

3

A sense of wonder

Content Overview

Exam tasks

- **Reading and Use of English** Part 3: Word formation; Part 6: Cross-text multiple matching
- **Listening** Part 3: Multiple choice
- **Speaking** Part 2: Long turn
- **Writing** Part 2: Review

Language



- **Vocabulary:** Travel; The senses
- **Language focus:** Gerunds and infinitives; Reported speech
- **Word formation:** Nouns 1

Digital Overview

Presentation Kit

Interactive versions of Student's Book exam tasks
Embedded audio and answer key for all activities

Teacher's Resource Centre

-  Communicative activity 3: Travel tales
-  Progress test 3

Student's Resource Centre

-  Extra Language Practice 3

Lead-in

Tell students about a recent holiday you went on and/or show pictures. Ask students if they like this type of holiday and why/why not. Ask one or two stronger students to briefly talk about a recent holiday they went on (allow them to show photos, if appropriate).

Vocabulary and Speaking

Travel

Page 26

- 1 Ask students to look at the photos and briefly elicit the types of holiday shown (*top to bottom: sightseeing/city break; beach/relaxing; backpacking/budget*). Put students into pairs to discuss the questions. Monitor and make a note of any errors for correction at the end of the lesson – the aim here is fluency and a natural discussion of a topic. Get feedback from the class and encourage students to share interesting answers.
- 2 For **stronger classes**, ask students to work alone before comparing their answers in pairs. For **weaker classes**, put students into new pairs to do the task. Check answers as a class.

Check students understand the meaning of the unused options and other vocabulary used in the sentences:

- hit the road* (leave or start a journey)
- be on the road* (travel in a vehicle over a long distance)
- luxuriously* (expensively and comfortably)
- economy* (the cheapest seats on a plane)
- go with the flow* (be relaxed and accept a situation)
- get taken for a ride* (to be deliberately tricked, cheated or lied to by someone)
- laid-back atmosphere* (calm and relaxed place)
- peace and tranquillity* (calm, still and quiet)

get an upgrade (receive a better product or service than the existing one)

take in the sights (appreciate famous or interesting attractions in a place)

touristy spots (areas which attract a lot of visitors/tourists)

budget airline (a company which offers low-cost flights)

Drill the phrases, chorally and individually. Pay attention to connected speech, e.g. *follow an itinerary*.

Answers

1 b 2 a 3 c 4 b 5 b

- 3 Ask students to discuss the questions with a partner. Remind students to use the language in exercise 2. Monitor and note down any errors for correction at the end of the activity. Ask for feedback by encouraging students to share their opinions with the class. Write any errors you noted during exercises 1 and 3 on the board. Give the class the opportunity to self-correct them.

Alternative approach

Hold a brief class survey on which person – Roger, Julia, John, Maria and Jo, Samuel, Antonia – reflects each of the students' attitude to travelling. Put students with similar attitudes into small groups to work together to create their ideal holiday (*where would they go, what would they do, where would they stay, etc.*). Then ask each group to present their ideas to the class.

 **Communicative activity 3:** Travel tales **Page 108**

 **Workbook Unit 3 Page 18:** Vocabulary

Word formation

Nouns 1

Page 27

1 Tell the class to close their books and write the word *growth* on the board. Elicit what type of word it is (a *noun*) and what the suffix is (-*th*). Ask the class to describe what a suffix is (a *letter/letters added to the end of a word to make another word*). For **stronger classes**, you may wish to ask for some examples of other suffixes and/or words with suffixes before students work alone to do the exercise. For **weaker classes**, do question 1 as another example (in addition to example 0). Then put students into pairs to do the task. Check answers as a class. Write the nouns on the board and circle the suffixes.

Answers	
1 shortage: -age	4 proficiency: -cy
2 wisdom: -dom	5 neighbourhood: -hood
3 hardship: -ship	

2 Ask students to work with a partner to complete the exercise. Ask a pair to share their answers with the class, and invite the rest of the class to confirm whether they are correct.

Answers	
1 cancellation/publication	4 senator/investigator
2 confusion/collision	5 punctuality/diversity
3 procedure/signature	6 fairness/tidiness

+ Extra activity

Syllable stress race

- Put students into three teams. Ask students to work together in their team to mark the syllable stress on the pairs of nouns 0–6 with their suffixes, e.g. *cancellation*.
- Once each team has done this they should then group the words according to word stress. Draw the seven different syllable stress patterns on the board. Explain that the large circle is the stressed syllable.
- Ask the class which pattern *cancellation* fits into (o o O o). Give each group some scrap paper and a marker pen. Call out one of the nouns and ask the teams to draw the syllable stress pattern on a piece of paper.
- The first team to hold up the correct answer gets a point. The winning team is the team with the most points.

O o	O o o	o o O o
fairness	foreigner	cancellation
	traveller	publication
o O o o	signature	
diversity	senator	
	tidiness	

o O o
confusion
collision
procedure

o O o o o
investigator

o o O o o
punctuality

3 Ask students to look at the example and identify the suffix (-*ors*) and if the noun is singular or plural (*plural*). Explain that the suffixes needed to complete this task are from exercises 1 and 2. Students should work individually, but allow them to compare answers with a partner when they are finished. Ask the class how many answers are plural (*two: 2 and 6*).

Answers	
1 boredom	5 likelihood
2 packages	6 applications
3 selfishness	7 depth
4 efficiency	8 membership

 **Workbook Unit 3 Page 16:** Reading and Use of English Part 6 exercises 2 and 3



Reading and Use of English Part 3

Word formation

Page 27

- 1 Ask students to look at the task carefully and then ask:
- Can the words in capitals be used in any gap? (no – the gap in the same line only)
 - Do the words in capitals have to be changed? (yes – the form is changed so the new word will grammatically fit the sentence)

Ask students to look at example 0. Ask the class what type of word LOCATE is (*verb*) and the type of word LOCATIONS is (*plural noun*). Tell the class that in this part of the exam it is important to double-check whether the plural form of a noun is necessary.

Elicit the changes that were made to the word (*spelling – final 'e' has been deleted, add suffix -ion, add plural -s*). Elicit why the plural form is correct (*there is no article before the adjective 'new'*). Tell students that focusing on the words before and after the gap is a key technique for Reading and Use of English Part 3.

Ask students to work alone to do the task before comparing answers in pairs.

For **weaker classes**, repeat this procedure for question 1. Ask the class what type of word ENJOY is (*verb*) and what type of word is needed in the gap (*adjective*). If students struggle to guess the type of word needed, point out the words before the gap (*even more*) and ask what type of word usually follows these. Finally, ask the class what the adjective form of *enjoy* is (*enjoyable*).

Call on individual students to spell out their answers and to explain the changes made to the words in capitals.

Answers

1 enjoyable	5 vastness
2 universally	6 lasting
3 departure	7 strangers
4 unforgettable	8 familiarity

- 2 Put students into new pairs to do the task. Encourage students to share their ideas with the class.

 **Workbook Unit 3 Page 19:** Reading and Use of English Part 3



Listening Part 3

Multiple choice

Page 28

- 1 Ask the class to look at the picture and elicit where the people are (*an office*) and what is happening. Encourage all students to share their ideas.

Suggested answer

There is a miscommunication in the best way to greet a colleague. Perhaps because the people come from different cultural backgrounds.

- 2 Check what students know about this part of the exam by asking how many speakers there are (*two or more*) and how long the dialogue is (*3–4 minutes*).

Ask students to read the rubric and scan question stems **1–6** to find out what the dialogue is about (*an interview with a university researcher about her book*) and what the sub-topics of the interview will be (*1: communication with other cultures; 2: communication failure; 3: cultural stereotypes; 4: 'active listening'; 5: communication breakdown; 6: advice*). Remind students that the sub-topics and questions represent the different parts of the dialogue and that the questions follow the order of the dialogue.

Draw the class' attention to the underlined words in question **1** and explain that underlining key words in the questions and options will help them to focus in the exam. Ask students to read through the rest of the task and underline what they think is the key information. For **weaker classes**, do question **2** as another example and then put students into pairs to complete the task. Check ideas as a class and encourage all students to offer ideas.

Suggested answers

2 failure, cross-cultural communication, uncertain, cultural values, attitudes, unaware, rules, correct behaviour, incapable, viewing, perspective, others, own beliefs, strange

Suggested answers continued

- 3 feel, cultural stereotypes, accepts, serve a role, understand, another culture, concerned, people in power, misuse, undecided, more beneficial, harmful, confused, complex situations
- 4 key, active listening, who, responsible, communication breakdowns, translate, one's own language, eliminate misunderstanding, summarise regularly, all perspectives
- 5 Julia, example, communication breakdown, misinterpreted gestures, lack, awareness, preferred distances, English proficiency, different sensitivity, how loudly
- 6 advice, Never, stereotypes, inform, behaviour, closer, Mediterranean, Let, understand, better, Review, assumptions

Help

Tell the class to switch partners. Ask students to look at words they underlined in the options in question **2** and identify the attitudes or opinions (**A** *feeling uncertain*, **B** *being unaware*, **C** *lacking empathy*, **D** *being judgmental*). Elicit which options show implied attitudes (*C and D*).

Ask students to look at the underlined words in the other questions and brainstorm similar words or phrases used to express the ideas. For **weaker classes**, do question **1** as a class, e.g. **A** *confrontations* = *conflicts or arguments*, **B** *increase awareness* = *learn new things or expand your knowledge*, **C** *travel frequently* = *opportunities for international travel*, **D** *multiculturalism* = *people from other cultures*.

Tell students that they should use the underlined words and phrases to help them in the exam task. Ask students what they should do if they are still unsure of an answer after hearing the listening twice (*eliminate the options they think are definitely wrong and then take a guess at the options left*).

- 3 Ask students to listen and answer the questions by themselves.

When checking answers, encourage students to find and read out parts of the listening script on page 143 which support their answers.

Answers

1 B 2 C 3 A 4 C 5 B 6 D

Ask the class whether they have ever had an experience where they misunderstood (or were misunderstood by) someone from a different culture. Ask them to share what happened with the class.

Listening script  1.11**(I = Interviewer; S = Dr Susan Cullnean)**

I: Our guest tonight is Dr Susan Cullnean from Camford University. Dr Cullnean, as I understand it, you have recently published a book on cross-cultural communication. What do you think makes it a 'hot topic' these days?

S: In today's multicultural societies, and with the increasing opportunities for international travel, more and more often we find ourselves in situations where we have to interact with people from other cultures. These encounters give us an exciting opportunity to learn new things or expand our knowledge about the world. At the same time, it's also a challenge, which can often lead to conflicts.

I: What causes these conflicts?

S: We all follow our own patterns for communication and behaviour, based on our cultural values and assumptions. The problem is that we're not always aware of these, or that they may be different from other people's. People tend to view their own beliefs and attitudes as the only logical way to think and act. So when we face an interaction that we don't understand, we often interpret others' behaviour as 'strange' or 'wrong'. If you want to succeed in communicating with people from other cultures, you first need to learn to question and re-evaluate your assumptions.

I: You mean, **we should try to avoid stereotyping?**

S: Well, I'm not saying stereotyping is a good thing, but it does fulfil an important psychological function. It makes us feel we understand a confusing situation; it helps us believe we are in control. But when we stereotype, we oversimplify an observation about someone else's behaviour, then make a generalisation from just one or two isolated examples about the cultural norms of an entire society. It's a place to start, but we need to know that stereotypes are more often wrong than right. So **we must be prepared to continue observing people's behaviour** and to reconsider our views with each new observation.

I: Are there any useful techniques to help us do this?

S: It begins with admitting that ours is not the only way. Keeping an open mind is important, as is developing an empathy for others – considering each situation not only from our perspective, but also from their point of view. When we communicate, **we'd be better off finding ways to make it work** rather than worry about whose fault it is when it breaks down. A very effective technique is what we call 'active listening'. It involves listening carefully, then restating the other speaker's statements in your own words to check you both understand them the same way. As well as rephrasing statements, you also need to ask frequent questions to ensure none of the intended meaning is lost.

I: Yes, I can see how that would help mutual understanding. Is there anything else to watch out for?

S: Yes, communication is about much more than just words and phrases. Facial expressions and gestures, of course, also carry meaning, but something that people don't always think about is the fact that we also communicate by how loudly we speak, by where we stand or sit in relation to one another and how much space we keep between us.

I: What do you mean exactly?

S: I'll tell you about my own experience at the university. A couple of years ago, a new colleague, Julia, joined us from Malta. Her first language is English, as is mine, so **I couldn't imagine her having any communication problems with me.** Sure enough, there were no language problems, but each time we spoke, I felt something was just not working right. Then I noticed that whenever we started a conversation in the middle of a room, we always finished with me standing with my back to a wall or my desk. And **that led me to discover the problem was with** our differing sense of personal space. For Julia, who was from the Mediterranean, it was natural to stand closer during an informal conversation. But where she felt comfortable, I had to step backwards to ease my own discomfort because I always felt she was standing too close. And both of us were doing this, completely unaware of what was going on – which is why I always ended up against the wall. The experience made me realise communication was much more than just the language we use.

I: So this means that when I speak to anyone from the Mediterranean, **I should remember to stand a bit closer?**

S: No, you've just fallen into the trap of stereotyping. It's worth bearing in mind that, whatever the cultural norms are, they may not apply to any particular person. Our cultural background is only one of the many factors that influence our behaviour and attitudes – we are all much more complicated than simply representing the place we come from. What I'd advise you to do is to keep your eyes open. Use what you now know about personal space, or whatever else you discover in your interactions, to understand the other person better and adjust your own expectations about how to communicate more effectively.

I: Thank you, and now ...

 **Workbook Unit 3 Page 20:** Listening Part 3

Language focus 1

Gerunds and infinitives

Page 29

1a Write the sentences below on the board or dictate them to the class.

People tend to view their own beliefs and attitudes as ...

I couldn't imagine her having any communication problems.

We'd be better off finding ways to make it work.

Ask students to identify two gerund forms (*having*, *finding*) and an infinitive with *to* form (*to view*) and an infinitive without *to* (*work*).

Ask students to work alone to complete the task before checking their answers in the listening script on page 143.

Go through the answers with the class.

Answers

- | | |
|------------------------|---------------|
| 1 to view | 5 having |
| 2 stereotyping | 6 to discover |
| 3 observing/to observe | 7 to stand |
| 4 finding, work | |

- 1b** Do the task as a class, with students calling out their answers. Encourage all students to participate and ask them to fully explain their answers. Confirm answers as you go through the verbs.

Answers

- 3** continue observing/to observe: no change in meaning
7 remember to stand/remember standing: different meaning (infinitive with *to* = reminder for future action; gerund = recalling past experience)

- 2** Check students understand the task by asking how many sentences there are (*ten*) and how many mistakes there are (*ten; one in each sentence*). Put students into pairs to correct the mistakes in each sentence as quickly as possible. The first pair to successfully finish are the winners. Refer students to the Grammar Reference on pages 119–121, if they need extra help.

Answers

- | | |
|--------------------------------------|------------------------------|
| 1 to visit visiting | 7 to go going |
| 2 To watch Watching | 8 trying to try |
| 3 trying to try | 9 ending up spend |
| 4 to look looking | ended up spending |
| 5 to research researching | 10 going to go |
| 6 to check check | |

 **Workbook Unit 3 Page 18:** Language focus

Vocabulary**The senses**

Page 29

- 1** Invite the class to ask you the first question and give an interesting answer with some details. Then ask the same question to the student who asked you. Invite two more students to ask you the second and third questions and, again, provide a detailed, interesting answer before asking the questions back to the two students. Then tell the class to ask and answer the questions with a partner. Get brief feedback from the class and encourage students to share their ideas. Elicit another word for *unattractive landmark* (*eyesore*).

- 2** For **stronger classes**, ask students to work alone. For **weaker classes**, ask students to work with the same partner as before.

Answers

- | | |
|----------------|------------------|
| 1 tasty | 5 delicious |
| 2 subtle | 6 foul |
| 3 overpowering | 7 appetising |
| 4 rich | 8 mouth-watering |

Call on individual students to give their answers. You may wish to ask students to say the sentences with one of the correct words and with suitable intonation.

Check students understand the meaning of:

pungent (a taste or smell that is very strong and sharp)

faint (a taste or smell that is not strong)

bland (a taste that lacks flavour and is not very interesting)

foul (extremely unpleasant)

Drill each of the adjectives, chorally and individually.

Ask students whether the word generally has a positive, negative or neutral meaning.

Answers

Positive: tasty, breathtaking, spectacular, delicious, fragrant, aromatic, appetising, mouth-watering

Negative: pungent, smelly, overpowering, rich*, bland, flavourless, foul, dreadful, vile, revolting, disgusting

Neutral: subtle, delicate, faint

*rich is usually used in a negative way but can sometimes be used positively.

- 3** Put students into new pairs to do the task. For **weaker classes**, tell students about an interesting/unusual place you have visited. Then put students into small groups to do the task. Monitor and correct any errors in use or pronunciation on the spot.

Call on each pair/group to share any interesting answers with the class.

 **Workbook Unit 3 Page 18:** Vocabulary

Reading and Use of English Part 6**Cross-text multiple matching**

Pages 30 and 31

- 1** Ask students to work with their partner, then open out the discussion to the class by asking students for their opinions or ideas. Elicit which senses the woman in the photo is using (*hearing – headphones; taste – eating chocolate; sight – looking at art/paintings*).

- 2** Elicit the difference between *scanning* (looking for specific information) and *skimming* (reading for 'gist' or to get a general idea). Ask students to work alone to read the four reviews. If you wish, set a time limit of **four minutes** to encourage skimming rather than any detailed reading.

Ask the class which option best summarises what makes the exhibition unusual.

Answer

B

- 3** This is the first time students have seen this exam part, so ask students to first read the rubric carefully and ask if a review is matched to one question only (*no – a review may be matched to more than one question or a review may not be matched to any question*).

Help

Ask students how they can find out what the central theme of the reviews is before reading them (*by reading the exam rubric, title and subtitle*).

Encourage students to look at questions **1–4** before reading the reviews and underline key information. For **weaker classes**, ask students to call out the key information for question **1** (*share A's experience – therefore the answer is not Review A, and distracted from seeing*).

Elicit which reading skill – skimming or scanning – students should use to get the general idea of the reviews (*skimming*), and which skill students should use to locate the key information from questions **1–4** in the reviews (*scanning*).

Ask students to work alone before comparing answers in pairs. For **weaker classes**, allow students to work in pairs, if necessary.

Elicit which review was not matched with any question (**A**) and remind students to be aware that this could also be the case in the actual exam.

Answers

1 D 2 B 3 B 4 C

- 4** Put students into groups of four or five. Ask groups to discuss the questions. Monitor and make a note of any errors or interesting answers.

At the end of the discussion, explain any errors and invite the class to comment further upon any interesting answers that you noted during monitoring.

 **Workbook Unit 3 Pages 16–17:** Reading and Use of English Part 6

Language focus 2

Reported speech

Tense changes and reporting verbs

- 1** Ask the class to close their books with the exception of two students. Ask one student to read out the original statement '*What I can't remember is the Bacon painting ... it's become a blank*' and then ask another student to read out the reported speech: *The reviewer remarked that what he couldn't remember was the Bacon painting, and added that it had become a blank*. Ask the class to listen again and note down the four changes made to the original statement.

Check answers as a class by asking students to call out their ideas. Put the correct answers on the board.

Answers

I → he
can't remember → couldn't remember
is → was
it's become → it had become

- 2** Ask the rest of the class to open their books. Elicit the name of the tense for *it's become* (present perfect) and the name of the tense for *it had become* (past perfect). Ask students what has happened to the tense (*it has 'gone back' one tense into the past*).

Put students into pairs to do the task. For **stronger classes**, ask students to work alone.

Answers

present continuous → past continuous
present perfect → past perfect
past simple → past perfect
past perfect → no change
will → would
be going to → was going to
can → could
should → no change
must → had to

- 3** Ask one pair of students to read out the first example and another pair to read out the second example. Elicit the changes made to the questions: first example: *did you spend* (past simple) → *had spent* (past perfect); second example: *enjoy* (present simple) → *enjoyed* (past simple). Point out that *if/whether* is used for reporting *yes/no* questions.

Ask the class to do the task with their partner. They may use the Grammar Reference on page 121 to help them. Monitor and help, as necessary. Go over the answers with the class.

Answers

The interviewer asked her:

- 1 what the most unusual thing was about her visit the previous day/the day before.
- 2 if/whether being offered chocolate in a gallery had surprised her.
- 3 if/whether she thought young people would enjoy the experience.
- 4 how often she visited museums or galleries.

- 4 Check students understand the meaning of:
- claim* (to say something is true, even though there is no definite proof)
- demand* (to say you want something in a very firm way)
- stress* (to emphasise the importance of something)
- Ask the class to work individually to report the direct speech. Monitor and help, as necessary. Students may use the Grammar Reference on page 121 to help them if they wish.
- Call on individual students to read out their reported sentences to the class. Correct any pronunciation errors.

Suggested answers

- 1 argued (that) (of course) galleries needed to be 'overwhelmingly visual'.
- 2 offered to pick her up from the airport.
- 3 demanded to know what he had been doing all day.
- 4 reminded everyone (that) whatever they had decided the week before could not/couldn't be changed then.
- 5 stressed how important the next few months would be.
- 6 predicted (that) this/it might turn out to be the best year for all of them.
- 7 queried whether Alice would be able to get to the interview on time.
- 8 admitted (that) they/he/she had made some mistakes during the reform process.

- 5 Ask students to work alone to do the task, before comparing answers in pairs. If students are unsure of an answer, encourage them to note down two or three prepositions that they think may be correct. Remind students that it is important to develop a 'feel' for language, especially at this level, so encourage students to experiment on these occasions and try out their ideas.
- Remind students to keep a record of any verb-preposition collocations that are new to them.

Answers

- | | | |
|-----------------|-------|--------|
| 1 on | 2 for | 3 to |
| 4 against/about | 5 of | 6 from |

Refer students to the Grammar Reference on pages 121–122 to check their answers to exercises 4 and 5.

- 6 Put students into pairs to do the task in exercise 6a. Set a time limit of **five minutes**. Encourage students to make notes of their partner's answers.
- Then put students into new pairs to do the task in exercise 6b. For **weaker classes**, you may wish to allow students time to think about and prepare the reported speech of their first partner's answers. If so, monitor and answer any questions.
- Record any common or major errors for feedback at the end.
- Ask a few students to report their partner's answers. Write the errors that you noted during monitoring on the board and elicit corrections from the class.



Workbook Unit 3 Page 19: Language focus

**Speaking Part 2****Long turn**

Page 33

For **single nationality classes**, ask students to work alone for **one minute** and think of five things that represent their country. Then put students into groups of four or five to create a final list of five things that represent their country. Ask each group to read out their list and encourage other groups to say whether they agree or disagree.

For **mixed nationality classes**, put students into pairs with a student from another country. Ask students to discuss what they think are the positive attributes of their different nationalities and if they have any points in common with each other.

Help

Remind students that there was a Speaking Part 2 task in Unit 1. Elicit how students should analyse the task by:

- asking what the photos show (*people trying different cultural experiences abroad*).
- eliciting what two things Student A should talk about (*what the people might be learning about the country's culture, how they might be feeling*).
- asking how long students should speak for (*about one minute, or until the examiner says 'thank you'*).
- eliciting how students should express their language knowledge (*by using a wide range of vocabulary*).

Useful language

Tell the class you are going to describe how the people in one of the photos might be feeling (remember to use adjectives from the Useful language box) and ask students to listen and guess which photo you are talking about.

Call out each word to the class and ask them whether they think the word is positive, negative or neutral.

Positive:

exhilarated, intrigued, engrossed, enthralled, captivated, inspired, energised

Negative:

stressed, anxious, hassled, glum, queasy, unsettled, overwhelmed, miserable

Neutral:

content, composed

Check students understand the meaning of:

exhilarated (extremely happy, excited and full of energy)

intrigued (very interested in something and wanting to know more about it)

engrossed (so interested or involved in something that you think about nothing else)

enthralled (so interested or involved in something that you give it all your attention)

captivated (to be extremely attracted or interested in something)

hassled (feel stressed or annoyed by a situation)

queasy (feel as if you are going to vomit)

Then put students into groups of three to match the adjectives to the photos (on page 33 and page 108).

Monitor and help, if necessary. Ask the group to share their ideas for their photos and work together to amend the lists, e.g. adding new words, removing incorrect words.

- 1 Put students into pairs to do the task. Monitor and make note of any good uses of language as well as language errors for correction.
- 2 Ask students to swap roles and repeat the task for the photos on page 108. Monitor as before.
Get brief feedback from the class on both tasks. Go through the errors and highlight any good examples of language which you noted during monitoring by writing them on the board.



Writing Part 2

Review

Page 34

- 1 Ask the class to look at the photo and speculate what the event, *Dismaland*, might be. If students are familiar with *Dismaland*, encourage them to share what it is with the class (*Dismaland was an art project/exhibition put on by Banksy in the UK seaside town of Weston-super-Mare in 2015, which included a theme park, galleries and installations.*).

Put students into pairs to ask and answer the questions. Set a time limit of **five minutes**. Monitor and correct any errors on the spot.

- 2 Ask students to read the Part 2 question and check they understand the task by asking:
 - *Where is the announcement?* (in an art magazine)
 - *What do you have to write?* (a review of a memorable exhibition)
 - *What two points should the review include?* (what makes it memorable and whether you would/would not recommend it)

Ask students to underline these points in the question. Then ask the class to discuss the task with their partner.

Ask students to share information about the exhibition they have chosen with the class and briefly say whether they would or wouldn't recommend it.

- 3 Direct students' attention to the model answer and ask students to work alone to answer the comprehension questions. For **stronger classes**, do this task as a race and ask students to find the answers as quickly as possible.

Check answers as a class. Encourage students to read out the relevant parts of the text to support their answers.

Ensure students understand the meaning of:

crumbling (to fall apart due to damage)

distorted-looking (something that looks strange or is difficult to recognise because it has been changed)

make a swift exit (leave quickly or immediately)

Suggested answers

- 1 the unusual concept and sculptures
- 2 negative (The writer says the experience wasn't an enjoyable one.)
- 3 The writer would recommend it to Banksy fans and people looking for a unique experience.

- 4** Ask students to call out ideas for the purpose of each paragraph. For **weaker classes**, elicit the purpose by asking *In which paragraph does the reviewer*
- *give their negative personal opinion?* (paragraph 3)
 - *recommend or summarise the exhibition?* (paragraph 4)
 - *give further details about the exhibition/describe what made it memorable?* (paragraph 2)

Suggested answers

Paragraph 2: what made it memorable

Paragraph 3: describing their experience/opinion

Paragraph 4: giving a recommendation/summarising

- 5** Ask students to work alone to do the task, before comparing answers in pairs. For **weaker classes**, find an example for features **2** and **3** as a class then ask students to work with a partner to complete the task.

Fast finishers

Ask students to brainstorm other useful language that could be used for each of the features.

Go over the answers as a class. Include useful language from the **Fast finishers** activity, if necessary.

Answers

- 1 strangely compelling; impressive; truly unique and unforgettable experience
- 2 the experience wasn't an enjoyable one; gloomy; rather unsettling; too cynical for my taste; not one I wish to repeat anytime soon
- 3 a definite must-see for ...; highly recommend it to ...

- 6** Remind students that in the Writing exam time management is very important. Tell the class that planning what they are going to write before they start writing their answer will not only help them to achieve a higher mark, it will also help them to save time.

Help

- Remind students that they have underlined the key parts of the question in exercise **2** and that they should use this as a 'checklist' to make sure each part is included in their answer.
- Tell students that they should include the language that they highlighted in exercise **5**.
- Ask students to start planning their review by referring to exercise **4**. (**10 minutes**)
- Refer students to the Writing Bank on page 136 for more information on Reviews.

Ask the class to write their review. (**25 minutes**)

Ask students to read through and check their reviews for errors. (**5 minutes**)

Sample answer

Invisible Exhibition

The Invisible Exhibition in Budapest is a unique experience which provides visitors with a first-hand experience of what life is like for visually impaired people. A visit is just under an hour, most of which you spend in complete darkness.

The first gallery is the only one with lighting, and here you can try various devices that visually impaired people use, including a Braille typewriter or a specially designed chess board. Later, small groups of visitors are accompanied by a blind or partially sighted guide. In each dark gallery, visitors are given the challenge to perform everyday actions, guided only by sounds, smell, touch and the voice of the tour guide.

For me, it was an incredibly moving and humbling experience to try crossing a simulated street or walk up a flight of stairs without using the sense of sight. It has certainly helped me empathise more with people who face these challenges every day of their lives. What had the biggest impact on me was the realisation that visually impaired people lead lives just as full and joyful as my own.

The whole exhibition is very well designed to give as complete an experience as possible within the limited time frame. The main strength of the tour is the personal attention you receive from your guide, who gives you a fascinating insight into a world you might not otherwise know. When you next visit Budapest, I would strongly advise you to book a tour and experience it for yourself.



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