



# culture

# 2



## VLOGS

**Q:** If you could live anywhere in the world, where would you choose and why?

- 1 **▶** Watch the video. How many people's choices do you agree with?
- 2 What other places do you think would be good places to live?



Global  
Scale of  
English

## LEARNING OBJECTIVES

- 2A READING** | Read an article about Cities of Culture: describing the impact of an action; binomials  
Pronunciation: schwa /ə/  
Talk about applying to be 'City of Arts': advanced ways of comparing
- 2B LISTENING** | Understand a radio interview about interpreting: summarising verbs; multi-word verbs for reporting  
Pronunciation: using intonation to show contrasting opinions  
Talk about translation apps: reporting  
Write an informative summary for a careers brochure
- 2C HOW TO ...** | maintain and develop interaction: conventions/cultural heritage  
Pronunciation: expressing surprise and asking for reaction
- 2D BBC PROGRAMME** | Understand a TV travel and cookery programme about food in the USA  
Make a proposal for a new restaurant: describing food  
Write a blog post about a food hotspot

# 2A Cities

**GRAMMAR** | advanced ways of comparing  
**VOCABULARY** | describing the impact of an action; binomials  
**PRONUNCIATION** | schwa /ə/

## READING

- 1 A** Work in pairs. Name as many capital cities as you can in one minute. Compare how many you got with the rest of the class.
- B** Work in pairs and discuss the questions.
- 1 What do you understand by the term 'Capital of Culture'?
  - 2 Why do you think a city would want to become one?
- 2 A** Read the first paragraph of *Do we need Cities of Culture?* and answer the questions.
- 1 What point is the writer trying to make?
  - 2 How factual or serious do you think they are being?
- B** Read the rest of the article and decide whether the writer thinks **Cities of Culture** are beneficial or not.
- C** Read the article again and choose the correct answers.
- 1 The writer cites the Borough of Culture as an example of how the 'culture' awards might be
    - a positive.
    - b negative.
  - 2 Expos used to be an opportunity for countries
    - a to exhibit their construction and technical skills.
    - b to interact on a national scale.
  - 3 The main aim of the 'City of Culture' idea is
    - a to improve the accommodation in the area.
    - b to improve people's lifestyles.
  - 4 The writer mentions the enormous puppets
    - a to illustrate an event's cultural legacy.
    - b to highlight the ingenuity of artists.
  - 5 Which of the following reflects the writer's general attitude in the article?
    - a The idea of 'Cities of Culture' is basically flawed and cannot effect real change for a city.
    - b The level of cultural legacy left following a city being a 'City of Culture' is predictable.
    - c By attempting to spread the 'culture award' notion more widely, the overall impact may be lessened.
    - d Being awarded 'City of Culture' status can be highly beneficial in the short term.
- 3** Work with a partner. Which of the sentences (a–d) in Question 5 in Ex 2C do you agree with? Why?

## VOCABULARY

### describing the impact of an action

- 4 A** Look at the phrases in bold in the article. Are they being used to describe **positive (P)** or **negative (N)** effects?

**B** Complete the sentences with your own ideas.

- 1 ..... would have tangible benefits for my town.
- 2 ..... would be a great way of showcasing the positive things about where I live.
- 3 The building of a ..... would be one way to raise the profile of this town.
- 4 ..... would give everyone here a boost.
- 5 Investment is needed to facilitate the development of .....
- 6 I don't think ..... would bring long-term benefits to our city.
- 7 The problem with lots of tourism is that you end up stuck with .....
- 8 ..... has had a detrimental effect on the place where I live.
- 9 Having ..... in my area can do more harm than good.

**C** Work in pairs and compare your ideas. How many of your ideas are the same?

**D** Learn and practise. Go to the Vocabulary Bank.

▶ page 137 **VOCABULARY BANK**  
binomials

# Do we need Cities of Culture?

The phenomenon of 'Capitals of Culture' is a bit like one of those sets of Russian dolls, in that it's becoming progressively smaller and smaller.

It started in 1851 with the Great Exhibition, when the cultures of the world convened in London. Over a hundred years later there were European Capitals of Culture and soon after that, UK Cities of Culture – like Hull. Next, London was divided into Boroughs of Culture, and shortly thereafter they announced a House of Culture on every street, and then a Capital Room of Culture within each house, until humans were all assigned the most cultural part of their bodies before accepting that they, and all things, were culture.

All right, the second half is yet to play out, but surely it was brought closer when the Mayor of London announced back in 2019 that Waltham Forest would become London's first 'Borough' of Culture. Are we perhaps going overboard in jumping on the 'Cultural Award' bandwagon?

Let's look at what else is coming up on the cultural map of the world. Deep breath. Over the next few years we will see, among others, European Capitals of Culture, UK Cities of Culture, World Expos, American Capitals of Culture and Arab Capitals of Culture, by and large most of them awarded annually. With this dizzying number of cultural capitals and expos across the planet, you have to wonder, does the practice of funnelling attention onto a single destination for one year still **have tangible benefits**?

To begin with: the good old-fashioned World Fairs, now known as expos. These pan-global events were set up with the aim of **showcasing the best of** the world's technology, industry and culture, with the host city typically erecting iconic buildings – like the Eiffel Tower in Paris (you couldn't get a structure any more iconic than that!), the Space Needle in Seattle, and the sadly burnt down Crystal Palace in London – to mark the event. The late Urso Chappell, a former world expo consultant, told *The New York Times* that an expo marked a certain 'coming of age' for a city. Such an award could aid a city's physical redevelopment as well as that nation's image abroad. On top of that, a world expo will typically bring thousands of new jobs (albeit temporary ones) and pump a fair whack of money into the pockets of restaurateurs, hoteliers, fridge magnet traders and so on.

Building on from the expo concept, the creators of City of Culture programmes have aimed to **raise the cultural profile** of a city by putting it in the world spotlight for a period, usually a year, and investing vast amounts of money to **give the cultural life of that city a boost**. First and foremost is the idea that this will **facilitate cultural development** and have an impact on the future life of that city, ensuring a lasting legacy and helping to embed culture into policymaking.

But is it definitely worth it? It is undeniable that the year in the spotlight does channel creativity, and tourists flock to see exhibitions, installations and events. Investment is there for building new venues, attracting new businesses, and designing thrilling cultural events, and the hope is that it will result in a sea-change in people's attitudes to culture and a year during which the city is vibrant and buzzing, tourism sky-rocketing and the economy and cultural life thriving. However, what happens if being City of Culture fails to **bring long-term benefits** to a city? What if the tourists simply stop coming and a city **ends up stuck with** museums and galleries it has no use for? Can being City of Culture actually start to **have a detrimental effect** when the news is announced that local people have been saddled with the costs of paying for the upkeep of these empty buildings? Can being the City of Culture actually **do more harm than good**, and can the positive effects be not so much a lasting legacy as a brief hurrah? The answer is, frustratingly, 'sometimes', but there are some brilliant success stories, too.

Liverpool (European Capital of Culture 2008) showed the world in 2018, with its tenth anniversary celebrations, that a remarkable legacy is indeed possible. Its creative culture has been amplified and there is a determination in the city to continue to thrive. Since 2008 it has changed physically, economically and culturally. And who could have failed to be impressed by the sight of the giant mechanical gold spider climbing a tower block, or be equally as astonished by giant puppets telling the story of Liverpool's Dream through the streets of the city a decade later?

It would appear that cultural legacies are continuing to be delivered in many places, while for others, the impact has been nothing like as strong as had been predicted. Unless an arts council continues to inject the money for projects related to music, visual arts, fashion, storytelling and everything else that is part and parcel of the creative culture, the vibrancy can disappear as quickly as it came. And as for the desire for ever more specific 'cultural awards', will this not simply make the significance of them so weak as to be almost meaningless?

## GRAMMAR

## advanced ways of comparing

- 5 Look at two different structures we use when comparing. Complete the examples in bold from the article (1–7) with the correct words.

Using *like/as*

- ... the impact has been **nothing** ..... as strong as had been predicted.
- ... the vibrancy can disappear **as quickly** ..... it came.
- ... is **a bit** ..... one of those sets of Russian dolls, ...
- ... will this not simply make the significance of them **so weak** ..... to be almost meaningless?
- ... and can the positive effects be **not so much a lasting legacy** ..... a brief hurrah?
- ... or be **equally** ..... **astonished** by giant puppets telling the story of Liverpool's Dream ...

Using *couldn't + verb + any (more) + adverb/adjective*

- 7 ... you couldn't get a structure **any more iconic** ..... that!

- 6A Match the sentence beginnings (1–7) with the endings (a–g).

- Where I live is not so much a town
- Living here is a bit
- People leave here
- In summer the weather gets so hot
- Our capital city is nothing
- You couldn't get a more fascinating
- The weather in winter is equally as


- as quickly as they arrive.
- as to make going outside a terrifying prospect.
- like as big as I'd imagined it was going to be.
- as a large village.
- like experiencing the same day over and over again.
- nice as it is in summer.
- city than our capital.

- B Work in pairs. Discuss whether or not the sentences in Ex 6A are true for you.


- C Learn and practise. Go to the Grammar Bank.

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## PRONUNCIATION

- 7A  2.01 | schwa /ə/ | Listen to the sentences (1–3). What vowel sound do the words in bold have in common?

- It's not so much **an** investment in our future as a quick way of making cash.
- We couldn't get a better opportunity to put ourselves on the map **than** this one.
- The money will drain away **as** quickly as it comes.

- B  2.01 | Listen again and repeat the sentences. Use the schwa /ə/ sound to help you say the sentences more quickly and naturally.

## SPEAKING

- 8A Your city has the opportunity to apply for the status of 'City of Arts' next year. People will be asked to vote on whether to apply or not. Work in pairs. Discuss the questions and make some notes.

- What benefits would applying to be 'City of Arts' bring to the city?
- What disadvantages might there be in being 'City of Arts'?

- B Work in pairs. Turn to page 142 and compare your ideas. Add your own ideas to the sections for benefits and the possible negative effects.

- C Swap partners. Discuss the pros and cons of applying to be 'City of Arts' next year. Student A: Try to persuade Student B that it is a good idea. Student B: Try to persuade Student A that it is not a good idea.

- D Agree whether you will vote in favour of applying or against applying.



## 2B Lost in translation

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting

PRONUNCIATION | using intonation to show contrasting opinions

## VOCABULARY

## summarising verbs

- 1 Work in pairs and discuss the questions.

- In what situations might people need a translator or an interpreter?
- What do you think is meant by the phrase 'lost in translation'? Give some examples.

- 2A Read the summary of a TV programme about translation. What challenges to effective translation are mentioned?

A fascinating programme yesterday evening **raised** the issues involved in translating, whether it be simultaneous interpretation for speakers or of the written word. One contributor to the programme **voiced** a concern that the intonation of an original utterance cannot be translated, which can open the door to misunderstanding. Ron Davis, a poet, **echoed** this point and was also insistent that certain types of writing, such as poetry, simply cannot be translated. According to Davis, whenever you 'translate' a poem from one language to another, you end up with two poems, because a poem is created through words, sound, rhythm and visuals. He **illustrated** his point by referring to poems that use line length to help impart meaning. Another guest, Anna Parton, a linguist, **called for** all translators to have a real awareness of the importance of cultural differences when translating. She **acknowledged** the difficulties that translators face and **accepted** that these may never be completely overcome. She **maintained** that it is often nearly impossible to find equivalent translations for words that express shades of meaning or concepts that differ from one culture to another. She **cited** the fact that the Irish language has thirty-two different words for the English word 'field', and **pondered** the difficulty of expressing all the feelings contained in the one Portuguese word 'saudade' – longing, nostalgia, hope, melancholy and emptiness. She went on to **question** whether training courses for translators and interpreters focus enough on this aspect of this specialised work. Viewers' posts following the programme **commented on** the valuable insights the programme offered.

- B Work in pairs. Match the infinitive form of the verbs in bold in the summary in Ex 2A with their definitions 1–12.

- express an opinion or attitude .....
- agree with a statement .....
- give something as an example .....
- repeat another point or opinion .....
- ask or wonder .....
- ask for action .....
- admit the existence of .....
- express a firm belief .....
- start to talk about a topic .....
- clarify with an example .....
- think carefully .....
- give a reaction to something .....

- C Choose the correct summarising verbs to complete the report.

## Dubbing or subtitles: Which is best?

In the discussion a student <sup>1</sup>**raised** / **commented** the issue of dubbing in films and mentioned how disjointed this can make a film feel.

Another student <sup>2</sup>**echoed** / **illustrated** this concern, saying that her preference is always for subtitling. A third student <sup>3</sup>**voiced** / **accepted** that this reflected the views of most students but <sup>4</sup>**called for** / **questioned** the accuracy of subtitling and <sup>5</sup>**maintained** / **cited** that it often took viewers' attention away from the main action on the screen. Some students <sup>6</sup>**wondered** / **pondered** the degree of concentration required to follow subtitles, and one <sup>7</sup>**explained** / **illustrated** the point by mentioning falling asleep while watching a subtitled film the previous week.

- D Work in pairs. Discuss the title of the report in Ex 2C. Then summarise your ideas using the alternative verbs not used in Ex 2C.

- E Learn and practise. Go to the Vocabulary Bank.

▶ page 137 **VOCABULARY BANK** multi-word verbs for reporting

## LISTENING

**3A** You are going to listen to a radio interview in which an interpreter is talking about simultaneous interpreting at international conferences. What problems might he mention?

**B** **2.02** | Listen to the interview and check if any of your ideas in Ex 3A are mentioned.

**C** **2.02** | Listen again and complete the sentences in your own words.

- Alan begins by describing the source of most problems for interpreters as being a lack .....
- According to Alan, the volume levels of the microphones mean that they are appropriate .....
- Alan mentions a high-powered professor to illustrate .....
- Alan prefers to summarise fast-paced speech rather .....
- He believes that ideally ..... However, it isn't always possible to do this.
- He finishes by adding that his habit of predicting a speaker's thoughts and words also affects .....

**D** Complete the summaries of the interview with the correct form of verbs you found in Ex 2B. There may be more than one alternative.

- Alan ..... whether speakers ever consider the interpreters.
- He ..... concerns for the health of the interpreters and ..... education for the speakers.
- He ..... one point by mentioning a particular incident.
- He ..... that there is no point in asking speakers to slow down and ..... that there will inevitably be cultural differences.
- He ..... the issue of speakers using slang and ..... his earlier point that speakers need to be educated.
- He ..... that most problems are fixable.

**4** Work in pairs and discuss the questions.

- Would you like to be a translator or an interpreter? Why/Why not?
- What phrases and topics in your language or culture would be difficult to convey in English?



## GRAMMAR

## reporting

**5A** Match the examples (1–4) from the summary in Ex 2A with the advice (a–d) on how to add variety to reporting.

- He was insistent that certain types of writing, such as poetry, simply cannot be translated.
- According to Davis, whenever you 'translate' a poem from one language to another, you end up with two poems.
- She pondered the difficulty of expressing all the feelings contained in the one Portuguese word 'saudade'.
- She maintained that it is often nearly impossible to find equivalent translations for words that express shades of meaning or concepts that differ from one culture to another.

- use a range of summarising verbs that carry the main meaning of the statement
- use adjectives instead of a reporting verb
- use nouns rather than clauses to follow the reporting verb
- use phrases to start the sentence

**B** Rewrite the statements in reported speech using the words given.

- 'There's no way that can be translated,' said Sarah.  
Sarah was insistent .....
- 'Translating can be very problematic,' said John, and gave examples.  
John pointed out that .....
- 'It's a really enjoyable job, in spite of the difficulties,' said Maire.  
Maire maintained .....
- 'The variety of challenges makes the job interesting,' said David.  
According .....

**C** Report the statements in as many ways as you can. Then compare your reactions to the statements with a partner.

- The difference between interpreting and translating is interesting, but I would think that they require the same skills.
- For me, it's the translating of certain cultural concepts that is tricky.
- I agree completely and I think the fact that English has so many words for different types of rain is fascinating.
- I wonder how people translate whole novels so quickly and easily. They must be completely bilingual, surely?

**D** Learn and practise. Go to the Grammar Bank.

page 116 **GRAMMAR BANK**

## What do you think of translation apps?

- How frequently do you use translation apps? What for?
- What do you think are the main benefits of using translation apps?
- Do you find that there are any drawbacks or limitations?
- Why might translation apps sometimes produce an incorrect translation?
- Are there certain situations or types of jobs where translation apps might be particularly useful?
- With the wide availability of translation apps, do you think the jobs of translators or interpreters are at risk? Why/Why not?



你好!

GOOD LUCK!

## PRONUNCIATION

**6A** **2.03** | using intonation to show contrasting opinions | Listen to the sentences (1–4). In which sentences is there a contrast of opinion? How do the speakers show this using their intonation?

- John and Maya were critical of translation apps, but Tina felt differently.
- Betina said most words can be translated accurately, but according to Juan there are lots of words that can't be.
- Paul discussed the difficulty of real-time translation, and the group agreed with his views.
- While most people agreed about the challenge of translating idiomatic language, Mo felt it wasn't such a big issue.

**B** Work in pairs. Take turns to read the sentences (1–4). Use intonation to help emphasise contrasts in opinion.

- Natalie felt that mistranslation can have very dangerous consequences, but Mike found that a little dramatic.
- Most of the group concluded that all translation will one day be automated, while Jake insisted that wouldn't be the case.
- According to Dan, translated fiction can never be as good as the original, but JT said that with the right translation it could be even better.
- Mika voiced concerns that interpreters sometimes work under too much pressure, but Joel replied that this situation is rapidly improving.

**C** Work in pairs. Discuss who you agree with in sentences 1–4 in Ex 6B.

## SPEAKING

**7A** Work in pairs. Take turns to answer the the questions (1–6) in the survey above while your partner takes notes.

**B** Use your notes to summarise your partner's answers for the class, using summarising verbs and other means of reporting.

**C** Read the Future Skills box and do the task.

FUTURE SKILLS  
Communication

When reporting information to others, it is important to organise your summary clearly so that listeners are not confused and can understand the main points. Try not to use long complex sentences or let sentences run into each other. Pause at points to allow the listener to take in the information.

Think about the summary you have just given in Ex 7B. How clear was the information? How might you have improved it?

## WRITING

## an informative summary

**8A** Work in pairs and discuss the questions.

- What do you think the work of an interpreter for the deaf (a signer) entails?
- Why do you think someone might want to become a signer?
- What job opportunities do you think there might be for a signer?
- What skills, qualifications and personal traits do you think are required for the work?

**B** Work in pairs and discuss the questions.

- What do you think an informative summary is?
- What sources could the writer use to find the relevant information to include in an informative summary?

**C** Write an informative summary. Go to the Writing Bank.

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# 2C The way we do it

HOW TO ... | maintain and develop interaction  
 VOCABULARY | conventions/cultural heritage  
 PRONUNCIATION | expressing surprise and asking for reaction

## VOCABULARY

### conventions/cultural heritage

1 Work in pairs. Is there anything you have learnt from another culture? Think about:

- attitudes to life.
- relationships.
- the arts.

2A Read the posts from an online discussion board (A and B). Do you agree with either or both of the contributors? Why/Why not?

B Match the words and phrases in bold in the posts with their meanings (1–7).

- 1 fixed thinking about certain cultures and how they act .....
- 2 considered inappropriate .....
- 3 done often, therefore not unusual .....
- 4 originating from far in our past .....
- 5 unaffected by .....
- 6 existing for a long time .....
- 7 special to .....

C Complete the sentences with your own ideas. Then compare your answers with a partner.

- 1 An opinion that is stereotypical about people from my country is .....
- 2 A gesture of politeness, irrespective of culture, is .....
- 3 A way my perspective has been changed recently by reading a book or watching a film is .....
- 4 Some customs that are peculiar to my family include .....
- 5 An attitude that is commonplace in my country is .....
- 6 Something that used to be frowned upon in my country, but is no longer is .....
- 7 A deeply rooted tradition that I think is unlikely ever to change is .....

A We've all got a **deeply rooted** cultural heritage which influences the customs and conventions that shape our lives. And we're all aware that our culture can be very different from others. What is **commonplace** in one country (for example, greeting by shaking hands) is inappropriate in another. There are, and there will always be, **long-standing** conventions that are **peculiar to** a certain culture, and unheard of, or even **frowned upon**, in others. However, as the world shrinks, and people are increasingly interacting with other nationalities, our conventions and customs are blurring or feeding into and being adopted by other cultures. In addition to this, advanced technology is bringing with it a sea-change in behaviour and convention, which is producing a culture all of its own. Who would ever have thought that it would be the norm to see people sharing a table but conducting various conversations simultaneously on their phones? And no one raising an eyebrow! Fascinating, isn't it? How far will cultures merge or adapt and change over the next few decades? That is going to be interesting.

B As I see it, our culture shapes how we view the world (and our place in it), how we approach problems, the respect we show for others and a lot more that we just don't think about. And today, the need for understanding of other cultures and learning from them is becoming ever more important if we want to solve the global problems we are facing together, such as climate change. Exposure to different cultures helps us all to appreciate the diversity in the world. It helps us understand other people and makes us realise that there is more that links us than separates us. We start to challenge our way of thinking and view life from different perspectives. Our traditional way of approaching things isn't always the best way – and definitely not the only way! Learning from other cultures helps us to establish new ways of thinking and problem solving. Above all it minimises the notion of **stereotypical** behaviour and teaches us that, **irrespective of** our cultural heritage, we are all individuals, aren't we? Understanding other cultures will eventually reduce the fear that comes with not knowing, and can play an enormous part in reducing tensions between certain cultures that share the same space.

## How to ... maintain and develop interaction

3A Work in pairs and discuss the questions.

- 1 How is respect for others shown in your culture?
- 2 Do you think that showing respect is part of a country's culture or a universal human trait? Why?

B Read the Future Skills box and do the task.

### FUTURE SKILLS Social responsibility

When interacting with people who have a different cultural background, it is important to respect social conventions to avoid causing direct or indirect offence.

Work in pairs and list social conventions in your culture that might be different in other countries or cultures. Would a failure to observe these conventions offend you?

C 2.04 | Listen to an extract from a radio programme discussing aspects of culture. How do the speakers' points of view differ? What do they agree on?

D 2.05 | Complete the phrases from the discussion with the correct words. Listen and check.

- 1 I'm not arguing .....
- 2 That's a ..... point.
- 3 But ..... respect has to be earned?
- 4 You're looking at things the wrong way .....
- 5 OK, I ..... your point.
- 6 Fair .....
- 7 You ..... a good point.
- 8 It's clear you both have ..... here.
- 9 I think there's a ..... in your argument.
- 10 I think I ..... where you're coming from.

E Learn and practise. Go to the Grammar Bank.

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## PRONUNCIATION

4A 2.06 | expressing surprise and asking for reaction | Look at the sentence from the discussion. Which word is stressed? Does the intonation fall or rise at the end? Listen and check.

But surely respect has to be earned?

B 2.07 | Practise saying the sentences expressing surprise and asking for reaction. Listen and check.

- 1 But surely it's the other way round?
- 2 But surely you can't really believe that?
- 3 But surely there's more to it than that?
- 4 But surely that's oversimplifying things?

## SPEAKING

5A Read the quotes (A and B). Choose one you would like to discuss and make notes to support your point of view. Think about your own culture, or other cultures that you know of. Consider:

- art.
- crafts.
- languages.
- family life.
- relationships.
- jobs.

A It is inevitable that traditions and customs will disappear as the world moves forward. By insisting that we preserve the same attitudes and ways of behaving, we hinder the possible progress our society can make.

B We should all stop looking at our cultures as separate from each other as that's what can lead to conflict and misunderstanding.

B Find a partner with the same point of view as yours. Work together and add to your notes.

C Find another student who holds the opposing point of view. Work in pairs and use your notes to discuss the issue. Express interest, agreement or disagreement.

D Report interesting points that arose during your discussion to the class. What is the general consensus?

### MEDIATION SKILLS analysing a fictional character

talk about a character and speculate on their motivation

▶ page 146 MEDIATION BANK



2D BBC Food

# Flavours

VOCABULARY | describing food

SPEAKING | propose a new restaurant

WRITING | a blog post about a food hotspot

## PREVIEW

### 1 Work in pairs. Discuss the questions.

- When you think of food from the USA, what do you imagine?
- Is there any American food that you like or dislike? Give examples.

### 2 Work in pairs. Read the programme information and questions 1–4. Which questions can you answer?

- Where do most immigrants to Los Angeles come from?
- Why might it be important for immigrants to the USA to make food from their original country?
- What is an 'Angelino'? What does it imply in relation to food?
- What do you understand by the 'American Dream'?



BBC

## Nadiya's American Adventure

Nadiya Hussein, a well-known British TV chef, takes us on an extraordinary tour of the USA where she explores some of the most vibrant food cultures on earth. She travels around the country, which has one of the highest immigrant populations in the world, and treats us to glimpses of the 'culinary melting pot' that the USA has to offer. In this programme, Nadiya goes to Los Angeles, in California, where she learns about the influence of Latin American migration on Californian cuisine.

## VIEW

### 3 Watch the BBC video clip and answer the questions in Ex 2.

### 4A Work in pairs. Look at the words and phrases in bold. Discuss which ones you know the meaning of and which ones you can guess.

- ... they have brought with them their **unique cuisine**.
- This is a bit of an **assault on my senses**.
- This place is full of **intriguing smells**.
- This is the Guatemalan **take on** the stuffed chilli.
- ... chefs using their heritage to **fuse flavours** ...
- ... **redefining** Californian cuisine.
- ... **topped with** a Latin-inspired salsa.
- ... to take flavours and ingredients from different places and **reinterpret** it.

### B Watch the video again and listen out for the words and phrases from Ex 4A in context. Then work in pairs and discuss which of the phrases have become clearer.



## VOCABULARY

### describing food

### 5A Think about your own experiences of food and eating and make brief notes on the topics (1–6).

- an experience that was an assault on the senses
- a food you tried that fused interesting flavours
- a restaurant/food stall with intriguing smells
- a modern take on a traditional dish
- a dessert covered in your favourite topping
- a unique cuisine you would be interested in trying

### B Work in small groups. Talk about your experiences and share your ideas.

There's this street in my neighbourhood with pop-up food stalls every Saturday – talk about an assault on the senses! It makes me want to try everything.

## SPEAKING

### propose a new restaurant

### 6A Work in pairs. You're going to propose a new restaurant for your area. Think about what type of restaurant might be fun, interesting and popular. Discuss:

- what types of food your area already offers, and what it doesn't.
- what new types of food might be popular with people in your area.
- how you might adapt an existing cuisine to give it a modern twist.
- what types of cuisine you could combine to make a 'fusion' restaurant.

### B Decide what type of restaurant you're going to create and think of a name for it. Make a list of the features that would make it attractive to people. Use the vocabulary from Ex 4A to help you.

Japanese/Indian fusion = unique cuisine

### C Pitch your restaurant idea to the class. Use the Key phrases to help you.

#### KEY PHRASES

What makes it such a unique concept is ...  
 People would jump at the chance to try ...  
 What we're aiming for is ...  
 Something that we're lacking round here is ...  
 We want to create a new take on (Italian cuisine).

### D Vote to decide which of the restaurant ideas you would like to see in your area.

## WRITING

### a blog post about a food hotspot

### 7A Look at the post on a city's social media page below. What do they want people to do?

Bloggers – we're looking for your reviews of your favourite areas to go out for food! What kind of food can you find there? What makes it such a good experience? Is there anything unique about it? We'll be creating an interactive food map for our page, and if we like your review, we'll upload it to our map.

6 12 1

### B Work in pairs. Which areas, either in your country or abroad, would you choose to write about? Why?

### C Write a blog post about a food hotspot. Go to the Writing Bank.

▶ page 105 **WRITING BANK**

## GRAMMAR

## advanced ways of comparing

## 1 A Choose the correct words to complete the sentences.

- The actor's voice was so weak **so** / **as** / **like** to be almost completely inaudible.
- The legacy of the award was **nothing like** / **as** / **like** as significant as we had been promised.
- It wasn't **so** / **like** / **like as** much an exchange of views as a heated argument.
- You **couldn't** / **shouldn't** / **wouldn't** get advice **any more** / **like as** / **so** unhelpful than that if you tried!
- The outdoor performances continued **so** / **as** / **like as** long as was possible during the showery weather.
- Interpreting is actually **like** / **more of** / **as much as** a summary than literal word-for-word translations.

**B Choose three of the ways of comparing used in Ex 1A and write sentences that are true for you and where you are at the moment. Compare your sentences with a partner.**

## reporting

**2 A Complete the second sentence using the word given so that it reports the direct speech in the first sentence. Use between four and six words.**

- 'I have faith in the council's ability to address the development issues,' Ms Saunders said. CONFIDENT  
Ms Saunders was ..... the development issues.
- 'We submitted our application well before the deadline,' the council leader said. CLAIMED  
The council leader ..... application well before the deadline.
- 'It is extremely difficult to translate speeches delivered at speed,' David said. THE  
David mentioned ..... speeches delivered at speed.
- 'I feel that we've made the wrong decision,' Jonah said. OPINION  
In ..... the wrong decision.

**B Work in pairs. Tell your partner two things that you've heard or been told today. Use two different ways to report this information.**

## VOCABULARY

## 3 A Match 1–6 with a–f to form collocations.

- |               |                       |
|---------------|-----------------------|
| 1 raise       | a the development     |
| 2 first and   | b the profile         |
| 3 detrimental | c effect              |
| 4 make        | d more harm than good |
| 5 facilitate  | e or break            |
| 6 do          | f foremost            |

**B Complete the sentences with phrases from Ex 3A.**

- Good publicity can ..... of an area and promote tourism.
- Income from tourists can ..... many small businesses.
- A favourable majority in a council can ..... of cultural establishments in the area.
- Becoming a City of Culture can ..... to the local economy.
- An excess of tourists can have a ..... on fragile ecosystems.
- ....., we need to set a date for the carnival parade.

**4 Rewrite the sections in bold in the reported statements using appropriate verbs in the box.**

call cite echo fill question talk


- During the literature lecture, the professor **gave the works of** many famous novelists **as examples** to clarify his main points.
- My classmates **told me about** what I had missed at college.
- Katya **persuaded me to go** to listen to a local folk group perform.
- The writer **said that he had the same concerns as the presenter** that many local customs were disappearing.
- In the discussion I **asked people** whether new words and slang expressions should be added to the dictionary.
- The school governors **said they thought more classical writers should be** studied by students.

**5 A Choose the correct options (A, B or C) to complete the text.**

### Culture shock

It can be a tremendous shock to the system, <sup>1</sup>..... of how well prepared you are. Going for the first time to a country where the culture is nothing <sup>2</sup>..... your own can be overwhelming. <sup>3</sup>..... to the autobiography of a famous traveller, his first trip abroad couldn't have been <sup>4</sup>..... more traumatic. His knowledge of the language was so limited <sup>5</sup>..... to be practically non-existent, he was vegan and found himself in a meat-loving country, and he had no knowledge of customs or traditions at all. However, although he <sup>6</sup>..... that culture shock is commonplace, he is <sup>7</sup>..... that it soon fades, and the <sup>8</sup>..... benefits that being immersed in another culture <sup>9</sup>..... are far more important than the initial cultural isolation.

- |                   |                |                |
|-------------------|----------------|----------------|
| 1 A unconcerned   | B unrelated    | C irrespective |
| 2 A as            | B like         | C than         |
| 3 A Matching      | B Regarding    | C According    |
| 4 A any           | B some         | C that         |
| 5 A so            | B like         | C as           |
| 6 A comments      | B acknowledges | C questions    |
| 7 A insistent     | B expectant    | C assured      |
| 8 A long-standing | B long-held    | C long-term    |
| 9 A brings        | B gets         | C raises       |

**B**  **R2.01 | Listen and check your answers.**