

The limits of my language mean the limits of my world. Ludwig Wittgenstein, 1889-1951, German philosopher

READING AND VOCABULARY CULTURE

1 What do you understand by a culture? What comes into your mind?



2 Read the webpage on page 107 quickly and choose an appropriate heading for each section from the box.

Architecture Climate Cuisine Values
Customs/Traditions Geography Religion
Historical events Institutions The arts
Language Life rituals Rules of behaviour



3a Look at these meanings for words and phrases from the webpage. Which section (1–13) do you think you might find each of the words in?

- a a kind of food eaten every day
- b a particular linguistic form (often spoken)
- c ways of behaving politely
- d a belief that some things are lucky/unlucky
- e a particular type of land
- f a ceremony which makes you remember and respect someone or something from the past
- g a small group with particular beliefs and practices



3b Find the words or phrases in the webpage which match the definitions in Exercise 3a.

4 Work with a partner. Select three or four of the words from Exercise 3b to discuss. Give an example from your country, or another country you know well.

5 Reflecting on the topic Work in small groups and discuss the questions.

- 1 Which three of the thirteen factors listed on the webpage do you think are the most useful for defining cultures? Why?
- What do you think are the typical features of your own national culture? What do you imagine people from other cultures would say?
- 3 The heritage of a society is those aspects or things from the past that are considered important to its culture today. What parts of your heritage are you most proud of?
- 4 Which factors do you think make your culture different from those of other countries? (Think about countries which are far away and those that are near neighbours.)
- 5 Are there aspects of any other cultures which you admire? What? Why?



The wor refers to people,

WHAT IS CULTURE?

Module 1 (weeks 1 and 2)

The word 'culture' has a number of meanings, but in its widest sense it refers to everything that makes up the identity of a particular group of people, society or nation.

- 1 _____ the general terrain and physical features such as mountains, rivers, proximity to the sea, whether there is a coastline
- 2 _____ weather conditions in different seasons, length of seasons, average temperatures and types of extreme weather if appropriate, e.g. hurricanes, typhoons, droughts
- 3 _____ written and spoken means of communication used by a particular group of people; this may include particular dialects, and characteristics of grammar, vocabulary and pronunciation
- 4 _____ a particular style of cooking; this will include specialities, unusual dishes and staple diet of a particular area (e.g. rice, potatoes, pasta)
- 5 _____ things which are considered important to people and tend to guide their lives (e.g. attitudes to family, money, honesty, superstitions, nature, animals)
- 6 _____ characteristic styles of music, theatre, film, painting, opera, literature, etc. and their relative importance and status
- 7 _____ particular faith/belief systems, e.g. Islam, Christianity, Buddhism, Judaism, including sects within a particular tradition
- unspoken/unwritten ways of doing things, e.g. rules of etiquette and manners regarding how to eat, socialise, dress, drive, greet and address each other; punctuality, tipping, the way people treat each other (male/ female/adults/children), etc.
- 9 _____ particular national/public holidays, feast days, festivals (e.g. carnivals), commemorations, anniversaries and activities associated with and performed on these occasions
- 10 ______ (civil) wars, invasions, revolutions, famines, natural disasters, etc.
- 11 _____ birth, marriage, maturity, employment, retirement, death, and how these are treated
- 12 _____ the political system and type of government and/or monarchy, the legal system, education, financial system
- 13 _____ characteristic style of buildings and interior design; also common building materials used, ratio of old/new buildings, the built environment in general and its appearance

Professor Mancini, Institute of Cultural Studies (ICS)



LISTENING

- 6 What do/would you miss about your culture when you are abroad?
- 7 11.1 Listen to six people answering the question in Exercise 6. What does each person miss about their culture?
- **8** Listen again and answer the questions What does:
- Ayla say about Turkish hospitality?
- 2 Ingrid say about supermarkets in Germany?
- 3 Anna say about Russian friendship?
- 4 Danielle say about the food in Cameroon?
- 5 Alessandra say about hearing her dialect of Italian?
- 6 Nancy say about making arrangements in Argentina?
- **9** Work in small groups. Think back to Exercise 6. Were any of the speakers' opinions like yours? Have the speakers made you think of anything else which you miss? Compare your ideas. Do you have any things in common which you would miss?

SPEAKING



A time capsule is a sealed container filled with objects. It is then buried in the ground and not opened until some time in the future. The idea behind this is to communicate to people in the future about what life is like now.

10a Work in small groups and agree on twelve items to be placed in a time capsule which will be opened in 200 years' time. Choose the items which you think best represent your culture as it is today. (The time capsule is the size of a piece of luggage for a two-week holiday.)

10b Join another group and explain the content of your time capsule and the reasons for your choices.



READING AND SPEAKING

1 Work with a partner and discuss the questions.

- 1 What is culture shock?
- 2 Who gets culture shock?
- 3 What does it include?



2 Read the first paragraph of an article which gives advice to foreign students and check your answers to the questions in Exercise 1.

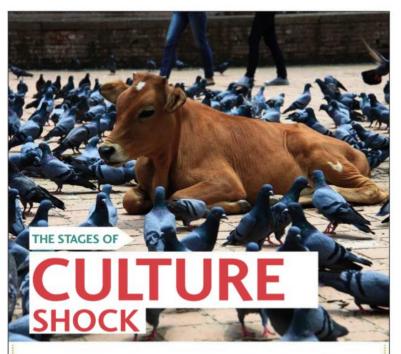


3 Read the five stages of culture shock and match the statements from five people with the stage they are likely to be in.

- a 'Actually, I think I appreciate all the cultural differences and feel very comfortable living here now. I also appreciate my own culture and enjoy going home on holiday.'
- b 'I think I'm getting used to living here now and I don't worry anymore.'
- c 'I love all the different tastes, the spices in the food, the smells, the sights and the sounds.'
- d 'I don't like the way people stare at me all the time and how they just rush onto the trains without waiting for people to get off.'
- e 'I feel a little bit lonely at the moment and I miss having my sisters to talk to.'

4 Work in small groups and discuss the questions.

- 1 Have you lived in another culture, or do you know someone who has? What have been your/their experiences with culture shock?
- 2 What countries have a similar culture to your own?
- 3 Do you agree with the following quote? A fish only discovers its need for water when it is no longer in it. Our own culture is like water to a fish. It sustains us. We live and breathe through it. (Dr F. Trompenaars)



Culture shock describes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have travelled abroad to work, live or study; it can be felt to a certain extent even when abroad on holiday. It can affect anyone, including international students. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the important people in your life, maybe family, friends, colleagues, teachers: people you would normally talk to at times of uncertainty, people who give you support and guidance. When familiar sights, sounds, smells or tastes are no longer there, you can miss them very much.

The process (of culture shock) can be broken down into five stages:

1 The 'honeymoon' stage

When you first arrive in a new culture, differences are intriguing and you may feel excited, stimulated and curious. At this stage you are still protected by the close memory of your home culture.

2 The 'distress' stage

A little later, differences create an impact and you may feel confused, isolated or inadequate as cultural differences intrude and familiar supports (e.g. family or friends) are not immediately available.

3 The 're-integration' stage

Next, you may reject the differences you encounter. You may feel angry or frustrated, or hostile to the new culture. At this stage, you may be conscious mainly of how much you dislike it compared to home. Don't worry, as this is quite a healthy reaction. You are reconnecting with what you value about yourself and your own culture.

4 The 'autonomy' stage

Differences and similarities are accepted. You may feel relaxed, confident, more like an old hand, as you become more familiar with situations and feel well able to cope with new situations based on your growing experience.

5 The 'independence' stage

Differences and similarities are valued and important. You may feel full of potential and able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.

VOCABULARY ADJECTIVES



5a Look at the following adjectives from the article. Which are positive and which are negative?

frustrated	hostile	inadequate	intriguing	
isolated	stimulated			



5b Match the adjectives in Exercise 5a with the closest synonym in the box.

disappoin	ted	excited	interesting	insufficient
lonely	unfri	endly		



5c Complete the sentences with the adjectives in Exercise 5a.

1 It w	as such an	story,	SO	unusual	and	mysterious.
--------	------------	--------	----	---------	-----	-------------

- 2 They hope the students will feel _____ by the talk.
- 3 She's quite angry at the moment and feels _____ towards British culture.
- 4 The old people felt so lonely and . .
- 5 The teacher made us feel _____ and stupid if we made mistakes.
- 6 I often get _____ and impatient with my computer.



LISTENING



6a 11.2 Listen to three young people talking about their experience of culture shock in Japan. Make notes to complete the table below.

	Lars	Hugo	Sofia
1 Where live?			
2 Study? Job?			
3 How long in Japan?			
4 Enjoying Japan?			

6b Listen again. Which of the five stages of culture shock are they in? (They may be between two stages.)



6c Justifying answers Work with a partner and compare and justify your answers to Exercise 6b.

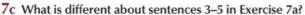
GRAMMAR REPORTED SPEECH



7a Look at these reported statements. Underline the actual words used in Audio script 11.2 on page 180.

- 1 She said she had arrived there the previous month.
- 2 She said that she had met up with people for language exchange.
- 3 He said the winter landscapes are stunning and the people in Hokkaido are wonderful.
- 4 He said that when he went out into the countryside, children would stare at him.
- 5 He said he is just not fitting in at the moment.
- 6 The interviewer asked if it was safe.

7b Look at sentences 1 and 2 in Exercise 7a. What changes do we make when we report speech?





7d Here are three reasons for not changing the direct speech verb in reported speech. Match the reasons with sentences 3–5 in Exercise 7a.



- The action or situation in the indirect speech is still happening/true.
- b The reported verb expresses a fact or situation that cannot or is unlikely to change.
- c The verb comes immediately after a time conjunction (e.g. when, after).

7e Look at sentence 6 in Exercise 7a. What happens to word order in reported questions?



→ Language reference and extra practice, pages 126–149

8 Susan has recently returned to England from Japan. Report the following things she said. Change the tense of the verb only if necessary.



- 1 I studied the language before I went.
- 2 I lived in a tiny studio flat while I was there.
- 3 The trains were crowded, but were always on time.
- 4 I gave chocolates to my boss once and he was really surprised.
- I really miss Japan and would love to go back.
- 6 I often go to Japanese restaurants to eat Japanese food.
- 7 Yesterday, I bought a ticket for a holiday in Japan.
- 8 I can't wait to get back there!

SPEAKING AND WRITING

9a Think of a person you know who lives in your country, but comes from somewhere else. Describe and comment on this person in terms of where they are in the five stages of culture shock. Think about the following questions and make notes.

- How long has the person been in your country?
- Did they choose to come themselves?
- · How much do they fit into your country's culture?
- Are they happy living in your country?

9b Work with a partner. Tell each other about the person you thought of in Exercise 9a.

GRAMMAR TIP

If we want to report the general topic of a conversation rather than what was said in detail, we can use 'topic' or 'summarising' verbs such as *discuss* or *talk about*:

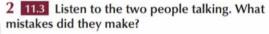
I saw my best friend last night. We talked about the problems she's having at work.

9c Write a summary of what your partner said.





1 You are going to listen to two people talking about mistakes they made while visiting Spain and Turkey. What do you know about the culture and people of these two countries?



3 Listen again and complete the sentences.

1	My wife		there	by	dolmus.
-	100	.1			

___ the money and _____ it to him. ____ not to get on his bus again. I __ He _ by dolmus ...

I'd _____ the orientation programme because I'd been to Malaga ...

... my hosts had __ me up at nine o'clock and that I'd _____ them ...

lots of different dishes.

They nearly fell off their chairs laughing and _ forget about eating any more food.

4 Work with a partner and discuss the questions.

- Have you ever made any cultural mistakes? What were they?
- What mistakes do visitors to your country sometimes make?



GRAMMAR REPORTING VERBS

5 Look at the verbs you wrote in Exercise 3 and add them to the table.



verb + to + infinitive	offer, promise
verb + object + to + infinitive	invite, advise
verb + -ing form	consider, deny
verb + preposition + -ing form	talk about, agree on

Language reference and extra practice, pages 126–149

6 We often use verbs like the ones in the table to report speech. Report the bold parts of the sentences, using some of the verbs from the table.

- She encouraged me to study my heritage.
- 'You should study your heritage.'
- 'Yes, I think I did sound a bit rude.'
- 'We really must treat everyone equally. It's really important.'
- You really should think about it for a few more days.' 'OK, I will.'
- 5 'Don't come into my shop again! I'll phone the police next time!"
- 'I shouldn't have left university early. It was a stupid move.'
- 'I haven't done anything wrong. I'm not going to resign.
- 'I'm sorry I was so late.'

7a In groups of three, look at your prompts and make sentences.

Student A: turn to page 156.

Student B: turn to page 159.

Student C: turn to page 162.

7b Now say and report your sentences. Student A reads a sentence to Student B, who reports it to Student C. Then change roles.

A: I'll take notes and photocopy them for you. B: Henri offered to take notes and photocopy them for me.

CULTURAL DIFFERENCES

A knowledge of differences between cultures, in an ever-shrinking globalised world, is becoming one of the essential key skills that modern 'citizens of the world' need to possess in order to work and learn effectively. At a superficial level, this involves knowing about food or body taboos. For example, some cultures don't eat meat, cows can be sacred, the head must not be touched. But while it is important to know about these things, if this is where your intercultural knowledge stops, you will still end up offending people or being misunderstood.

More important than superficial behaviour is the value system of a culture. In the same way that a good doctor needs to understand underlying causes rather than just treat symptoms, the culturally aware individual needs to have not only a knowledge of publicly visible behaviours and stated beliefs, but also an awareness of the underlying value systems of cultures that shape those behaviours and stated beliefs.

Of course, these belief systems can be very different from one's own, and it is very easy to label other people's behaviours and beliefs as strange. It is more difficult to accept that one's own ways of behaving, which seem perfectly normal, can be seen as strange and even rude in another culture. But unless one tries to observe one's own culture objectively and have an understanding of why other cultures do things differently, it is inevitable that cultural mistakes will be made.

Culturestoyou.com

Don't believe the people who say that we must be 'culturally aware', that we should always think about where people come from so we don't offend them. That's nonsense! You know what it does? It makes people concentrate on tiny, small things, like where you put the soles of your feet when you're sitting down in case you give offence. Or how close you get to somebody on a bus or train – invading their physical space it's called. It's all trivial and really unimportant. No, what everybody really needs is loads of politeness and patience. Once you get that, you don't have to worry about other people's culture.

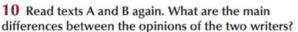
The other thing people say is that we reject other people because they threaten us – our culture. I think that's so true. We don't like to feel threatened – to worry about our kids, our jobs, and so on. The important thing is that your kids can get a decent education, you can get work and your family feel safe. If those three things are OK, cultural differences aren't really important and you won't find anything about cultural problems in the newspapers. Multiculturalism with all cultures mucking in together works fine then. But, and it's a big but, if any of these three things goes wrong or missing, you're in trouble, big trouble. That's when the little things between people of different cultures start to matter and can become big, troublesome issues.

READING

8 What other cultures are you aware of in your country?

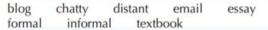
9 Read texts A and B and choose the most appropriate answer.

- 1 Text A argues for the following
 - a Doctors should treat symptoms of illness.
 - b We should all understand the causes of illness.
 - c We should all be culturally aware.
- 2 Text A argues that
 - a thinking about other people's behaviours and beliefs is strange.
 - b it is very easy to describe what other people believe and how they behave as strange.
 - c our own ways of behaving are perfectly normal.
- 3 Text B states that
 - a small differences don't get into the newspapers.
 - b it is important to know how close you should get to someone on public transport.
 - c small cultural differences are unimportant.
- 4 Text B states that
 - a multiculturalism can work in certain circumstances.
 - multicultural communities should be easy to establish.
 - c your kids' education is more important than being able to find a job.





11a Which of the words below suggest a style closer to text A? Which words are closer to text B? You may choose more than one word to describe each text.







- the pronouns that are used
- · the formality of the vocabulary and grammar
- questions in the text

12 Look at the text extracts on page 167 and say whether each is closer in style to text A or text B, and why.



SPEAKING

13 Work in groups of four. Choose one of the following statements to discuss. Two of you should argue in favour of the statement and two of you should argue against it.

- People are basically the same all over the world. It is not essential to be aware of other people's cultures.
- Cultural differences are becoming less important.



MEET THE EXPERT

Watch an interview with Anna Colquhoun, a culinary anthropologist, about the cultural importance of food. Turn to page 154 for video activities.

SCENARIO

KALEIDOSCOPE WORLD

SITUATION



- 1 Work with a partner and discuss the questions.
- What foreign country would you like to visit?
- Why does it interest you?
- If you visited the country, what kinds of things would you do to learn about its culture (e.g. visit a museum, do an official tour)?



2 Read the newspaper article and the advert and answer the questions.

- What is the purpose of Kaleidoscope World?
- Where does it get its money from?
- What do you think are the benefits mentioned in the text?

NEWS

EXPANDING WORLD

Kaleidoscope World, the cultural exchange organisation, is expanding its network of destinations. Founded back in the 1960s, it has been operating cultural exchange programmes to over thirty countries for the past fifty years. These give people aged 18-25 the opportunity to experience a completely different culture from their own for a short time. The visits have been highly praised for their benefits by academics and writers. Funding comes partly from government grants and partly from donations. A spokesman explained, 'In these troubled times, Kaleidoscope World has decided to increase its activities and reach out to young people all across the world."

CALLING ALL

TOURIST BOARDS

- · Are you proud of your culture and heritage?
- · Do you think people in other countries misunderstand your way of life?
- · Do you want to improve your country's image around the world?

If you answered YES to any of the above, read on.

KALEIDOSCOPE WORLD

For further details go to:

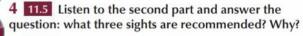
invites presentations in English from tourist boards around the world wishing to become destinations for our popular and successful cultural exchange programmes.

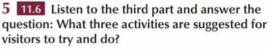


KALEIDOSCOPE WORLD



- 3 11.4 Listen to the first part of a presentation made by a representative of the Toronto tourist board to the Kaleidoscope World organisation. Answer the questions.
- How many sections are there in the presentation?
- 2 What does the presenter say about questions?
- Which of the following are mentioned in the first part of the presentation?
 - population
 - b climate
 - location
 - type of city







KEY LANGUAGE

CREATING IMPACT IN A PRESENTATION



6a 11.7 Listen to an extract of the presentation again. Complete the examples of the techniques.

Tripling (saying things in threes)



it's an important industrial,	and	
centre		

2	they help to create the	, friendly,	
	atmosphere the city is famous	for	

Repetition

Toronto's getting ___ and these days, as _ people come from all over the world ...

Rhetorical questions

(These help to create anticipation in the minds of the audience.)

- So, _____ are the main _ ___ of the city?
- _ is the CN Tower __ ___ seeing?

6b Now look at Audio scripts 11.4-7 on page 181 and find other examples of the techniques described in Exercise 6a.



TASK

GIVING A FORMAL PRESENTATION

7a You work for the tourist board of your home town (or city/region). You are going to prepare and deliver a five-minute presentation to Kaleidoscope World. Use the notes below to prepare your presentation.

- The purpose of the presentation is to persuade the Kaleidoscope World agents to include your town/city/ region in their list of destinations for cultural visits.
- The presentation should have an introduction and conclusion.
- The main body of the presentation should be structured in the following way.
 - A three key pieces of background information, e.g. location, climate, population, history
 - B three places to visit/main sights
 - C three other things a visitor should try/do, e.g. special food, sporting events, customs, traditions, festivals
- Try to use some of the techniques for creating impact in your presentation.

7b Work with different groups and take turns to give your presentations. Choose the best one(s).

OTHER USEFUL PHRASES

Starting

Good morning, everyone. I'd like to talk to you today about ...

Signalling structure

The presentation is organised into three sections. I'll begin with ... Next, ... and lastly, ...

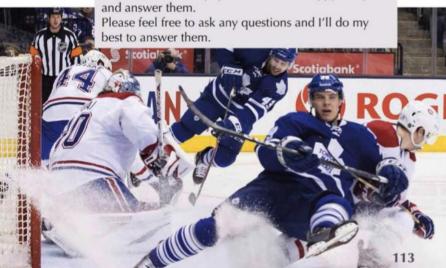
Turning to the next part, ... Let's now look at ...

Summarising

In conclusion, I would just like to say ... To summarise ...

Inviting questions

Now if there are any questions, I'll be happy to try and answer them.



STUDY SKILLS

IMPROVING READING SKILLS

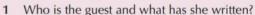
1a Think about when you read in English. Which of the following techniques do you use and in what situations?

Do you:

- focus on headings and subheadings?
- only look at summaries and conclusions?
- read every word very carefully?
- predict what comes next?
- ask yourself questions about what you are reading?
- use your finger to help you follow what you read?
- have questions to which you want to know the answers before you read?
- read aloud?
- focus on the unknown vocabulary?
- 1b Compare your ideas with a partner.



2 11.8 Listen to part of a radio programme on the subject of reading and answer the questions.



- What does she say about the benefits of reading?
- What advice does she give?



3 Listen again. Which techniques in Exercise 1a does the guest mention?

There are different techniques for improving reading speed and ability. Do Exercises 4-6 to try them out.



4 Reading and chunking If you want to improve reading speed, it's important to look at groups of words rather than individual words. You can read the sentence below one word at a time.

All | cultures | develop | from | a | range | of | diverse | influences.

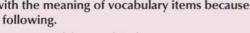
However it is better to 'chunk' groups of words as below:

All cultures | develop from | a range of | diverse influences. The cosmopolitan atmosphere | of many world cities | is a result of | centuries of immigration.

How are the sentences above chunked? Do you notice any patterns? Divide the sentences below into appropriate chunks.

- He wrote a brief history of Western culture.
- Many people argue that American culture will soon take over the world.
- Cultural Studies is becoming an increasingly popular university course.

5a Guessing unknown words The context will help with the meaning of vocabulary items because of the following.



- the position of the word in the sentence
- the part of speech (e.g. noun, verb, adjective, etc.)
- the use of prefixes and suffixes

Match the prefixes below with their meanings.

- 1 predate a after 2 international b before 3 nostwar c between 4 multicultural d many 5 subculture e opposite misunderstanding bad or wrong 6 f 7 antisocial against 8 counterculture h under
- 5b Identify the suffixes in the words below. Decide if they are noun or adjective suffixes.



- sociology 5 responsible sexism 6 development 3 timeless 7 communication
- valuable
- 5c Add some more words with the same suffixes.
- 5d Look back at the texts on page 111 and identify as many prefixes and suffixes as you can (look for verbs, nouns and adjectives).



6 Reading linkers Focusing on linking expressions will help you to understand how the ideas in a text are connected. Match the common formal linking expressions 1-8 with their functions a-h.

- alternatively
- on the contrary
- provided that
- in addition
- similarly
- 6 nevertheless
- 7 in order to
- 8 therefore
- adds something
- introduces a result
- gives the purpose of something C
- d introduces a surprising piece of information
- introduces another choice
- suggests a condition
- makes a comparison
- makes a contrast
- 7a Work with a partner. You will each read a different text, then summarise it orally for your partner. What ideas are similar in both texts?



Student A: turn to page 156. Student B: turn to page 159.

7b Identify the prefixes, suffixes and linking phrases in your text. How did you chunk the text as you read? Discuss your ideas with your partner.



WRITING SKILLS FORMAL CORRESPONDENCE

8 Work with a partner and answer the questions.

- What sort of formal correspondence (letters/emails) do you write or receive?
- What is the usual purpose of the correspondence (e.g. asking for information, applying for something, complaining)?
- What form does the correspondence generally take?
 - a an email
 - a letter sent in the post
 - a letter attached to an email



9a Letter layout Match items 1-12 with A-L on the diagram of a formal letter.

- 1 greeting (Dear Sir/Madam or Dear Mr/Mrs/Miss/Ms
- 2 main message of the correspondence
- 3 writer's address
- 4 subject heading (where appropriate)
- 5 date
- 6 writer's name and position
- 7 ending (Yours faithfully or Yours sincerely)
- 8 signature
- 9 reference to previous contact or reason for contact
- 10 address of recipient
- 11 reference to future contact
- 12 closing remarks



9b Compare the letter layout in Exercise 9a with the layout of an email. Which of the items 1-12 would be in the same place and which would be different? If different, where would you find them in an email?

10a Formulaic language The language of formal correspondence is very formulaic (i.e. we tend to use the same expressions again and again). Complete the expressions below with words from the box.

assistance contacted enclosed/attached forward



	Hade to be simple to the same
1	I look to hearing from you in the near
2	I am with to (your advertisement).
3	If I can be of any further, please do not to contact me.
4	Please find a copy of my (CV) for your
5	Regarding the of (the conference dates), I think
6	I can be on the above phone number at any time.
7	Should you any information, please feel free to me.
8	I am you in relation to your for

functions a-f.



- reason for contact
- how to get in touch
- including something with your letter
- reference to the future
- closing remark
- reference to an issue

11 Work in small groups. Read the advertisement and discuss the questions in it.

UNICORN Television

Unicorn Television is commissioning a series on the history and influence of youth cultures around the world, to be called 'Street Styles'.

We would like to hear from people all over the world who would be willing to be interviewed on any of the following points:

- 1 Do youth cultures give young people a sense of identity?
- 2 Are youth cultures a problem for parents?
- 3 What are your personal experiences of youth cultures?
- 4 Are youth cultures a normal part of growing up?
- 5 What are the main youth cultures in your country?
- Are youth cultures simply a way for business to exploit the young?
- 7 Do youth cultures pose a danger to society?

Please write to the following address stating your age, availability, and include a recent photograph.

The Commissioning Editor

CE@ut.co.uk

Unicorn Television | Forest Lane | London W1

All replies will be acknowledged.

12 Write a piece of formal correspondence in reply to the advertisement. In your correspondence, you should do the following.

- refer to the advertisement
- give the topic you would be willing to answer questions on
- briefly state your views/experience of youth cultures
- say when you will be available
- make a closing remark
- refer to the future

