Culture Vulture
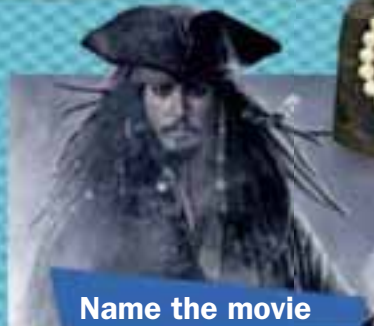
A Work in pairs. Take the culture quiz.

Test your culture knowledge with this Culture Vulture quiz!
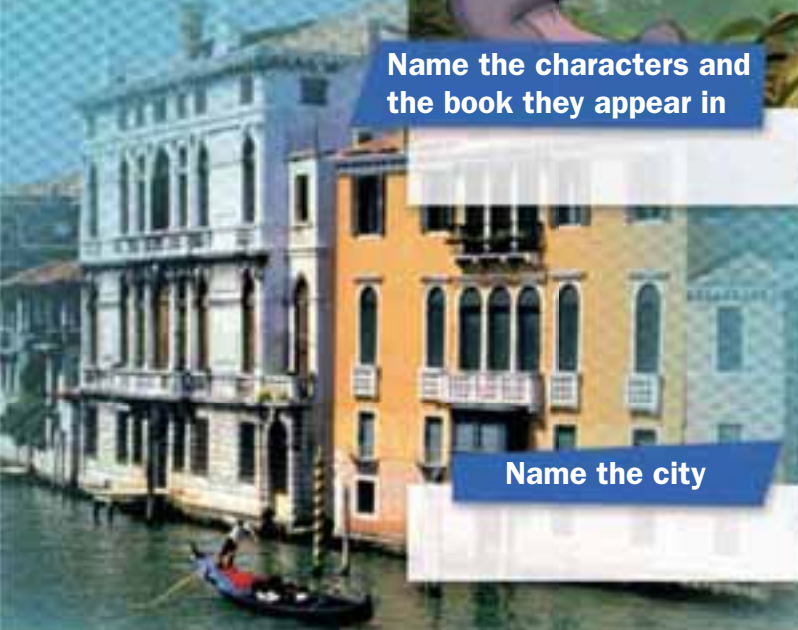
Name the pop star

Name the movie

Name the characters and the book they appear in

Name the play

Name the city

Name the artist

B Share your answers with your classmates. What else do you know about the things in the pictures?

1 Vocabulary: adjectives for describing the arts

A Match the adjectives to their synonyms.
Then listen and check.

1 silly	a) new
2 amazing	b) dumb
3 dull	c) inexplicable
4 incomprehensible	d) very bad
5 well-liked	e) incredible
6 strange	f) boring
7 terrible	g) unusual
8 modern	h) popular

B Complete these sentences with words from Exercise A.

1 I think Dali's paintings are ——————— .

2 In my opinion, horror movies are ——————— .

3 Going to the opera is ——————— .

4 In my country, reality TV shows are ——————— .

5 Shakespeare's plays are ——————— .

C Work in pairs. Compare your sentences from Exercise B.

A: In my opinion, horror movies are amazing.
B: Really? I think they're silly.

2 Grammar: comparatives with *as … as/not as … as*

A **Language in context** Listen to this
conversation between two friends at a photography
exhibition. Which picture do both women like?

Sarah: So, which picture is your favorite?

Kate: Well, I love the picture of the flowers. You know, the
black and white one.

Sarah: Yeah, I like that one, too, but it isn't as nice as the
picture of the elephant. That is *so* cute!

Kate: Really? I think it's as dull as those pictures of a chair. I
didn't really understand what they were trying to do.

Sarah: Maybe we're just not as smart as everyone else.

Kate: Or maybe we just don't understand art!

B **Notice** Look at the conversation in Exercise A again.
Match to complete these rules.
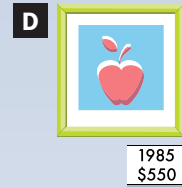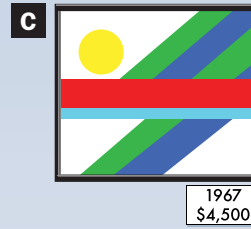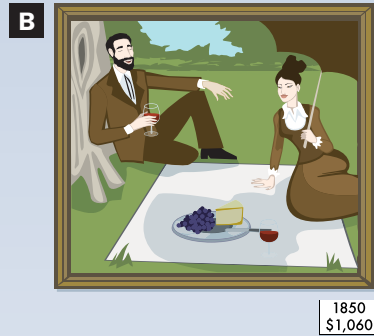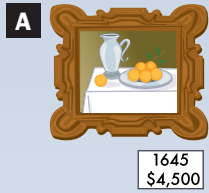
We use *as … as* and *not as … as* to compare two things.

1 We use *as … as* to …	a) say that two things are different.
2 We use *not as … as* to …	b) say that two things share a similar characteristic.

C Practice Look at these paintings and complete the sentences with *(not) as … as* and the adjectives in parentheses.

A
1645
$4,500

B
1850
$1,060

C
1967
$4,500

D
1985
$550

1 Picture A is _____ (*small*) Picture D.

2 Picture D is _____ (*expensive*) Picture C.

3 Picture A is _____ (*big*) Picture B.

4 Picture C is _____ (*old*) Picture A.

5 Picture A is _____ (*expensive*) Picture C.

6 Picture B is _____ (*modern*) Picture D.

> **Watch out!**
> ✔ Martin is as tall as me.
> ✘ Martin is as tall than me.

D Now you do it Work in groups. Compare these pictures.

1

2

3

A: *Picture 1 isn't as nice as Picture 2.*
B: *I agree. It isn't as interesting.*
C: *I think Picture 1 is as good as Picture 3, and it's prettier.*

Pronunciation: *as … as/not as … as*

3

A Listen to these people giving their opinions. Notice that the stress is on the adjective and not on *as … as.*

I think Spain is as beautiful as Italy.

In my opinion, museums aren't as dull as some people think.

B Work in pairs. Practice saying these sentences. Remember not to stress the word *as.* Listen and check.

1 In my country, Latin music is as popular as rock music.
2 I don't think painting is as interesting as taking pictures.
3 London is not as big as São Paulo.
4 Many people think that trains are not as comfortable as cars.

Unit 2

Listening: identifying speakers' opinions

Key words are important words and phrases that can help to identify a person's opinion.
They can be adjectives or verbs such as *like, don't like,* and *enjoy.* The way a person sounds
(bored, interested, etc.) can also indicate what his or her opinion is.

A Listen to this conversation between two people at a book club meeting. Write *W* next to the
adjectives the woman uses. Write *M* next to the adjectives the man uses.

_____ interesting   _____ dull   _____ popular   _____ not new

B Listen again and circle the correct answers. How do you know?

1 The woman *liked / didn't like* the book.
2 The man *liked / didn't like* the book.

C Now listen to five other people talking about books.
Circle the correct answers.

1 Speaker 1 says she …
  a) liked a different book more.
  b) thought the book
    was amazing.

2 Speaker 2 thought the book was …
  a) interesting.
  b) dull.

3 Speaker 3 says he …
  a) didn't like the book.
  b) liked the book.

4 Speaker 4 preferred …
  a) the writer's first book.
  b) the writer's
    second book.

5 Speaker 5 says she …
  a) doesn't like books very much.
  b) enjoys reading.

Vocabulary: cultural activities

A Complete the blue circles in these word webs with verbs from the box. Then add one idea of your
own to each word web.

learn about   take   see

sculpture

architecture

art

_____

a foreign movie

a musical

a comedy show

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Mind map (Exercise A)

a cooking class — a language course — _____ — an art class — _____

_____ — join — a book club — a band — a photography club

a museum — the ballet — go to — an exhibition — _____
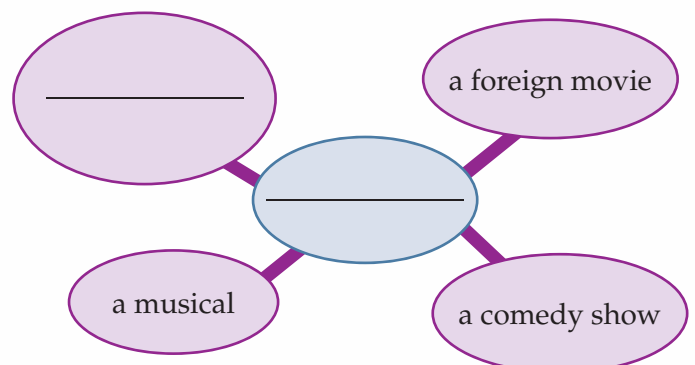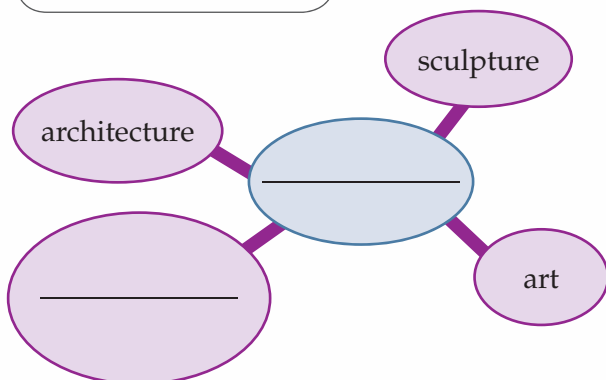
B Work in pairs. Say which of the activities in Exercise A you would like to do and which you would not like to do. Give reasons.

A: I'd like to join a book club. I love reading books and talking about them.
B: I wouldn't like to join a book club. I think reading is boring. I want to take another language course. I'd like to learn Russian.

Language use: talking about cultural activities   6

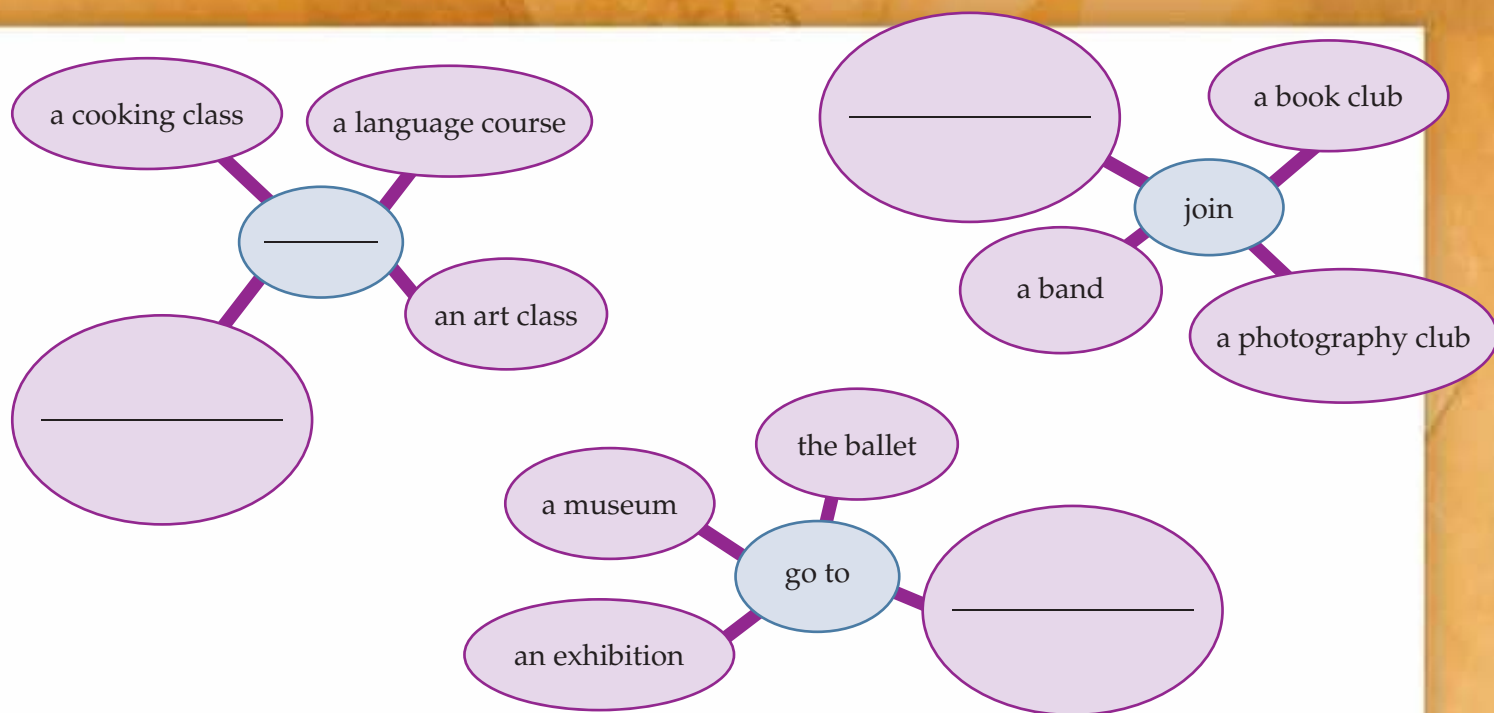**A** Complete this questionnaire.

Are You a Culture Vulture?

Find out with our questionnaire. Simply check the boxes that apply to you.

1 I like …
☐ going to the theater.
☐ seeing comedy shows.
☐ going to the ballet.
☐ going to art exhibitions.
☐ learning about architecture.

2 I belong to …
☐ an art club.
☐ a book club.
☐ a language class.
☐ a music group.

3 Last year I …
☐ went to a museum.
☐ saw a foreign movie.
☐ went to the theater.

Score one point for each box you checked.
Score 0–3: Cultural activities are definitely not for you!
Score 4–8: Why not try some different cultural activities?
Score 9–12: You're a real Culture Vulture!

B Work in groups. Compare your answers to Exercise A. Discuss any other cultural activities that you enjoy.

A: So, do you like going to the theater?
B: Yes, I do. What about you?
C: Oh, I don't like going to the theater, but I enjoy going to the movies.

C Tell the class about the activities that are popular in your group and the ones that aren't so popular.

In our group, going to the theater is as popular as seeing comedy shows. Art clubs are not as popular as music groups.

Unit 2

Grammar: superlatives

A **Language in context** Read these opinions. Which speakers give a positive opinion and which give a negative opinion?

"In my opinion, the scariest movie of all time is *The Ring.*"

A

"*Elephunk* by The Black Eyed Peas is the hottest album of the last ten years."

B

"The worst show right now is *America's Top Model.* I can't believe it's one of the most popular shows."

C

B **Notice** Look at Exercise A again and complete this table.

One syllable adjectives	For most, add –*est:* e.g., *old—old**est**, dull—dull**est**, new—new**est*** For adjectives which end consonant–vowel–consonant, double the final consonant and add –*est:* e.g., *thin—thin**nest**, fat—fat**test**, hot*—(1) _____
Two syllable adjectives ending in –y	Change the *y* to *i* and add –*est:* e.g., *happy—happ**iest**, easy—eas**iest**, scary*—(2) _____
Adjectives with two or more syllables	Use *most* or *least:* e.g., *important—**most** important, interesting—**least** interesting, popular*—(3) _____
Irregular adjectives	e.g., *good—**best**, bad*—(4) _____

Some short adjectives such as *fun* and *real* are used with *least/most* and not –*est:*

e.g., *Concerts are the **most fun** in the summer.*

Use *the* before superlatives:

e.g., *It's **the** scariest movie.*
*It's one of **the** most popular shows.*

C **Practice** Complete these sentences with the superlative form of the adjective in parentheses.

1 In my opinion, *The Simpsons* is the _____ (↑ *fun*) cartoon ever!

2 Luciano Pavarotti was the _____ (↑ *great*) singer I've ever heard.

3 Taking a class is one of the _____ (↑ *good*) ways to meet new people.

4 The _____ (↓ *interesting*) shows on TV are animal shows.

5 The _____ (↑ *funny*) movie that I ever saw was *The Mask* with Jim Carrey.

6 Marilyn Monroe was the _____ (↑ *beautiful*) cultural icon of the 1950s.

7 I think hip-hop is the _____ (↑ *bad*) type of music. I hate it!

8 Justin Timberlake's new album is the _____ (↑ *hot*) CD of the year.

Watch out! ◀

✔ He's the thinnest man.
✘ He's the more thin man.

D **Now you do it** Choose one of these topics. Tell a partner one or two details about it.
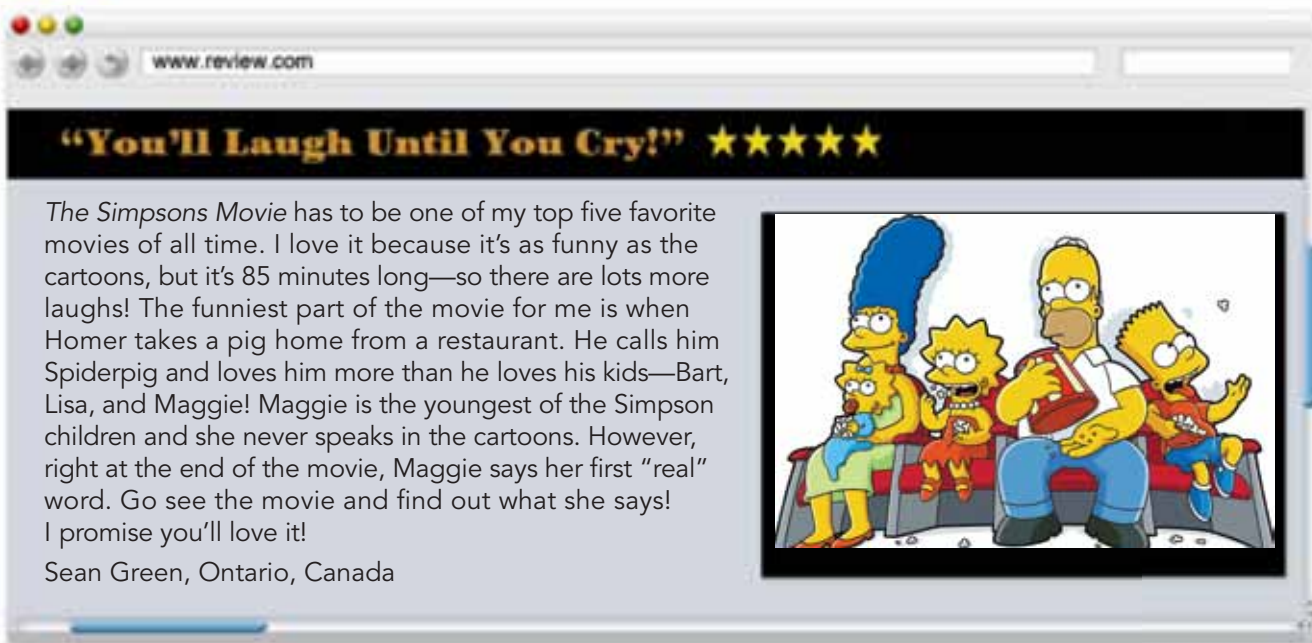
• the funniest TV show   • the best group in concert   • the most popular singer in your country

> **A:** *The funniest TV show is* The Office. *I really like the actors.*
> **B:** *Really? I think the funniest TV show is …*

Language use: reading a movie review

A Read this movie review. Did the writer enjoy *The Simpsons Movie*?

"You'll Laugh Until You Cry!" ★★★★★

The Simpsons Movie has to be one of my top five favorite movies of all time. I love it because it's as funny as the cartoons, but it's 85 minutes long—so there are lots more laughs! The funniest part of the movie for me is when Homer takes a pig home from a restaurant. He calls him Spiderpig and loves him more than he loves his kids—Bart, Lisa, and Maggie! Maggie is the youngest of the Simpson children and she never speaks in the cartoons. However, right at the end of the movie, Maggie says her first "real" word. Go see the movie and find out what she says! I promise you'll love it!

Sean Green, Ontario, Canada

B Think about two movies that you saw recently: one good and one bad. Tell a partner about the best and worst parts of these movies.

Recently, I saw … The best part was when …
The worst part of the movie was when …

Writing: linking sentences

We use the words *so* and *because* to link ideas. They are useful because they make your ideas clearer and more interesting for the reader. *Because* is used to introduce the reason for something and *so* is used to introduce the result of something.

A Read this description. Which famous cultural icon does it describe?

It was first invented in 1886 by Dr. John Pemberton in a pharmacy in Atlanta, Georgia (1) *because / so* he wanted to make a "health drink." Pemberton said that it was good for people's health (2) *because / so* it was made from sparkling water. Frank Robinson, who worked for Pemberton, created the logo that is famous today. Pemberton sold the drink in his store for the very cheap price of five cents a glass, (3) *because / so* it became very popular very quickly. By 1887, the business was too big for Pemberton, (4) *because / so* he sold part of the company to a businessman called Asa Griggs Candler. Candler started the company as we know it today. In 1985, the company started selling a new version of the drink, but changed the flavor back to the original after three months (5) *because / so* people didn't like it.

B Read the text in Exercise A again and circle the correct linking words.

C Connect these ideas using *so* or *because*.

1 Potato chips are one of the most popular snacks _____ they are cheap and tasty.

2 I think cornflakes taste horrible, _____ I never eat them.

3 I don't drink cola, _____ I don't know what it tastes like.

4 _____ potato chips are fried, they aren't very healthy.

5 I love sweet drinks, _____ I always put sugar in my coffee.

Self-direction and learning:
developing cultural awareness

- Keep an open mind.

- Identify differences with respect to your own culture.

- Think of reasons for these differences.

A Look at these pictures. Which one shows the way you usually greet your friends? Tell a partner.

When I greet a friend, I usually hug him or her.

B Read this article about personal space. Which of the facts surprises you the most?

Personal Space
How Close do You Go?

"BOY, LOOK AT HIS PERSONAL SPACE!"

Personal space is an invisible area around you. If someone enters this space when they are talking to you, you might feel nervous or uncomfortable. People have different attitudes towards personal space: some people like more space than others. How close you stand to someone else when you are talking to them depends on who it is you are talking to and the situation. Also, how close you can go is different in different cultures.

Here are some interesting facts about different cultures and personal space:

· In Latin American and Arabic countries, people feel comfortable standing close to others while waiting in line at the bank or at the supermarket. It's also common for people to sit close to each other in public places such as the subway or the bus. People in North European and Japanese cultures aren't as comfortable with this.

· North Americans like to have the largest amount of personal space. As a result, they often live in bigger homes with bigger rooms than Europeans.

· People from Mediterranean countries such as France, Greece, and Italy are more likely to kiss family and friends when they meet. They are also more likely to live most of their lives in the same neighborhood.

· Australians who live in towns and cities don't need as much personal space as Australians who live out in the desert.

24

C Work in pairs. Talk about which of the things mentioned in the article in Exercise B are common in your country.

D Why do people in different countries require more or less personal space? Read these ideas and write some of your own.

"The country is bigger—people always have lots of space."

"The people are different—they are more serious and reserved."

"The climate is hotter."

E Work in groups. Compare your ideas. Make a list of the best ideas below. Share your ideas with your class.

{ *Reflect...*

Cultural differences make the world interesting. What other cultural differences do you know? What reasons can you think of to explain them? }

Language Wrap-up

1 Vocabulary

Circle the correct words to complete this conversation. (10 points)

A: Do you want to (1) *see / look* a comedy show this weekend?

B: Uh, not really. I think they're a little (2) *dull / well-liked*.

A: OK. Well, how about going to (3) *the ballet / a photography exhibition*?

B: I'm not really interested in dance. But I would like to (4) *learn about / know* art.

A: So why don't you (5) *take / give* a class?

B: Well, I (6) *took / went* an art class, but it was (7) *incredible / terrible*!

A: Why? Was the teacher bad?

B: No, she was good. The problem was that everyone talked about (8) *modern / strange* art, but I like old paintings.

A: Maybe you should try something else. Why don't you (9) *join / take* a book club? You love to read!

B: That's a (10) *great / silly* idea. I'll try that.

> **8–10 correct:** I can use adjectives for describing the arts and talk about cultural activities.
>
> **0–7 correct:** Look again at Sections 1 and 5 on pages 18 and 20.
>
> **SCORE:** /10

2 Grammar

Complete these statements with *(not) as … as* or the superlative form of the adjective in parentheses. (10 points)

1 I love *CSI: Miami*. It's (1) _____ (↑ *popular*) TV show in the world. I also like *CSI: NY*, but it's (2) _____ (*good*) *CSI: Miami*, so I don't watch every show.

2 People in my country love going to the ballet. It's (3) _____ (*cheap*) in other parts of the world, but it's (4) _____ (*expensive*) going to a fancy restaurant.

3 A cultural icon from my country is Ronaldo. He is (5) _____ (*amazing*) soccer player in the world. I don't think Pelé was (6) _____ (*talented*) Ronaldo.

4 I don't think modern art is (7) _____ (*dull*) old art. In my opinion, sculpture is (8) _____ (↓ *interesting*) form of art. Now that is really boring!

5 I think Heinz tomato ketchup is a cultural icon. A burger without mayonnaise is (9) _____ (*good*) a burger with mayonnaise. But a burger with no ketchup is (10) _____ (*bad*) thing in the world!

> **8–10 correct:** I can use comparatives and superlatives.
>
> **0–7 correct:** Look again at Sections 2 and 7 on pages 18 and 22.
>
> **SCORE:** /10