



CAN DO OBJECTIVES

- Describe photos and hobbies
- Tell a descriptive narrative
- Organise a presentation
- Write a letter of application

UNIT 6

Perspectives



GETTING STARTED

a Look at the picture and answer the questions.

- 1 What are the people doing? Why do you think they're doing it?
- 2 How long do you think it will take them? How long do you think it will stay?
- 3 What impact do you think it will have on passers-by?

b Discuss the questions.

- 1 Are there any examples of street art in your town or city?
- 2 How do you think your community would react to having a piece of street art like the one in the photo on their street?

6A We all seem to be using digital cameras

Learn to describe photos and hobbies

- G Simple and continuous verbs
- V Adjectives: Describing images

1 SPEAKING and READING

- a Discuss the questions.
- 1 What do you usually use to take photos – your phone or a camera?
 - 2 Do you take a lot of photos? Why / Why not?
 - 3 What do you usually do with the photos?
 - 4 Do you think you're good at taking photos? Why / Why not?
- b Have you ever heard of the photographer Elliott Erwitt? Read the fact file on p.69. What kind of photographs does he take?
- c What do you think are important skills for photographers? Think about these things:
- what you choose to photograph
 - the way the photos look
 - equipment you use
 - your attitude and personality.
- d Read the article. Are any of your ideas from 1c mentioned?

- e Read the article again. Answer the questions.
- 1 Why shouldn't street photographers plan much?
 - 2 What should be the aim of a street photograph according to Elliott Erwitt and the writer?
 - 3 What do you think Elliott Erwitt means by *visual garbage*?
 - 4 What attributes does the writer think are most important in a street photographer?
 - 5 What does the writer mean when he talks about keeping an alien mindset?
- f Discuss the questions.
- 1 How are Erwitt's methods and style evident in the photo of the Villa Borghese Gardens? What do you think of the photograph?
 - 2 Answer the question at the end of the article: *As an alien – what would you find intriguing, amusing or nonsensical?*
 - 3 Look at the titles of the 'lessons' (1–4) in the article. Are they relevant to other skills and/or jobs that you know about?

2 VOCABULARY

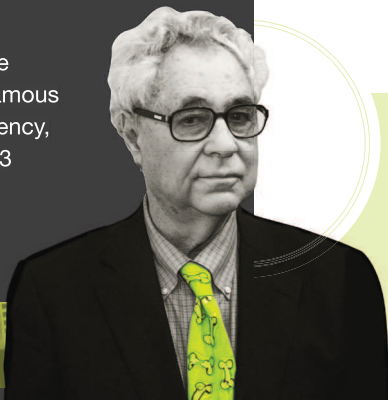
Adjectives: Describing images

- a Work with a partner. What do the **highlighted** adjectives in the article mean? Check your ideas in a dictionary.
- b Now go to Vocabulary Focus 6A on p.162



ELLIOTT ERWITT: PHOTOGRAPHER FACT FILE

- born in Paris, brought up in Italy, moved to the USA aged 10
- began photography career in the 1950s
- known for advertising and street photography, particularly **ironic** black and white shots of everyday life
- invited to join the internationally famous photography agency, Magnum, in 1953



Lessons Elliott Erwitt Has Taught Me About

STREET PHOTOGRAPHY

by Eric Kim

If you are not familiar with the work of Elliott Erwitt, you may perhaps have seen some of his **iconic** work from around the globe (the picture opposite was taken by him). He has had one of the longest careers of any living photographer, spanning over 50 years.

What I most appreciate about Elliott Erwitt is his wry sense of humour when looking at the world – as well as his straightforward philosophies about photography. In this article, I share some of his thoughts and advice.

1 DON'T PLAN TOO MUCH – WANDER AROUND

I think that as a street photographer, sometimes I fall into a trap of planning too much. I generally try to focus my attention on projects (having a pre-conceived project in mind when shooting in the streets) but I often find it also takes away from the shooting experience. One of the best things about street photography is to be a *flâneur* – someone who wanders around without a specific destination in mind.

ERWITT: *I don't start out with any specific interests, I just react to what I see.*

Takeaway point:

Let your curiosity lead you. Just go out and shoot whatever you find interesting. Go down roads that may seem a bit foreign, and you might be lucky enough to stumble upon great street photography shots.

2 FOCUS ON CONTENT OVER FORM

Great photos are a combination of content (what is happening in the frame) as well as form (composition). But what is more important? Content or form?

ERWITT: *My wish for the future of photography is that it might continue to have some relevance to the human condition and might represent work that evokes knowledge and emotions. That photography has content rather than just form. And I hope that there will be enough produce to balance out the visual garbage that one sees in our current life.*

Takeaway point:

We often find fascinating characters in the street and take photos of them – but the compositions may not be so good. On the other hand, we might take **well-composed** photos of a street scene, but there is nothing going on in the photo – it is boring and without soul. I agree with Erwitt that we should, as street photographers, put more emphasis on content over form. I feel that photos that evoke emotions and the human condition are far more **powerful** and **meaningful** than just photos with good composition.

3 DON'T TAKE THINGS TOO SERIOUSLY

When one thinks about the photography agency, Magnum, some adjectives that come to mind are: **gritty**, and **raw**. However Erwitt's style was vastly different. He didn't go out and take photos in conflicts or war – his photos tended to be more **playful**, **humorous**, and amusing.

ERWITT: *Well, I'm not a serious photographer like most of my colleagues. That is to say, I'm serious about not being serious.*

Takeaway point:

Don't take yourself and your street photography too seriously – and remember at the end of the day you want to enjoy yourself.

4 HONE YOUR SKILLS OF OBSERVATION

Erwitt was inspired to go out and take pictures when he saw a photograph by master photographer Henri Cartier-Bresson. He realized it was an act of observation which made the photo great and that he could do something similar.

ERWITT: *The picture seemed **evocative** and emotional. Also, a simple observation was all that it took to produce it. I thought, if one could make a living out of doing such pictures that would be desirable.*

Takeaway point:

One of the things that is the most beautiful about street photography is that it doesn't rely on having an expensive camera or **exotic** lenses. Rather, it comes down to having an **observant** and curious eye – for people and the world around you. Therefore cultivate your vision and way of seeing the world. I recommend that you always carry a camera with you – because you never know when the best street photo opportunities will present themselves to you.

A fun exercise:

Pretend that you are an alien from another planet – and you have come to the planet Earth for the first time. Imagine how strange human beings would seem – and the urban environment they have built for themselves. As an alien – what would you find intriguing, amusing or **nonsensical**?

Always keep that mindset to be amazed by what you see around you.

UNIT 6

3 LISTENING

a Who do you know who is passionate about their hobby? What does the person's hobby involve?

b Listen to Monika, an amateur photographer. Do you think Monika is passionate about photography? Why?



c Listen again and answer the questions.

- 1 What motivated Monika to learn more about photography? Why did she decide to take a course?
- 2 How has she improved since she started the course?
- 3 Why does Monika like the photo she took, above?
- 4 How does she describe her other favourite photograph?

d Do you think Monika would agree with Elliott Erwitz's lessons? Why / Why not?

4 GRAMMAR

Simple and continuous verbs

a Which verb form in *italics* did you hear in the interview with Monika? Listen and check.

So, ¹*do you feel / are you feeling* more confident with your camera now?
It ²*depends / is depending* on the types of photo that I want to take.
Have you ³*discovered / been discovering* any bad habits since you ⁴*started / were starting* your course?
I ⁵*took / was taking* photos of everything and I wasn't really following any rules.
When I ⁶*take / 'm taking* my photos now I'm more cautious and kind of careful of how I do it.
I ⁷*think / am thinking* I've got two pictures that are my favourite pictures.
I chose this building that is meant to be demolished. Actually, it ⁸*is demolished / is being demolished* now.

b Look at the verb forms in the sentences in 4a. Match each example, 1–8, with one or more descriptions below.

- The verb is ...
- simple for a verb not usually used in the continuous ☐
 - simple for a completed action ☐ ☐
 - simple for general truth or attitude ☐ ☐ ☐
 - continuous to describe a repeated action ☐
 - continuous to focus on the duration of an action ☐
 - continuous for an action in progress at a particular time ☐
 - a verb with different meanings in the simple and continuous. ☐



A recent shot of Monika's

c Look at the verb forms 1, 5 and 6 in 4a again. In each case is the alternative verb form possible? If so, would the meaning be different?

d Pronunciation Listen to the sentences in 4a again. Underline the stressed syllables in the sentences. Practise saying the sentences.

e Now go to Grammar Focus 6A on p.148

f In each sentence below, find a verb that would be better in the continuous and change it.

- 1 My little brother always asks me to play computer games with him, but I find them really boring.
- 2 By this time next month I'll have played volleyball for three years.
- 3 These days everyone appears to use a tablet in class rather than writing in a notebook.
- 4 I often make mistakes when I'm not careful.
- 5 I've looked for a good grammar revision book but I can't find anything up to date.

g Change the sentences in 4f to make them true for you. Compare your ideas with a partner.

5 SPEAKING

a Discuss the questions.

- 1 What's your favourite picture of yourself? How old were you? What was happening when it was taken? What makes it your favourite?
- 2 What's the best / funniest / most beautiful photo you've ever taken? What's the story behind the picture?

b What kind of visual art interests you most? Think about:

- painting
- interior design
- drawings
- sculpture
- cartoons
- fashion

c Tell your partner about:

- 1 how you became interested
- 2 what specifically you like
- 3 where and how often you look at it
- 4 any ways you can learn more about this.

d Do you and your partner share any interests in this area?

6B Waiting for the drama to begin

Learn to tell a descriptive narrative

- G Participle clauses
- V Emotions

1 VOCABULARY Emotions

a Look at the adjectives in the box, which describe feelings. Do you think each feeling is more likely to be felt by adults (A) or young children (C)? Why?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> helpless | <input type="checkbox"/> disillusioned |
| <input type="checkbox"/> protective | <input type="checkbox"/> over-excited |
| <input type="checkbox"/> satisfied | <input type="checkbox"/> gleeful |

b Look at the adjectives in **bold**. Match the feelings (1–8) with their continuations (a–h). Listen and check.

- ☐ I was absolutely **devastated**.
 - ☐ I felt very **frustrated**.
 - ☐ I was terribly **restless**.
 - ☐ I felt extremely **jealous**.
 - ☐ I felt a bit **insecure**.
 - ☐ I was totally **speechless**.
 - ☐ I feel so **ashamed**.
 - ☐ I felt absolutely **petrified**.
- a It was the most beautiful thing I'd ever seen.
- b I needed to get in touch but I couldn't track her down.
- c My behaviour at the party was unforgivable.
- d It was the biggest game of the year and we had played appallingly.
- e I was the only person at the party who was over 40.
- f My brother had money, friends, and now a charming wife.
- g I couldn't concentrate on my book, or TV, or work.
- h There was a snake crawling across my foot.

c Write sentences like 1b a–h for the emotions in 1a. Read them to other students. Can they guess the feeling?

d Pronunciation Listen to these pairs of sentences from 1b and mark the main stress. How is the stress different in the a and the b sentences? Which show stronger feelings?

- a I'm absolutely devastated.
b I'm absolutely devastated.
 - a I felt extremely jealous.
b I felt extremely jealous.
 - a I feel so ashamed.
b I feel so ashamed.
- e Take turns to read out your sentences from 1c showing strong feelings. Ask your partner questions to continue the conversation.



2 READING

- a What can you see in the photograph? How are these words connected with the picture?
- 1 blood vessels 2 beat (v.) 3 chamber 4 blood
- b Read the first part of a short story. What details of the exhibit in the photograph ... ?
- 1 are shown in the photograph above 2 only appear in the story
- c Read the first part of the story again. What do we find out about ... ?
- 1 the narrator
2 the time of day
3 what will happen next in the story

You Are Now Entering the

Human Heart

by Janet Frame

I looked at the notice. I wondered if I had time before my train left Philadelphia for Baltimore in one hour. The heart, ceiling high, occupied one corner of the large exhibition hall, and from wherever you stood in the hall you could hear its beating *thum- thump- thum- thump*. It was a popular exhibit and sometimes when there were too many children about, the entrance had to be roped off, as the children loved to race up and down the blood vessels and match their cries to the heart's beating. I could see that the heart had already been punished for the day – the floor of the blood vessels was worn and dusty, the chamber walls were covered with marks and the notice 'You Are Now Taking the Path of a Blood Cell Through the Human Heart' hung askew. I wanted to see more of the Franklin Institute and the Natural Science Museum across the street, but a journey through the human heart would be fascinating. Did I have time? Later. First, I would go across the street to the Hall of North America, among the bear and the bison, and catch up on American flora and fauna.

UNIT 6

- d Read the next part of the story and discuss the questions.
- How would you describe these people's feelings about
 - the snake
 - snakes in general?
 - the attendant
 - Miss Aitcheson
 - the children
 - What can we learn from the story about ... ?
 - Miss Aitcheson's lifestyle and personality
 - her relationship with her class
 - the attendant's personality
 - the narrator's personality

e Language in context *Descriptive language*

- What words are used in the text instead of the more common words in *italics* below? How do they add to the meaning? Discuss your ideas with other students. Check your ideas in a dictionary.
 - She managed to *take* the fear from her eyes.
 - ... where it *stayed* like a dark stain.
 - They were sitting *quietly*, waiting for the drama to begin.
 - (The attendant) *hung* it around her neck.
 - Miss Aitcheson stood *still*.
- Find three other verbs or adjectives in the text which are used to give a vivid description. What common synonyms do they have? How does the author's choice of words add to the meaning?

I made my way to the Hall. More children, sitting in rows of canvas chairs. An elementary class from a city school, under the control of an elderly teacher. A museum attendant holding a basket, and all eyes gazing at the basket.

'Oh,' I said. 'Is this a private lesson? Is it all right for me to be here?'

The attendant was brisk. 'Surely. We're having a lesson in snake handling,' he said. 'It's something new. Get the children young and teach them that every snake they meet is not to be killed. People seem to think that every snake they meet has to be knocked on the head. So we're getting them young and teaching them.'

'May I watch,' I said.

'Surely. This is a common grass snake. No harm, no harm at all. Teach the children to learn the feel of them, to lose their fear.'

He turned to the teacher. 'Now, Miss – Mrs –' he said. 'Miss Aitcheson.'

He lowered his voice. 'The best way to get through to the children is to start with teacher,' he said to Miss Aitcheson. 'If they see you're not afraid, then they won't be.'

She must be near retiring age, I thought. A city woman. Never handled a snake in her life. Her face was pale. She just managed to drag the fear from her eyes to some place in their depths, where it lurked like a dark stain. Surely the attendant and the children noticed?

'It's harmless,' the attendant said. He'd been working with snakes for years.

Miss Aitcheson, I thought again. A city woman born and bred. All snakes were

creatures to kill, to be protected from, alike the rattler, the copperhead, king snake, grass snake – venom and victims. Were there not places in the South where you could not go into the streets for fear of rattlesnakes?

Her eyes faced the lighted exit. I saw her fear. The exit light blinked, hooded. The children, none of whom had ever touched a live snake, were sitting hushed, waiting for the drama to begin; one or two looked afraid as the attendant opened the lid and took out a long green snake from the basket and with a swift movement, before the teacher could protest, draped it around her neck and stepped back, admiring and satisfied.

'There,' he said to the class. 'Your teacher has a snake around her neck and she's not afraid.'

Miss Aitcheson stood rigid; she seemed to be holding her breath. 'Teacher's not afraid, are you?' the attendant persisted. He leaned forward, pronouncing judgment on her, while she suddenly jerked her head and lifted her hands in panic to get rid of the snake. Then, seeing the children watching her, she whispered, 'No. I'm not afraid. Of course not.' She looked around her.

'Of course not,' she repeated sharply.



3 LISTENING and SPEAKING

- a 3.10 What do you think will happen next in the story?
- Miss Aitcheson will overcome her fear.
 - The snake will attack somebody.
 - The snake will escape.
 - The narrator will become involved.
 - Miss Aitcheson will panic.
 - The children will panic.
- Listen and check.
- b 3.10 Answer these questions about the story. Then listen again and check.
- 1 Apart from snakes, what is Miss Aitcheson afraid of?
 - 2 How do the children respond to her touching the snake?
 - 3 Why does the attendant deny that the children are brave?
 - 4 What makes Miss Aitcheson panic?
 - 5 What effect does this have on the children?
 - 6 Why does the writer decide to leave?
 - 7 Which people in the story could these adjectives describe? Why?
a desperate b sympathetic c confused d unfeeling
- c Discuss the questions in groups.
- 1 What do you think this story is mainly about?
 - our secret fears
 - people's need for pride and respect
 - educating children
 - the way people humiliate each otherExplain why you think so.
 - 2 What does the narrator mean by the last line: *The journey through the human heart would have to wait until some other time.*?

4 GRAMMAR Participle clauses

- a Compare the underlined participle clauses from the story with the clauses in *italics*. Do they have exactly the same meaning? What differences are there in the form of the participle clauses?
- 1 The children were sitting hushed, waiting for the drama to begin.
... because they were waiting for the drama to begin ...
 - 2 Seeing the children watching her, she whispered, 'No. I'm not afraid. Of course not.'
Because she saw the children watching her ...
 - 3 Rushing across the room, she collapsed into a small canvas chair.
She rushed across the room and then ...
- b Look at another example from the story. Which participle clause below, 1 or 2, would give the same meaning as the underlined relative clause in the example?
- The children, none of whom had ever touched a live snake, were sitting hushed.
- 1 never touching a live snake
 - 2 never having touched a live snake
- How is each participle clause in 1 and 2 formed?

- c Complete the extracts from fiction below with the participle clauses in the box. What do you think the stories are about?
- having finished her breakfast crying her eyes out
approaching the house wanting to reassure him
- 1 At the sound of a car _____, they grabbed the bags and fled.
 - 2 On my last visit to the camp, I found a small girl _____.
 - 3 _____, I whispered 'You'll be fine'. But I knew it wasn't true.
 - 4 _____, Amaranth walked down to the front and entered the Grand Hotel. 'Where better to sit and be seen?' she thought.
- d Which participle clauses in 4c ... ?
- a ☐ show the sequence of events
 - b ☐ give a reason for an event
 - c ☐ describe an action in progress
- e Think of other participle clauses that could complete the extracts in 4c.
- At the sound of a car entering the car park, ...*
- f Now go to Grammar Focus 6B on p.149
- g Add three or more participle clauses to the story below to make it more interesting.
- I walked down the street. I went into a café. I ordered a cup of coffee and a sandwich. I saw an old friend. I went over to say hello to him. I said goodbye. I went out of the café.
- Compare your ideas with other students.

5 SPEAKING and WRITING

- a In pairs, discuss an alternative way the story about the snake could continue. Start from the end of the Reading text.
- b Write one or two paragraphs to continue the story. Try to include:
- descriptive verbs, adjectives and nouns
 - participle clauses.
- c Swap stories with another pair. Read what the other pair wrote and add one or two more paragraphs to their story.
- d Swap stories with another pair and write the last part of the story.
- e Read out the ending of the story you started to the class. Listen to other people's stories. Which is the most ... ?
- exciting • descriptive • unusual • amusing

6C Everyday English

First and foremost

Learn to organise a presentation

- S Present an application for a grant
- P Tone in comment phrases

1 LISTENING

- a Answer the questions.
- Who are the most famous people in the world today? What are they famous for?
 - In what ways can you measure a person's fame?
 - How is fame today different from ... ?
 - 10 years ago
 - 50 years ago
 - 100 years ago

- b 3.11 Sara is giving a presentation about the science-fiction author Max Redwood. How do you think these numbers will be relevant?

half a million 8 300,000

Watch or listen to Part 1 and check.

- c 3.11 Answer the questions. Watch or listen to Part 1 again to check.
- Why does Paul need to decide on whether they should interview Max again?
 - Nadia is convinced they shouldn't be interviewing Max again.
 - There's a chance things might go wrong again.
 - Paul is coming to their next team meeting.
 - What point is Sara illustrating with the facts and figures?
 - Max is famous for good reasons.
 - Max will attract new listeners to *City FM*.
 - Max's popularity is on the increase.
 - What angle does Sara propose to take in her interview?
 - She's going to ask about the detail of his next book.
 - She's going to discover the source of his inspiration.
 - She's going to look at what real-life events feature in his writing.
 - How does Sara propose to make the second interview a success?
 - She will use her charm to relax him.
 - She will adapt her approach on the day.
 - She will prepare carefully with Max before the interview.

d **Language in context** *Idioms 1*

- What do you think these idioms mean? Look at the audioscript on p.183 if necessary.
 - I really think this **is worth a shot**.
 - I'll just have to **cross that bridge when I come to it**.
- Can you think of situations in your own life when you might use the idioms in 1d1?



Paul

2 USEFUL LANGUAGE

Organising a presentation

- a 3.12 Complete Sara's opening to her presentation. Listen to the extract to check. Can you paraphrase the phrases you completed?
- Yes, that's right – an _____ author but not a _____ one, as poor Oscar discovered.
- Do you think that her opening was successful? Why?
- b 3.13 Complete these expressions from Part 1 below. Listen and check.
- My focus today is** _____ this second interview.
 - Let me talk you** _____ why our listeners want to hear more ...
 - _____ and foremost**, he wrote his book from a bench ...
 - One _____ is clear** – Max Redwood is on the road to becoming an international best-selling author.
 - Turning now** _____ the focus of the interview ...
 - _____ specifically**, I propose to find out ...
 - So to recap** _____ what I've been saying ...
 - If you'd like me to** _____ on anything I've just said ...

c Answer the questions.

- Which of the words in **bold** in 2b can be replaced with ... ?
 - take
 - moving on
- Which of the expressions in 2b can be used ... ?
 - to introduce a presentation
 - to highlight ideas
 - to sequence ideas
 - at the end of a presentation
- Can you think of other expressions you can use in presentations?

3 LISTENING

- a 3.14 Watch or listen to Part 2. What good idea does Alex have?
- b 3.14 What are the sentences below in response to? Watch or listen to Part 2 again and check.
- 1 **Sara:** Pretty good, on the whole.
Alex asks Sara how her meeting with Max went.
 - 2 **Sara:** Not to worry.
 - 3 **Alex:** Great!
 - 4 **Sara:** Actually no.
 - 5 **Sara:** You might be onto something there.
- c Do you know any books or films with a sequel or prequel? How successful are they?
- d **Language in context** *Idioms 2*
Match the expressions a–c from Parts 1 and 2 with meanings 1–3.
- | | | |
|---|--|---|
| a | <input type="checkbox"/> labour the point | 1 a subject that someone prefers not to talk about because it makes them angry or embarrassed |
| b | <input type="checkbox"/> more to the point | 2 repeat an idea more than is desirable/necessary |
| c | <input type="checkbox"/> a bit of a sore point | 3 more importantly |



4 PRONUNCIATION

Tone in comment phrases

- a Look at the phrase in **bold** from Part 1. Without it, would the sentence make sense?
Now **as luck would have it**, I bumped into Max the other day.
- b 3.15 Listen to the sentence in 4a. Does the tone of the comment phrase fall then rise (↘↗) or rise (↗)?
- c 3.16 Listen to the tone in the comment phrases in the pairs of sentences below. Tick (✓) the sentences, a or b, which have rising intonation.
- | | | |
|---|---|---|
| 1 | a <input type="checkbox"/> Pretty good, on the whole . | b <input type="checkbox"/> On the whole , pretty good. |
| 2 | a <input type="checkbox"/> It's a bit of a sore point, actually . | b <input type="checkbox"/> Actually , it's a bit of a sore point. |
| 3 | a <input type="checkbox"/> More to the point , he's agreed to do a proper interview. | b <input type="checkbox"/> He's agreed to do a proper interview, more to the point . |
- d Complete the rule with *fall-rise* or *rising*.
- When comment phrases are at the beginning of a sentence, they have a _____ tone. When they are at the end of the sentence, they have a _____ tone.
- e Practise saying the sentences in 4c.

5 SPEAKING

- a Your school has applied for a grant and to secure it, you need to give a presentation to the funding body's director detailing:
- what kind of grant is required (arts, sports, technology, environmental)
 - how much money is needed
 - two or more specific things your school will spend the grant on
 - the impact the grant will have on the school and its students.
- In pairs, plan your presentation. Here are some ideas:
- an arts grant to fund a film project or trip to an exhibition
 - a sports grant to install a gym or to equip a football team
 - a technology grant to buy an interactive whiteboard, or tablets and ebooks
 - an environmental grant to create a conservation area or improve recycling capabilities.
- b Take turns to practise giving the presentation. Think about a successful opening and use expressions from 2b.
- c In new pairs, give your presentations. Decide whether you will award a grant to your partner or not.

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

6D Skills for Writing
I played an active role

Local View

Home Magazine News Archive

- A

☐

This is a genuine blockbuster with an all-star cast. As expected, it's full of improbable but entertaining gags and spectacular set pieces. Showing till next Friday at Megaplex, Market Square.
- B

☐

Natural light and simple furnishings combine to create Café Arno's calm and relaxing atmosphere.
- C

☐

Maria Marshall, one of the city's most established singers, gave a wonderful performance at the City Hall on Saturday.
- D

☐

The Withington Leisure Centre has most facilities you need under a single roof: pool, sauna, workout rooms and a Turkish bath.
- E

☐

Using predominantly dark greens, blacks and browns, Roxanne Delaney's watercolours evoke a sense of melancholy and foreboding.

Learn to write a letter of application

W Formal letters; Giving a positive impression

1 SPEAKING and LISTENING

- a

How much do you think you know about events and places in your local area? Which of these do you know about? Give yourself a score for each one (0 = I know nothing about it; 5 = I know a lot about it). Then compare your answers.

☐ cinema

☐ restaurants

☐ theatre

☐ cafés

☐ places for children

☐ outdoor spaces (parks, beauty spots, etc.)

☐ live music

☐ sports and leisure facilities

☐ shops and markets

☐ sports events

☐ exhibitions and museums
- b

3.17 Read the reviews in *Local View* and then listen and match them with the conversations 1–5. Note down the words from the conversations which helped you match them.
- c

Which of the events and places reviewed do you have in your town? Which would you go to yourself? Why?
- d

Do you read online magazines like this? Do you ever write reviews of local events online?



2 READING

- a Read the advertisement. What are the requirements for the job? Can you think of any other qualities the publishers would be looking for? Do you think you'd be good at this job? Why / Why not?
- b Read the application letter. In what ways do you think Helen is suitable for the job? Is she unsuitable in any ways?

Local View ...

the online magazine that covers your local area



Apply to join our team!

We are looking for people to write regular articles for the Arts and Music pages of *Local View*. We would be interested in employing you if you are in touch with arts and music in the area and you have a strong interest in what is going on locally. Areas of interest could include:

 painting, sculpture and graphic art

 photography

 fiction and poetry

 film

 music

 theatre

We would be able to offer you a small fee for each article and also other benefits such as free tickets to events. To apply, send us an email explaining what area of the arts you are interested in and why you think you would be able to contribute to our magazine, together with a sample article of no more than 300 words.

3 WRITING SKILLS

Formal letters; Giving a positive impression

- a Read the application letter again and match the paragraphs (1–6) with their purposes.
- ☐ ☐ to give examples of relevant experience
- ☐ to state her qualifications
- ☐ to demonstrate enthusiasm for their company
- ☐ to summarise her strengths
- ☐ to state the reason for writing
- b Look at the underlined phrases in these comments. Find equivalent phrases in the first three paragraphs of the letter and note them down.
- 1 I want to write for your magazine.

2 I think your articles are just great.

3 I really love the way you give a chance to younger artists.

4 My dissertation was about Art and Music in the Community.

5 I think artists round here are doing exciting work. They should be better known.
- c One of Helen's aims is to give a positive impression of herself. Underline the phrases she uses to describe herself and her experience.
- d ► Now go to Writing Focus 6D on p.172

4 WRITING

- a *Local View* are also looking for people to write about these areas:
- local restaurants and cafés
 - places to go and things to do
 - sports and where to do them
 - films, theatre and music
 - computer games
- Choose an area you know about and write a letter of application. Make sure you:
- organise what you write into logical paragraphs
 - use fairly formal language so that you will be taken seriously
 - give a positive impression so they will want to give you the job.
- b Exchange your letter with another student. Read their letter. Would you be interested in using their reviews? Why / Why not?

Dear Sir/Madam,

1 I am writing in response to your advertisement which appeared in the November issue of *Local View*. I would like to express my interest in becoming a contributor to your magazine.

2 As a regular reader of *Local View*, I can say that I find your articles extremely well-written and informative. I especially admire your policy of providing a platform for younger and less well-known artists and writers.

3 I am a third-year university student studying History of Art. My end-of-year dissertation was on the topic of Art and Music in the Community, so I feel I am very much in touch with local events and artists. I enthusiastically maintain my knowledge of local artists who are producing exciting work and who deserve to be more widely recognised.

4 For example, last summer I played an active role in organising an exhibition of local photography, to which over 50 amateur photographers contributed. It covered themes such as portrait, landscape, street life and communities. I am sure the coverage your magazine gave us contributed to the success of the event.

5 Through working on my dissertation, I have been able to establish contact with several musicians, including the rock band, Simulator, who recently performed at the Newington Rock Festival. I have also taken a keen interest in the work of Megan Hipwell, whose sculptures based on leaf shapes are just beginning to attract wider attention.

6 I am sure that events and artists such as these would be of great interest to your readers, and I feel that, with my combination of academic knowledge and local involvement in the arts, I would be very well qualified to write about them for your magazine.

I attach a sample article on the work of Megan Hipwell, which I hope you enjoy reading.

I look forward to hearing from you.

Yours faithfully,
Helen Biggs

UNIT 6

Review and extension

1 GRAMMAR

- a Choose the correct ending for each sentence.
- 1 ☐ Do you come from Tokyo?
 - 2 ☐ Are you coming from Tokyo?
 - a Yes, it'll be a long flight.
 - b Yes, I've always lived there.
 - 3 ☐ Emily always consults me on everything.
 - 4 ☐ Emily is always consulting me on everything.
 - a She is very considerate.
 - b She can't think for herself.
 - 5 ☐ My sister hasn't written.
 - 6 ☐ My sister hasn't been writing.
 - a She has been very busy recently.
 - b I haven't had a single message from her.
 - 7 ☐ Joan just told me.
 - 8 ☐ Joan was just telling me.
 - a Unfortunately, you interrupted her.
 - b But it was nothing I didn't already know.
- b Rewrite the underlined phrases as participle clauses.
- 1 My friend knows the people that were involved that day.
 - 2 I didn't want to seem rude so I pretended to agree with her.
 - 3 A friend who I hadn't seen for ages was on the train which was approaching platform 5.
 - 4 Since he didn't understand Spanish, he struggled to communicate.
 - 5 While we were waiting for the tour to start, we looked at the pictures which were displayed in the foyer.
 - 6 I used just my hands and felt my way across the dark room.

2 VOCABULARY

- a Correct the spelling mistakes.
- 1 The Sydney Opera House is an ikonic building.
 - 2 The play is quite humourous.
 - 3 Her photographs are very playfull.
 - 4 The images he creates are floorless.
 - 5 A black and white picture can be really envocative.
 - 6 I found his work very meanful.
 - 7 The jungle scenes are wonderfully ecsotic.
- b Complete the sentences with the correct word. The first letter is given.
- 1 Like most mums, she's very p_____ of her children.
 - 2 I was p_____ when I saw how high up we were.
 - 3 I felt too a_____ to stand up and admit I was wrong.
 - 4 Without my phone I feel completely h_____.
 - 5 Millions of teenage fans were d_____ to hear about the boy band breaking up.
 - 6 I often feel r_____ when it's too cold to go out.
 - 7 The kids were really o_____ -e_____ at the party.

3 WORDPOWER Idioms: Feelings

- a Match comments a–f with pictures 1–6. Where are the people and why are they saying this?



- a ☐ 'I just had to **grin and bear it**.'
- b ☐ 'I'm **over the moon**.'
- c ☐ 'My neighbours really **get on my nerves**.'
- d ☐ 'Ten years later, I **couldn't believe my eyes**.'
- e ☐ 'He really **gets my back up**.'
- f ☐ 'I can't cope! I'm **at the end of my tether**.'

- b Match the idioms a–f in 3a with definitions 1–5.
- 1 ☐ have no strength or patience left
 - 2 ☐ tolerate, put up with
 - 3 ☐ be very pleased and happy
 - 4 ☐ be made angry by something
 - 5 ☐ be very surprised
- c Complete the questions with the correct words or phrases. Ask and answer the questions.
- 1 What do people do that _____ your _____ up?
 - 2 When was the last time you were at the _____ of your _____?
 - 3 If you don't like your meal in a restaurant, do you _____ and _____ it or say something?
 - 4 Have you been _____ about some good news recently? When?
 - 5 Have you ever looked at a price tag and been unable to _____ your _____?
 - 6 Which noises really _____ on your _____?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...

describe photos and hobbies	<input type="checkbox"/>
tell a descriptive narrative	<input type="checkbox"/>
organise a presentation	<input type="checkbox"/>
write a letter of application	<input type="checkbox"/>