets \_\_\_\_\_ **my skin**!
- 9 Don't keep me \_\_\_\_\_ **suspense**, Jeremy! Tell me what happened!
- 10 The students are \_\_\_\_\_ **good terms** with the head teacher because he's very kind.

**D** Complete the sentences with the correct word from each pair.

affect / effect

- 1 Her words had a strange \_\_\_\_\_ on me.
- 2 Don't let his unkind words \_\_\_\_\_ you.

alone / lonely

- 3 Samantha really doesn't mind living \_\_\_\_\_.
- 4 Humphrey often feels \_\_\_\_\_ in his huge house.

express / convey

- 5 Please \_\_\_\_\_ my apologies to Celia.
- 6 Sam finds it difficult to \_\_\_\_\_ himself.

## Word formation

**E** Complete the sentences with the correct form of the words.

- 1 Cesar was \_\_\_\_\_ when he saw the boy kick the dog. **DISGUST**
- 2 Being lost in the forest was a \_\_\_\_\_ experience for Joe. **FRIGHT**
- 3 Anne couldn't hide her \_\_\_\_\_ when her son received the award. **PROUD**
- 4 Helen had studied hard and felt \_\_\_\_\_ about her exam results. **OPTIMISM**
- 5 Elderly people who live alone often suffer from \_\_\_\_\_. **LONELY**
- 6 The children were very \_\_\_\_\_ about going to the beach. **ENTHUSIASM**
- 7 Dan expressed his \_\_\_\_\_ by slamming the door as he left. **ANNOY**
- 8 Violet's mum was amazed by her \_\_\_\_\_ to help with the housework. **EAGER**

## Phrasal verbs

**F** Match the phrasal verbs to their meanings.

- |               |                          |   |
|---------------|--------------------------|---|
| 1 bottle up   | <input type="checkbox"/> | a feel better                           |
| 2 burst into  | <input type="checkbox"/> | b stop being angry or excited           |
| 3 calm down   | <input type="checkbox"/> | c not express your feelings             |
| 4 cheer up    | <input type="checkbox"/> | d show sudden emotion                   |
| 5 chicken out | <input type="checkbox"/> | e be too scared to do something         |
| 6 freak out   | <input type="checkbox"/> | f suddenly feel shocked or become angry |

**G** Complete the sentences with the correct form of the phrasal verbs from F.

- 1 You shouldn't \_\_\_\_\_ your feelings; now, tell me what's wrong.
- 2 I was going to go bungee jumping, but then I \_\_\_\_\_!
- 3 \_\_\_\_\_! Things will be better tomorrow, I'm sure of it.
- 4 I really \_\_\_\_\_ when I saw that huge spider in the bathroom!
- 5 The little boy \_\_\_\_\_ tears when his favourite toy broke.
- 6 Please \_\_\_\_\_ and tell me what happened.

## Prepositions

**H** Complete the sentences with these prepositions.

for in on to

- 1 Loneliness can sometimes lead \_\_\_\_\_ severe depression.
- 2 Most people respond \_\_\_\_\_ fear in the same way.
- 3 Her research concentrated \_\_\_\_\_ how we express emotions.
- 4 Happiness is closely connected \_\_\_\_\_ personal satisfaction.
- 5 You are responsible \_\_\_\_\_ your own happiness and success.
- 6 Try to focus \_\_\_\_\_ the positive things in your life.
- 7 I'm interested \_\_\_\_\_ body language as a means of communication.
- 8 Dr Woo's research was based \_\_\_\_\_ an earlier study.

**I** Work with a partner. Imagine you are in the following situations. Explain how you feel.



# 1 Personally Speaking

## Grammar

### Present Simple & Present Continuous

**A** Read the sentences and decide if they are examples of the Present Simple or the Present Continuous.

- What **are you looking at**?
- I **visit** my elderly grandparents every weekend.
- He's always **telling** me what to do!
- The psychology lecture **is** at 12 o'clock.
- Helen **lives** in the city centre.
- Messi **scores**!
- We're **going** to the science museum next week.
- She's **getting** more and more worried about her health.
- The adult human brain **weighs** about 1.3 kilograms.
- This week, we're **studying** the nervous system.
- In the photo, two people **are arguing**.

**B** Match the sentences in A with the uses 1-11. Then complete the headings.

Uses of the \_\_\_\_\_ tense:

- scientific facts and general truths
- permanent situations
- habits and repeated actions
- timetabled and scheduled events
- narratives (stories, jokes, plots, sports commentaries, etc)

Uses of the \_\_\_\_\_ tense:

- something happening now
- temporary situations
- plans for the future
- annoying habits (with *always, continually, forever, etc*)
- changing situations (often used with comparatives)
- what is happening in a picture

Read 1.1-1.3 of the Grammar Reference on pages 161-162 before you do the tasks.

**C** Complete the sentences using the Present Simple or the Present Continuous of the verbs in brackets.

- Grandma, \_\_\_\_\_ (you / bake) a cake? It \_\_\_\_\_ (smell) delicious!
- You \_\_\_\_\_ (look) very serious. What \_\_\_\_\_ (you / think) about?
- I \_\_\_\_\_ (want) to ask you something. \_\_\_\_\_ (you / like) science?
- I \_\_\_\_\_ (have) trouble with this maths problem. I \_\_\_\_\_ (not understand) it at all!
- Jack \_\_\_\_\_ (seem) stressed. He \_\_\_\_\_ (work) too hard these days.
- Fay \_\_\_\_\_ (not come) to the cliffs with us. She \_\_\_\_\_ (have) a fear of heights.
- Who \_\_\_\_\_ (talk) to Tom? I \_\_\_\_\_ (not recognise) her.
- 'Why \_\_\_\_\_ (they / run)?' 'Because a lion \_\_\_\_\_ (chase) them!'

**D** Circle the correct words.

Approximately 10% of the people that (1) **read / are reading** this now are left-handed. That's right, 13% of all human beings are left-handed. Some scientists (2) **believe / are believing** left-handedness is a trait that parents (3) **pass / are passing** on to their children in a particular gene. If you (4) **have / are having** that gene, one or more of your children may be left-handed.

Left-handed people (5) **tend / are tending** to be more creative than right-handers, and we (6) **find / a e findin** more left-handers than normal in creative professions such as music and the arts. The reason for this can be found in the brain. The brain (7) **works / is working** in very complex ways, and scientists (8) **discover / are discovering** more and more about it every day. The left side of the brain, which is responsible for logical skills, (9) **controls / is controlling** the right-handed side of the body. The right side of the brain, where creativity occurs, is in charge of the left-handed side of the body. This (10) **makes / is making** left-handers more creative than right-handers.





## Present Perfect Simple & Present Perfect Continuous

**E** Match each sentence with one use of the Present Perfect Simple or the Present Perfect Continuous.

- 1 Nigel's eyes are sore because he's **been reading** all morning.
- 2 It's the first time I **have seen** Mark so angry.
- 3 She's **been studying** neuroscience for three years.
- 4 Chuck **has been** sick; that's why he looks so pale.
- 5 A bomb **has exploded** in downtown Springfield.
- 6 I've **been thinking** about my future.
- 7 You've **asked** me that question twice already.
- 8 We **haven't seen** her since she moved away.

We use the Present Perfect Simple

- a for something that happened in the past, but has a result in the present.
- b for an action that happened several times or repeatedly in the past.
- c with superlatives and expressions *the first/second time*.
- d for something that happened at an indefinite time in the past
- e for an action that started in the past and continues up to the present with *for, since* and stative verbs.

We use the Present Perfect Continuous

- f for a long action that has just finished and has an effect in the present.
- g to emphasize how long something has been happening usually with *for* and *since*.
- h for a recent or unfinished continuous action



**What's the difference?**

- a Pam's gone to her friend's house.
- b Pam's been to her friend's house.

**Be careful!**

We use time expressions with the Present Perfect tenses. Some are used at the end of a question or negative sentence like *yet, before* and *lately*, some appear after the subject of a sentence or question like *still* and *ever*, while others are used before the main verb in the sentence like *just, already* and *never*.

**Read 1.4-1.6 of the Grammar Reference on pages 162-163 before you do the tasks.**

**F** Follow the instructions and write the sentences with the Present Perfect Simple or the Present Perfect Continuous in your notebook.

- |  |  |
|--|--|
| 1 express a completed action<br>I/start/yoga classes | 3 express an unfinished continuous action<br>Reggie/sleep/all day      |
| 2 say how many<br>Wendy/attend/three lectures        | 4 express a repeated action<br>Elton John/record/mushy songs/for years |

**G** Circle the correct words.

- 1 **Have you ever had / Have you ever been having** a terrifying experience?
- 2 I feel really down. **It's rained / It's been raining** all day!
- 3 Kate and I **haven't spoken / haven't been speaking** for a long time.
- 4 **Has he taken / Has he been taking** a personality test before?
- 5 She's very shy and **hasn't made / hasn't been making** many friends at her new school.
- 6 Of course I'm angry! **I've waited / I've been waiting** for you since 10 o'clock!
- 7 I'm very sorry, but I **haven't finished / haven't been finishing** my report.
- 8 This is the first time I **have visited / have been visiting** New York and it's so exciting!

**H** Complete the dialogue with one word in each gap.

- Kate: Have you (1) \_\_\_\_\_ won a lottery prize?  
 Sue: A lottery prize? No I've (2) \_\_\_\_\_ won anything. Have you?  
 Kate: Yes. In fact, I've (3) \_\_\_\_\_ collected my prize money. A hundred pounds! Shall we celebrate?  
 Sue: Yes, please! That sounds fantastic.  
 Kate: OK then. How about dinner at Sayonara? Have you (4) \_\_\_\_\_ there?  
 Sue: No, I haven't eaten there (5) \_\_\_\_\_. In fact, I haven't been out anywhere (6) \_\_\_\_\_ ages.  
 Kate: Why not?  
 Sue: I've been studying really hard (7) \_\_\_\_\_ and I (8) \_\_\_\_\_ haven't finished revising for exams.  
 Kate: You need a break! Come on, let's go. I haven't eaten (9) \_\_\_\_\_ the morning and I'm starving!

# 1 Personally Speaking

## Listening

**A** Listen to the recording and tick the correct sentence, a or b, in each item that means the same as the sentence you hear.

- a It's strange he freaked out at the competition.

b It's weird he didn't turn up for the competition.
- a Cheer up!

b Concentrate!
- a There isn't any logical reason for his behaviour.

b I can explain his behaviour.
- a I was absolutely terrified by the film

b I was really disappointed by the film

**B** Look at the situations and options below. Then listen to the recording and write a suitable question for each one.

- You will hear a boy speaking to his mother.

\_\_\_\_\_

a washing the dishes

b watering the plants

c emptying the dishwasher
- You will hear a head teacher speaking to a student.

\_\_\_\_\_

a the number of absences the student has had

b the student's inability to concentrate

c the student's poor academic results

**C** Swap books with a partner and listen to the recording again to answer each other's questions. Are your answers the same?

**D** You will hear people talking in six situations. For questions 1-6, choose the best answer, a, b or c.

- You hear a woman talking about a phobia she has. How does she describe her fear?

a severe

b irrational

c embarrassing
- You hear a man talking about his driving test. What is he anxious about?

a crashing the car

b failing the test

c not turning up for the test
- You hear a woman talking about horror films. What is her opinion of the film she saw last night?

a It was very amusing.

b It was very scary.

c It was over-rated.
- You hear a woman talking to her daughter. Why is she talking to her?

a to convey her annoyance

b to cheer her daughter up

c to express a lack of confidence in her daughter's abilities
- You overhear two people talking on a plane. Why is the man disappointed?

a He didn't expect to be so uncomfortable.

b He dislikes the food on the plane.

c He feels confused.
- You hear a man talking about living alone. How does he feel when he comes home at night?

a lonely

b frightened

c peaceful



### Close-Up

Read the situations, the questions and the options carefully before listening and underline any key words. As you listen, try to listen out for ideas that are expressed in the options and how they relate to the question. All the options will be related to information heard on the recording, but only one option will answer the question.





# Speaking

## A Work with a partner and answer these questions.

- Do you prefer to be in a crowd or on your own? Why?
- In what situations have you felt disappointed, terrified or anxious?
- Do you tend to bottle up your feelings or express them? Why?
- What situations do you find most stressful? Why?

## B Listen to a student in a Speaking test. Tick the ways he could improve his performance.

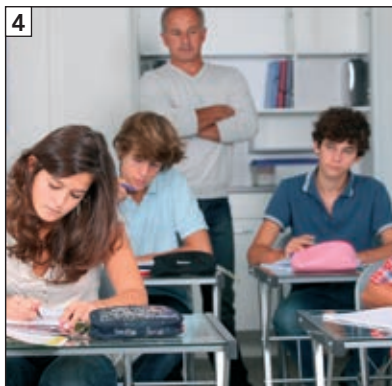
- |   |                          |
|---|--------------------------|
| 1 by using more advanced vocabulary                                 | <input type="checkbox"/> |
| 2 by listening more carefully to the examiner                       | <input type="checkbox"/> |
| 3 by describing all details in the photos                           | <input type="checkbox"/> |
| 4 by completing both parts of the task                              | <input type="checkbox"/> |
| 5 by including his partner in the conversation                      | <input type="checkbox"/> |
| 6 by discussing the similarities and differences between the photos | <input type="checkbox"/> |

## C Work with a partner and answer the questions about the photographs. One of you should be Student A and the other should be Student B. Remember to use the Useful Expressions.



**Student A:** Compare photos 1 and 2 and say how you think the people are feeling.

**Student B:** Have you ever felt the same way as either of these people?



**Student B:** Compare photos 3 and 4 and say what you think the people are experiencing.

**Student A:** What advice would you give to the people in the photos?



## Close-Up

In task C, you should spend about a minute comparing your set of photographs and answering the accompanying question. Spend some time studying the photos and the question before you begin to speak. When you compare the photos you should concentrate on the similarities and differences between them. You should then move on to answer the question in as natural a way as possible.



## Useful Expressions

### Discussing similarities and differences

In both photos there's/I can see ...  
 One thing they both have in common is ...  
 Another similarity between the photos is ...  
 They are both similar in that ...  
 In the first photo, there's/  
 I can see ..., whereas/however, in the other there's ...  
 The main difference between the two photos is that ...  
 The first photo shows/depicts ...  
 unlike the second photo which shows/depicts ...



## Discuss these questions with a partner.

- Do you think people who are on their own are always lonely? Why?/Why not?
- What effect can other people's feelings have on us?
- Is it easy to stay on good terms with friends and family? Why?/Why not?

# 1 Personally Speaking

## Writing

### Informal email

In the exam, you will NOT be told if the transactional letter or email you need to write is formal or informal. You need to figure this out yourself. An email to a friend will be informal. An informal tone can be achieved through the use of contracted forms, punctuation (eg exclamation marks) and a nice, chatty style. You also need a friendly tone at the beginning and end of your email.

When writing such an email, it's a good idea to imagine what you would say to someone you actually know, and how you would say it.

In addition, this type of writing task requires you to respond to notes or points. You must deal with **all** of these and in such a way that the reader is fully informed. Sometimes you will need to add a piece of information, or make a suggestion or request of your own. By doing this effectively, you can show the range of your language.



### A Respond to the situations below and write a reply for each one in your notebook. Remember to keep the tone friendly and informal.

- 1 There's a great exhibition on at the National Gallery. Why don't we see it together? (accept and ask for more information)
- 2 Can't wait to go to the concert! We'll have a great time! (express your enthusiasm)
- 3 What do you think of the new Ben Stiller film? (express your opinion)
- 4 I'm having a party in two weeks. Can you make it? (decline the invitation and explain why)

### B Read the writing task below and answer the questions.

You have received an email from your English-speaking friend, Emma, who has just moved to a new town with her family. Read Emma's email and the notes you have made. Then write an email to Emma, using all your notes. (120-150 words)

email

**From:** Emma Smith  
**Sent:** 21<sup>st</sup> May  
**Subject:** Visit

I haven't heard from you in ages! What's been happening with you? → *Apologise*

We've finally moved! I really like this town and our new house is fantastic. I've even got my own room now – no more sharing with my sister! → *Ask for details*

I'm going to the local school, but I haven't made any friends yet. During break, I just sit by myself. You know how shy I am! I really need to make some friends, but how? → *Suggest ...*

Anyway, I was wondering if you wanted to visit. We live by the sea so I think summer would be a good time to visit. Water sports are really popular here so maybe we could go waterskiing or surfing!

→ *Yes, say when*

Hope to hear from you soon,  
Emma

- 1 What must you apologise for?
- 2 What details must you ask for?
- 3 What must you suggest?
- 4 What are you agreeing to? What else must you include?

### C In your notebook, reply to the notes in Emma's email. Do not write the whole email.

- D** Read the model email and underline Julie's responses to the notes. How do your replies compare with Julie's?

email

Hi Emma!

It's good to hear from you! I'm really sorry I haven't written for so long, but I've been really busy revising for my final exams. It seems I have no time for anything these days!

Congratulations on your new house, and your own bedroom! What's it like? What have you got in there? I want a TV and a computer in my room, but my parents say I need to wait till after my exams.

As for the school situation, why don't you join a few clubs? Maybe drama or music – I know you love both. You'll meet people who have the same interests as you, and that's always a good way to make friends.

Thanks for your invitation. I'd love to visit! I've never been surfing – it sounds really exciting! How about in July? I'll be free then, and I'll need a break after my exams!

Bye for now,  
Julie

### Look again!

- E** Read the model email again and answer the questions.

- In paragraph 1, Julie doesn't just apologise. What else does she do?
- In addition to asking for a description of Emma's room in paragraph 2, what more does Julie do?
- What does Julie add to her suggestion in paragraph 3?
- How does Julie accept the invitation in paragraph 4? What is her mood?

- F** Choose a paragraph from Julie's email to Emma and rewrite it in your own words. Use the information in E to help you. Write between 30 and 40 words.

### Close-Up

In a transactional email you must:

- cover **all** the points in the notes
- understand the function of each point and respond appropriately
- expand a little on the points
- use the correct tone



### Over to you!

- G** Read the writing task and make sure you understand all of the notes. Use the paragraph plan and the *Useful Expressions* to help you write your email.

You have received an email from your English-speaking friend, Tom, who wants to start a blog. Read Tom's email and the notes you have made. Then write an email to Tom, using all your notes. (120-150 words)

email

**From:** Tom White  
**Sent:** 9th June  
**Subject:** Blog

Hi!

How are you? What have you been up to? → *Tell him*

Remember I told you I was planning to start a blog? Well, my exams are over and now I can! I want to write about things that teenagers are interested in. Stuff like sports and films, but what else? Have you got any ideas? → *Suggest ...*

I know you're good at designing web sites and I want to ask you a favour! Can you help me with the design of my blog? I want it to look good, but I'm not very artistic! → *Yes*

Also, can you recommend a place where I can get a new printer? You always seem to know the best places to buy things! → *Yes, give details*

Reply soon,  
Tom

### Plan

- Greeting  
Paragraph 1: Acknowledge receipt of email and reply to question.  
Paragraph 2: Suggest a topic or two of interest to teenagers.  
Paragraph 3: Agree to help with web design.  
Paragraph 4: Recommend a place to buy a printer.  
Sign off

### Useful Expressions

#### Giving news

I'm well, thanks.  
I've been really busy with ...

#### Making suggestions

Why don't you ...?  
I think ... would be ...  
How about ...?

#### Agreeing to help

Of course I'll help you.  
I'd love to help you.  
Sure I'll help.  
Is there anything else I can do?

#### Recommending

You should go to ...  
I was really happy with ...  
There's no better place than ...







# A Chinese Artist in Harlem



## Before you watch

### A Match the words to the meanings.

- 1 the art of producing beautiful handwriting using a brush or a special pen
- 2 a person who has come to live in a country from some other country
- 3 a painting or drawing of a particular person
- 4 somebody who represents the ideas, customs and arts of their country

- a portrait
- b cultural ambassador
- c immigrant
- d calligraphy

## While you watch

### B Watch the DVD and decide if these statements are true or false. Write T for true and F for false.

- 1 About eight million people live in the multicultural city of New York.
- 2 Ming's mother taught him calligraphy and painting.
- 3 When Ming first worked in New York he drew landscapes for tourists.
- 4 The New York Chinese Cultural Centre runs a programme at Public School 36 in Harlem.
- 5 Children have the opportunity to have contact with people from other backgrounds through the programme.
- 6 Ming believes he also helps children learn about people from China.

## After you watch

### C Complete the summary of the DVD below using these words.

artist benefits cosmopolitan differences ethnicity introduces living practises regard tourists

The (1) \_\_\_\_\_ city of New York has many immigrant communities. Artists there use their cultural (2) \_\_\_\_\_ to learn from each other. Mingliang Lu, who was born in Shanghai, but moved to the USA in 1990, is one of these artists.

Ming learned calligraphy and painting from a young age. When he went to America he worked on the street, drawing and painting portraits of (3) \_\_\_\_\_. But this was a hard way to make a(n) (4) \_\_\_\_\_. He now works for the New York Chinese Cultural Centre programme. He teaches art to children at Public School 36 in Harlem. The programme (5) \_\_\_\_\_ both Ming and the children. Ming (6) \_\_\_\_\_ in the field he has been trained for and the children learn first hand about Ming's cultural background.

The children (7) \_\_\_\_\_ Ming as their teacher from China. But Ming looks beyond (8) \_\_\_\_\_ and just sees them as pupils who want to learn how to paint.

Ming is both a(n) (9) \_\_\_\_\_ and a cultural ambassador. His art opens a door to a new world for these children. He teaches Chinese painting and calligraphy to the children and at the same time (10) \_\_\_\_\_ them to Chinese culture.



### D Discuss these questions with a partner.

- Would you like to be a cultural ambassador for your country? Why?/Why not?
- What do you think are the advantages of living in a cosmopolitan city?
- How can we learn about other people's cultures?

Teacher helping student learn calligraphy