

3

A sense of wonder

Vocabulary and Speaking

Travel

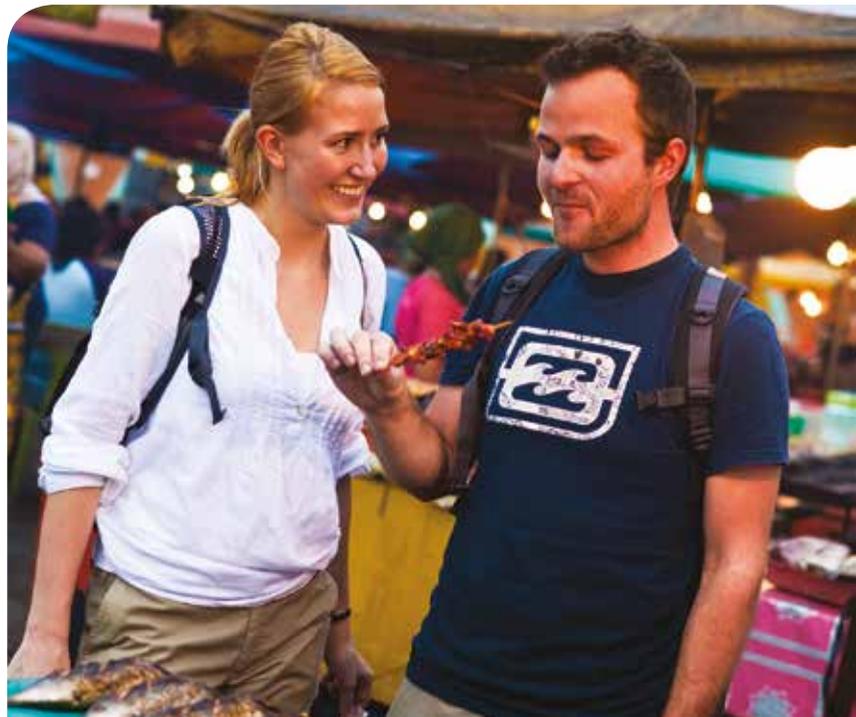
1 🗨️ The photos show people on holiday in another country. Discuss these questions with a partner.

- 1 Have you had similar travel experiences in your life?
- 2 What kind of person do you think would go on each type of holiday?
- 3 What do you think might be the most/least enjoyable thing about each experience?

2 For questions 1–5, decide which answer (a, b or c) best fits each gap.

- 1 When Roger travels, he prefers to _____ rather than stick to obvious touristy spots.
 - a hit the road
 - b go off the beaten track
 - c be on the road
- 2 Julia always travels _____ – she flies with budget airlines and stays in hostels.
 - a on a shoestring
 - b luxuriously
 - c economy
- 3 Whenever John's travelling abroad he always negotiates to get the best possible price; he _____.
 - a goes with the flow
 - b gets taken for a ride
 - c drives a hard bargain
- 4 Maria and Jo really enjoyed the _____ of Tokyo; they found the fast pace of life really exciting.
 - a laid-back atmosphere
 - b hustle and bustle
 - c peace and tranquility
- 5 Samuel likes to _____ when they're on holiday, whereas Antonia is much more spontaneous and happy to decide what they're doing on the day.
 - a get an upgrade
 - b follow an itinerary
 - c take in the sights

3 🗨️ Work with a partner. Discuss which person in exercise 2 most closely reflects your attitude to travelling. Use the vocabulary in exercise 2 to describe your ideal holiday.



Word formation

Nouns 1

- 1 **Underline** the noun with a suffix in each sentence 1–5, then identify what suffix is being used.

growth → *-th*

0 Environmentally friendly forms of transport have experienced a significant growth in recent years. 1 In many cities around the world there is no shortage of people riding bicycles. 2 Nowadays, more and more people in this country are beginning to see the wisdom in this. 3 At first, you may see the physical exercise as an unnecessary hardship, but you will soon discover its joys. 4 With more and more daily practice comes cycling proficiency – when you're so good at it, it no longer feels like a burden. 5 And cycling also reduces noise, which might even make you more popular in your neighbourhood. So, what are you waiting for? Hop on your bike!

- 2 Use the suffixes in the box to form nouns from the pairs of words. Use the same suffix for both words in each pair. You may also need to make other spelling changes.

-ity -ure -er -or -(s)ion -ation -ness

- 0 foreign/travel → *foreigner, traveller*
- 1 cancel/publish
- 2 confuse/collide
- 3 proceed/sign
- 4 senate/investigate
- 5 punctual/diverse
- 6 fair/tidy
- 3 Write the correct form of the words in brackets using suffixes from exercises 1 and 2. The noun you use may also require a plural ending.
- 0 The government is reducing corporation tax to attract foreign investors (invest).
- 1 I can't imagine Sara living somewhere so cut off. She'd go mad with _____ (bored).
- 2 The receptionist rang to tell Kerry there were several _____ (pack) waiting for her at the front desk.
- 3 I just can't get over his _____ (selfish) – it would have been a goal if he had passed the ball.
- 4 Julia has lots of great ideas on how to maximise _____ (efficient) in your day-to-day life and stop wasting time.

- 5 There is every _____ (likely) that road tax will increase next year.
- 6 He develops _____ (apply) for a well-known software company.
- 7 Lake Baikal has a _____ (deep) of 1,637 metres, making it the world's largest lake in terms of volume.
- 8 The price of _____ (member) for the golf course was way more than Tom could afford.



READING AND USE OF ENGLISH

Reading and Use of English Part 3

Word formation

- 1 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Visiting new (0) ... <u>LOCATIONS</u> ... is	LOCATE
always a thrilling experience, but sometimes the journey can be even more (1) than	ENJOY
the destination. The Trans-Siberian Express is (2)	UNIVERSE
acknowledged to be the longest single train ride in the world. You travel over 9,000 kilometres and it takes seven whole days after your (3)	DEPART
from Moscow to arrive in Vladivostok in the Russian Far East. What makes the experience really (4)	FORGET
is seeing the immense Russian landscapes roll past and realising the (5) of the country.	VAST
Travelling on the Trans-Siberian is also a chance to build (6)	LAST
friendships with fellow visitors or Russian locals. Unless you travel with your own friends, you have to share a compartment with (7)	STRANGE
, which may prove to be a significant challenge in communication. However, once these language barriers are overcome, it can also be a great chance to improve your (8) with different	FAMILIAR
cultures from around the world.	

- 2 Work in pairs. Discuss what you think makes a journey memorable.



LISTENING

Listening Part 3

Multiple choice  1.11

- 1 Look at the picture above. What do you think is happening? What is the cause of this?
- 2 Look at exercise 3. Underline the key words in the questions and options to help you focus on the important information when you listen to the recording. Question 1 has been done for you.

Help

- Think about what attitude or opinion is suggested by the options.
- Listen for ideas, not exact words (for example, instead of *very important*, you may hear *really vital*, *of paramount importance*, *absolutely key*, etc.).
- Never leave a question unanswered. Eliminate obviously wrong options, then select the answer that seems the most likely to be correct.

- 3  You will hear an interview with a university researcher called Dr Susan Cullnean talking about her book. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 In Dr Cullnean's opinion, what does communicating with people from other cultures enable us to do?
 - A help avoid cross-cultural confrontations
 - B increase our global awareness
 - C travel to foreign countries more frequently
 - D understand the challenges of multiculturalism
- 2 Dr Cullnean says it leads to failure in cross-cultural communication when people
 - A feel uncertain about what their cultural values and attitudes are.
 - B are unaware of the rules for correct behaviour in a different environment.
 - C prove incapable of viewing situations from the perspective of others.
 - D start judging their own beliefs as strange.
- 3 How does Dr Cullnean feel about cultural stereotypes?
 - A She accepts that they may serve a role in helping us understand another culture.
 - B She is concerned that people in power can misuse them for their own purposes.
 - C She is undecided whether they are more beneficial than harmful.
 - D She is often confused by them in more complex situations.
- 4 The key to the 'active listening' technique Dr Cullnean mentions is to
 - A identify who is responsible for communication breakdowns.
 - B translate words into one's own language to eliminate misunderstanding.
 - C summarise and regularly check what the other person has just said.
 - D consider issues from all perspectives.
- 5 Dr Cullnean mentions Julia as an example for communication breakdown because of
 - A misinterpreted gestures.
 - B lack of awareness of preferred distances.
 - C her level of English proficiency.
 - D different sensitivity to how loudly speakers should talk.
- 6 What is the advice Dr Cullnean gives the interviewer?
 - A Never use stereotypes to inform behaviour.
 - B Stand closer to people from the Mediterranean.
 - C Let people try to understand you better.
 - D Review assumptions as you communicate.

Language focus 1

Gerunds and infinitives

1a Write the correct form of the verb in brackets to complete these extracts from the recording.

- 1 People **tend** _____ (view) their own beliefs and attitudes as ...
- 2 We should try to **avoid** _____ (stereotype).
- 3 We must be prepared to **continue** _____ (observe) people's behaviour.
- 4 We'd be **better off** _____ (find) ways to **make** it _____ (work).
- 5 I couldn't **imagine** her _____ (have) any communication problems with me.
- 6 That **led** me _____ (discover) the problem was with ...
- 7 I should **remember** _____ (stand) a bit closer.

1b Which verbs in **bold** in exercise 1a could be followed by more than one verb form? Would it change the meaning of the sentence? How?

 Read more about gerunds and infinitives in the Grammar Reference pages 119–121.

2 Read the short text below. Find one mistake in the use of gerunds or infinitives in each sentence and correct it.

My trips to the market

1 A market I really enjoyed to visit was in Muara Kuin, Indonesia. 2 To watch traders selling fruit and vegetables from their boats is mesmerising. 3 I was a bit disappointed that I didn't manage trying fried locusts. 4 I wasted quite a bit of time to look for them before someone informed me Indonesians didn't eat them. 5 It's definitely worth to research what is on offer at markets before going.

6 If you ever find yourself in Basel, Switzerland in December, you should definitely to check out the market in the Old Town. 7 I remember to go there a few years ago with my sister – it was wonderful. 8 There was so much food trying and handmade gifts to buy. 9 We ending up spend a fortune as it is quite expensive. 10 I'd love going again but I'd need to save up some money first!

Vocabulary

The senses

1  Discuss these questions with a partner.

- 1 What is your favourite smell? Does it remind you of anything?
- 2 What food do you associate most with your country? What does it taste like?
- 3 What's the most unattractive landmark in your country?

2 For sentences 1–8, underline the adjective in *italics* which is **not possible**.

- 1 The peanuts were so *salty/tasty/dry*, they made me terribly thirsty.
- 2 Good, ripe cheese often smells quite *pungent/smelly/subtle* – some people find it too strong.
- 3 The flavours in the vegetable risotto were really *delicate/faint/overpowering* – I could hardly taste them, but they enhanced the experience.
- 4 The banquet table at the wedding looked *rich/breathtaking/spectacular* – all the dishes were presented beautifully.
- 5 The meal was not bad, but it was so *bland/flavourless/delicious!* I like my food with a bit more kick.
- 6 The air in the bazaar was full of the *fragrant/foul/aromatic* scent of spices – it was delightful but quite intense.
- 7 The cupcakes Tina made looked *appetising/dreadful/vile* but to be fair, they didn't taste too bad.
- 8 The stew was *revolting/disgusting/mouth-watering*. It tasted awful and made us quite ill.

3  Work in pairs. Tell your partner about a time when you visited an interesting or unusual place. Describe the sights, flavours and smells that you associate with your visit.



Reading and Use of English Part 6

Cross-text multiple matching

- 1  Work with a partner. Look at the photo of an exhibition. Discuss what you think makes it special.
- 2 Skim read the four reviews to check your ideas. Which option, **A**, **B**, **C** or **D**, best summarises what makes the exhibition unusual?
- A It is organised by Tate Britain at a venue outside the art gallery.
 B The exhibition requires visitors to use all five of their senses.
 C People have to experience the works of art without using their sight.
 D Every exhibit is accompanied by a special meal.
- 3 You are going to read four reviews of an unusual exhibition. For questions 1–4, choose from reviews **A–D**. The reviews may be chosen more than once.

Which reviewer

shares reviewer A's experience of feeling distracted from seeing the works of art? 1

disagrees with the others about whether the exhibition is an enjoyable experience? 2

makes a similar comment to reviewer C about the use of sounds and noises? 3

has a different view from the others about whether the aims of the exhibition were achieved? 4

Help

- Read the rubric, title and subtitle carefully to find out what the central theme is.
- For each question, identify the key information to look for.
- Read the four extracts quickly to get a general idea.
- Locate the information that you need in order to answer each question in the text.
- Identify each reviewer's opinion and compare it to the others'.

- 4  Discuss in groups. Would you like to visit the Tate Sensorium Exhibition? Why/Why not? Have you ever heard about or seen any other unusual art exhibitions or stage performances?

THE TATE

Sensorium Exhibition

A

The show's ambition is to trigger responses to a selection of artworks, not just from your eyes, but from all the senses. As it says in the press release: 'Galleries are overwhelmingly visual. But people are not'.

Each of the four chosen paintings is accompanied by a different selection of sensual stimuli. For the Bacon, aromas of 'an animalistic horse-like scent' drift across the space to remind you of the picture's setting in Hyde Park, and you eat the salty chocolate 'to bring out the painting's dark nature'.

It's quite good fun. And even now, a couple of days later, I can still remember the taste of that salty chocolate. What I can't remember is the Bacon painting. Weirdly, it's become a blank. Instead of adding to the visual experience, the Tate Sensorium has managed somehow to obliterate it and replace it with all the other guff.

Of course galleries need to be 'overwhelmingly visual'. They're devoted to something called the visual arts.

B

'If their interest is flagging, give them chocolate' is a rule that can be applied to just about any situation, and it certainly worked with the final painting, Francis Bacon's *Figure in a Landscape*. A large chocolate – intense, bitter and slightly salty – beautifully complemented the sinister painting, to the extent that a musky perfume and yet more rattling noises were barely noticed.

This is a well-meaning project, falling somewhere between branding, architecture and art, which added up to considerably less than the sum of its parts. But then 'creative studios' don't perhaps lend themselves to single powerful, defining visions. A circular graph based on my wrist-band responses was completely neutral except for sharp surges in rooms 2 and 4.

From these I decide that I was alarmed at the prospect of being deafened in the first instance, and that I like looking at Francis Bacon paintings while eating good chocolate in the second. I don't think I needed to go all the way to Tate Britain to learn this.

Four reviewers give an account of their experience visiting the art gallery.



C

Bacon's *Figure in a Landscape* (1945) was heavily influenced by sensorial stimulus, this time the taste of a grainy ball of chocolate. The texture led me to focus on the top-left corner of the painting, which looked as 'dusty' as the sounds I was hearing.

The overall experience of Tate Sensorium was compelling and exciting, and I would have little to add to it. My only concern with Tate Sensorium was the predominance of often extremely loud sounds. While the other senses were present only once or twice, sounds were never absent, perhaps as they are the easiest to insert into a gallery space. I would have preferred to have had moments of silence, to be able to perceive the difference between experiencing a painting with or without sounds. But the exhibition succeeds in its intended purpose, namely to trigger new and fresh interpretations of paintings by appealing to different senses, and to see the ways in which smell, touch, taste, and hearing can contribute to our appreciation of art.

D

The final section has a spot-lit tray with four bite-sized chocolates in front of *Figure in a Landscape* (1945) by Francis Bacon. Eating in the gallery space is the only time I feel a little apprehensive about the whole experience. While smell, touch and hearing are often unnoticed by-products of looking at art, taste is a sense usually reserved for the ubiquitous gallery café. If you are not expecting great artistic revelations, then the entire experience is an unusual way of spending 20 minutes in a gallery. But it probably won't make you look at the paintings afresh, because you stop seeing them even when your eyes are fixed on them. The voice at the beginning asks you to seek 'your own interpretation' and as you are whizzed through the dark gallery, with props and wafts to play to your senses, there is little to no time to contemplate the works. Still, my sense of sight was piqued. The Tate Sensorium made me look at the collection in a new way – by not allowing me to see it properly.

Language focus 2

Reported speech

Tense changes and reporting verbs

- 1** The following sentence reports what a reviewer has written about the Tate Sensorium. What changes have been made to the original statement in reported speech?

'What I can't remember is the Bacon painting ... it's become a blank.'

The reviewer **remarked** that what he couldn't remember was the Bacon painting, and **added** that it had become a blank.

- 2** How do the following tenses and verbs change after a past reporting verb in reported speech?

present simple	present continuous			
present perfect	past simple	past perfect		
will	be going to	can	should	must

present simple → *past simple*

- 3** Compare the following two questions with the way they are reported. Then rewrite questions 1–4 as reported questions.

'How much time did you spend at the exhibition?'
The interviewer asked the woman how much time she had spent at the exhibition.

'Did you enjoy it?'
The interviewer asked her if/whether she enjoyed it.

- 'What was the most unusual thing about your visit yesterday?'
- 'Did being offered chocolate in a gallery surprise you?'
- 'Do you think young people would enjoy the experience?'
- 'How often do you visit museums or galleries?'

-  Check your answers to exercises 2 and 3, and read more about tense changes in the Grammar Reference page 121.

- 4** Rewrite the direct speech in sentences 1–8 in reported speech. Use a suitable reporting verb from the box.

offered	claimed	queried	argued
demanded	reminded	admitted	stressed
predicted			

- 0** 'The exhibition succeeds in its intended purpose.'
The reviewer *claimed* that the exhibition succeeded in its intended purpose.

- 'Of course galleries need to be "overwhelmingly visual".'
The reviewer ...
- 'Don't get a taxi, I'll pick you up from the airport.'
Her friend ...
- 'You're not finished! What have you been doing all day?'
His tutor ...
- 'Remember, everyone – whatever you decided last week can't be changed now.'
The staff manager ...
- 'I can't emphasise enough how important the next few months will be.'
The team leader ...
- 'This may turn out to be the best year for all of us.'
The optimist ...
- 'Are you sure that Alice will be able to get to the interview on time?'
The chief editor ...
- 'I have made some mistakes during the reform process.'
The minister ...

- 5** Complete each gap with the missing preposition.

- Joan congratulated us _____ completing the course successfully.
- The manager told me off _____ forgetting about the planning meeting.
- You've never objected _____ having your photo taken before!
- The workers protested _____ the company introducing longer weekend hours.
- His colleagues accused him _____ delaying the project.
- My sister discouraged me _____ entering the competition this year.

-  Check your answers to exercises 4 and 5 in the Grammar Reference pages 121–122.

- 6a**  Discuss the following with your partner. Note down their answers.

- something you regret
- something you weren't allowed to do as a child
- a decision you made recently
- a place you would recommend visiting
- a promise you made to someone

- 6b**  Work with a different partner and report your original partner's answers from exercise 6a.



Speaking Part 2

Long turn

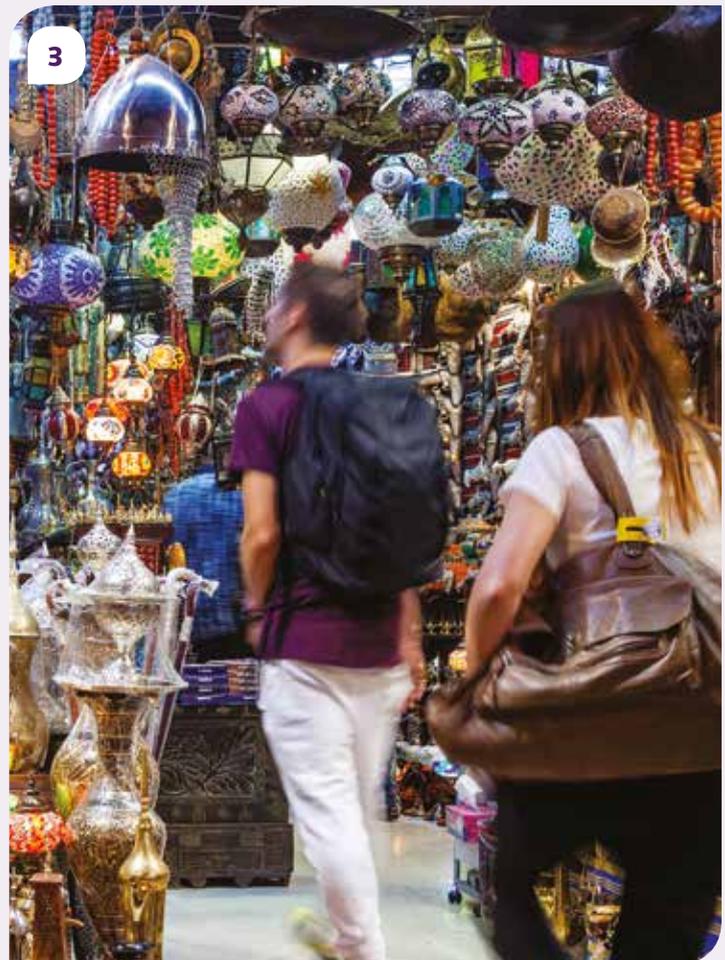
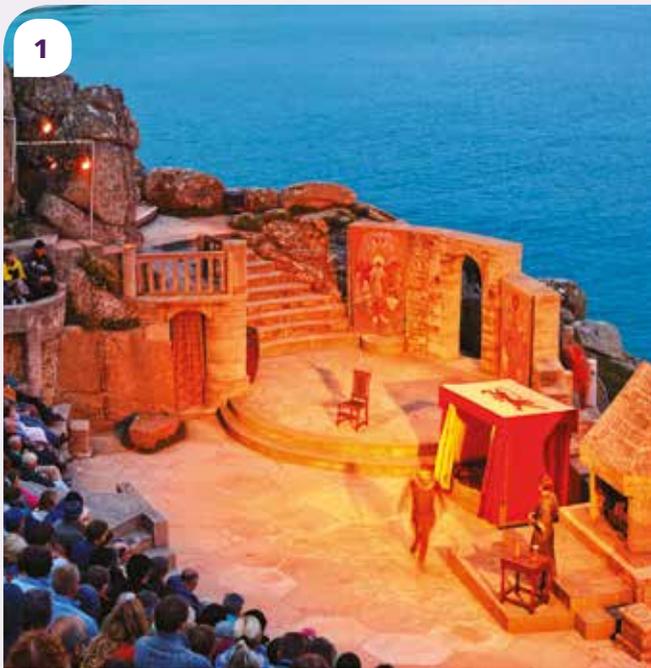
- 1 Look at photographs 1–3. They show people trying different cultural experiences abroad.

Student A: Compare two of the pictures, and say what the people might be learning about the country's culture, and how they might be feeling.

Student B: When your partner has finished, answer the following question.

Which of the cultural activities in the photographs would you be most interested in doing?

- What might these people be learning about the country's culture?
- How might they be feeling?



- 2 Now change roles. Look at photographs 4–6 on page 108 and follow the instructions.

Help

- You should compare the similarities and differences in the photos rather than describe them.
- Use a wide range of vocabulary. For example, when answering **How might they be feeling?**, try to use more complex language than *happy*, *sad* or *worried*.
- Use the full amount of time available to you; ensure you fully answer all aspects of your task.
- Try not to go off-topic.

Useful language

Use your dictionary to help you match the words below to photographs 1–3 on this page and 4–6 on page 108. You may use some words more than once and others not at all.

exhilarated *intrigued* *engrossed* *enthralled*
captivated *inspired* *energised* *stressed*
anxious *hassled* *content* *composed* *glum*
queasy *unsettled* *overwhelmed* *miserable*

Writing Part 2

Review

1  Work in pairs. Discuss these questions.

- 1 Would you describe yourself as an artistic person?
- 2 Do you have a favourite piece of art or artist?
- 3 Do you think it is important for governments to encourage the arts? Why/Why not?

2 Read the following Part 2 question and discuss with your partner how you might answer it.

You have seen the following announcement in an art magazine.

Reviews wanted

Have you seen a memorable exhibition in a museum or art gallery recently? If so, tell us about your experience, what you feel makes it memorable and whether you would or would not recommend it to other people.

Write your review.

3 Read the model answer and answer the following questions.

- 1 What made the exhibition memorable?
- 2 What was the writer's opinion? Was it generally positive or negative?
- 3 Would they recommend it?

4 Identify the purpose of the four paragraphs.

Paragraph 1: brief summary of what the exhibition is – where it is and who it's by

5 Find examples of the following features of reviews in the model answer.

- 1 commenting positively
extraordinary art experience
- 2 commenting negatively
- 3 expressions for making recommendations

6 Write an answer to the Part 2 task in exercise 2 in 220–260 words.

Help

- Underline the key words in the question to ensure you include all the points.
- Plan your review and divide your answer into clear paragraphs.
- Use a range of language.
- When you have finished, check your writing carefully for spelling and grammatical errors.

More information in the Writing Bank page 136.

Dismaland

Do you think that theme parks are just for kids and that art galleries are dull and tedious? I certainly thought so until I visited Banksy's Dismaland in Weston-super-Mare in the UK. Banksy has once again shocked and intrigued the art world by transforming a run-down, disused seaside fairground into the venue for this extraordinary art experience.

As you arrive at the park you are 'welcomed' by glum greeters and slightly threatening security guards who direct you through what looks like an airport security zone. Once inside you see a crumbling fairytale castle and a distorted-looking Little Mermaid. These are the images that have come to characterise the park but there are plenty of other sculptures and installations. The depressing nature of the exhibition is strangely compelling and the ability of the staff to keep up the miserable act is impressive.

Overall though, I must say that the experience wasn't an enjoyable one – the atmosphere is deliberately gloomy and rather unsettling. Even though you are given three-and-a-half hours to look around, an hour was more than enough time for me before I made a swift exit. The messages behind the art are easy enough to interpret but were too cynical for my taste.

Dismaland is a definite must-see for Banksy fans and I highly recommend it to anyone interested in having a truly unique and unforgettable experience – it's just not one I wish to repeat anytime soon!

Dismaland