

COMPREHENSION

A Work in pairs. Look at the picture and discuss the questions.

- 1 Have you ever tried this activity?
- 2 Would you find it enjoyable? Why/Why not?

B ▶ Watch the video. What is the aim of the Sky Orchestra Project?

C ▶ Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|--|-----|
| 1 The balloons all launch around the same time. | T/F |
| 2 The balloons have launched from the same place since 2003. | T/F |
| 3 The balloons have excellent vertical and horizontal control. | T/F |
| 4 Pete has been ballooning for twenty years. | T/F |
| 5 The music is made especially to be played out of the balloons. | T/F |

D ▶ Watch the video again. Answer the questions.

- 1 What does Pete enjoy about the experience of flying?
- 2 How precisely can the landing of the balloon be controlled?
- 3 Why do particular sounds have to be used in the music?
- 4 What does Luke compare the Sky Orchestra to?



AUTHENTIC ENGLISH

A Work in pairs. Read the extract from the video. Why do you think the speaker says *sort of*?

*We can't steer to a field as it were ... just **sort of** coming down here like this.*

B Read the information in the box and check your answers to Exercise A.

Vague language

We use phrases like *sort of* and *kind of* to be less precise or more vague in informal spoken English. This language describes someone or something approximately.

A further use of these phrases is as a filler, such as *er/uh*, *erm/um*, *like*, *I mean* and *you know*, that marks a pause or hesitation in speech.

C Work in pairs. Answer these questions using *sort of* and *kind of*.

- 1 What is your opinion of classical music?
- 2 Do you have difficulty sleeping? What techniques can people use to fall asleep?
- 3 Do you like flying? Why/Why not?
- 4 Have you ever performed or presented in public? If so, describe your experience.

SPEAKING

Work in pairs. What do you think of the Sky Orchestra Project?

COMPREHENSION

A Work in pairs. What can you see in the picture from the video? How was it created?

B ▶ 00:00–01:45 Watch the first part of the video. Check your answers to Exercise A.

C ▶ 00:00–01:45 Watch the first part again. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|--|-------|
| 1 Tony has a specific idea of the artwork he wants Marcel (the presenter) to create. | T / F |
| 2 Marcel thinks of himself as an artistic person. | T / F |
| 3 Tony tells Marcel to look for patterns in the landscape. | T / F |
| 4 Marcel feels that Tony sees less obvious lines in the landscape. | T / F |

D ▶ 01:46–03:53 Watch the second part of the video. Complete the sentences.

- 1 Tony advises Marcel not to have a _____ of what he wants to create.
- 2 Marcel is relieved that Tony is relaxed about _____ of the artwork.
- 3 Marcel decides to go up onto the _____ to watch Tony work.
- 4 Marcel says he feels _____ to have spent the day with Tony.
- 5 Marcel believes that Tony feels _____ to create the art he does.

AUTHENTIC ENGLISH

A Read the extract from the video. What does the phrase in bold introduce? Why do you think this phrase is used?

I have to confess, I'm ... not arty.

B Read the information in the box and check your answers to Exercise A.

Introducing opinions

Different fixed expressions can be used to introduce opinions, thoughts, likes and dislikes.

I can't help thinking (that) ... can help make an opinion sound less direct or more tentative and can introduce advice.

I have to confess (that) ... can be used to admit something personal or talk about likes and dislikes that might be sensitive for you or the listener.

I must admit (that) ... can also be used to introduce a potentially sensitive opinion.

C Rewrite the sentences using one of the expressions from Exercise B.

- 1 Whenever I watch a sad movie, I cry.
- 2 There isn't enough time to be creative in the modern world.
- 3 I've never liked your uncle's art very much.

SPEAKING

Work in pairs. How would you describe Tony and his artwork?



COMPREHENSION

A Work in pairs. How do you try to reduce waste in your daily life?

B ▶ 00:00–01:59 Watch the first part of the video. How is the café different from other cafés and restaurants?

C ▶ 00:00–01:59 Watch the first part of the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|---|-------|
| 1 Adam wants bananas to make cakes. | T / F |
| 2 Adam decides how much to charge for the food he makes. | T / F |
| 3 The food they are intercepting from restaurants in Leeds is often not edible. | T / F |
| 4 They once collected 50 kilograms of unwanted food. | T / F |
| 5 Adam wasn't able to help a man who had not fed his family for about ten days. | T / F |

D ▶ 02:00–03:41 Watch the second part of the video. Put these actions and items in the order you see them.

- ___ someone donating money
- ___ bowls of pasta
- ___ a volunteer weighing a banana
- ___ volunteers clearing wasteland
- ___ a volunteer writing on a board

E ▶ 02:00–03:41 Watch the second part again. Answer the following questions.

- 1 What are the two meals or snacks written on the blackboard?
- 2 Why are the people clearing the wasteland of rubbish?
- 3 How does Adam greet his son? What is the child's name?
- 4 What does Adam jokingly refer to his son as?
- 5 What kind of society does Adam want his son to grow up in?
- 6 What food does the little boy point at on the counter?



AUTHENTIC ENGLISH

A Work in pairs. Read the extract from the video. Why does Adam use the phrase in bold?

*You take it home to your family, you feed your children with it, **at the end of the day**.*

B Read the information in the box and check your answers to Exercise A.

at the end of the day

We use *at the end of the day* after we have considered the implications of the situation we are talking about.

We use the phrase before or after giving the most important fact of a situation: *At the end of the day, I'm responsible for what happens in the house.*

C Work in pairs. Use *at the end of the day* to talk about the most important part of each of the following situations.

- | | |
|-----------|----------------|
| • career | • vacations |
| • studies | • future plans |

SPEAKING

Work in pairs. Have you ever been to a café like this? If not, would you go there? Why/Why not?

COMPREHENSION

A Work in pairs. Look at the picture from the video.
What tasks do you think this robot performs?

B ▶ 00:00–01:59 Watch the first part of the video. Put the items below in the order you see them.

- | | |
|---------------------------|----------------------------|
| ___ mechanical arms | ___ a child with a robot |
| ___ a robot with red eyes | ___ two robots by a hole |
| ___ a robot with a screen | ___ a robot with a headset |

C ▶ 00:00–01:59 Watch the first part of the video again.
For questions 1–4, choose the correct options (a, b or c).

- What is Ling's opinion on the rise of artificial intelligence?
 - Robots will demand jobs from humans.
 - She doesn't say.
 - Humans will award jobs to robots.
- Nao, the small social robot, is ...
 - a little more limited than an iPhone.
 - limited by the programs it writes.
 - restricted by the apps created for it.
- Ling says that robots ...
 - can't make moral decisions now but perhaps should be able to.
 - can make moral decisions now but not as quickly as humans.
 - could make more practical decisions if they had a conscience.

D ▶ 02:00–03:57 Watch the second part of the video. Make notes about these robots:

- Casper
- Inka
- Kodomoroid

AUTHENTIC ENGLISH

A Read the sentence from the video and the information in the box. Which use (a or b) of *effectively* is being used in the sentence?

Effectively, it makes a very practical one.

effectively

effectively is used in two ways:

- for saying what the situation really is, although its appearance or official description might be different.
- for saying that something works well and produces the result that you intended.

B Which use of *effectively* is used in the sentences?

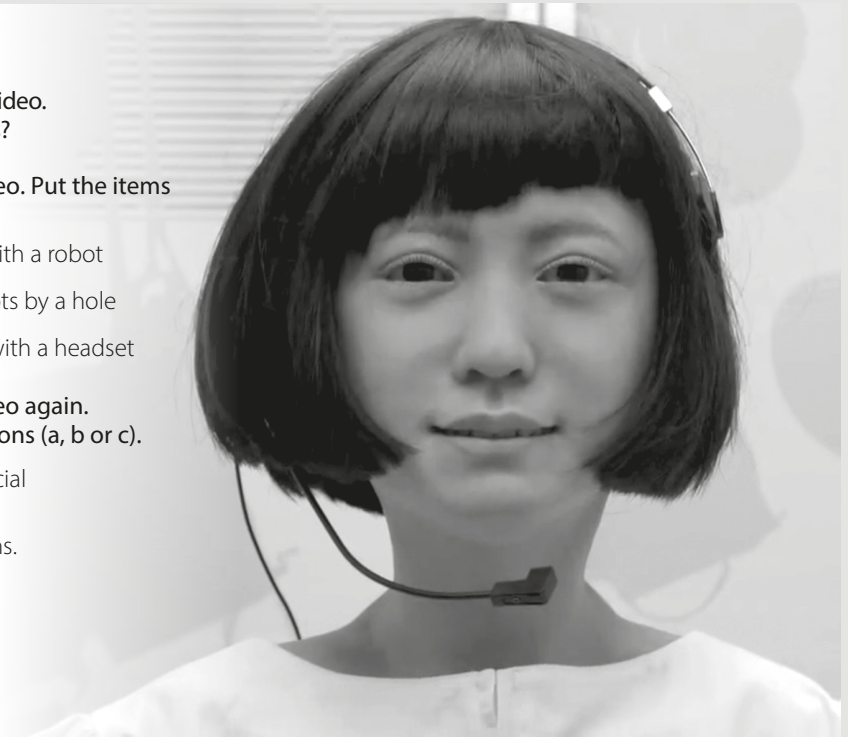
- Robots can do a lot of mundane jobs more effectively than humans.
- The computer hasn't saved the document. Effectively, you'll have to start from scratch.

C Work in pairs. Respond to the situations with a sentence using *effectively* to describe the real result of the situation.

- They spend all their time at her house.
- Barcelona was beating Real Madrid 5–0 by half time.

SPEAKING

Work in pairs. Do you think robots like these can be dangerous to humans in the future? Why/Why not?



COMPREHENSION

A Work in pairs. What personal qualities do you think an Olympian needs?

B ▶ 00:00–01:25 Watch the first part of the video about the British Paralympian, Sarah Storey. Do you think she has any of the qualities you discussed in Exercise A?

C ▶ 00:00–01:25 Watch the first part of the video again. Complete the sentences with one word.

- 1 In Sarah's opinion, structure and organization are more important than _____ for success.
- 2 For Sarah, psychological training is something you should constantly _____.
- 3 Your requirement to perform is the same whether the stadium is empty or _____.
- 4 It's important to remain _____ in each specific race.



D ▶ 01:26–03:03 Watch the second part of the video. Choose the correct options (a, b or c) to answer the questions.

- 1 What is Sarah's attitude to technology in cycling?
 - a It helps you to deal with whatever the other team does.
 - b It means you don't have to rely on your instincts.
 - c It is useful but you have to think for yourself during the race.
- 2 How does Sarah feel about emotions in a race?
 - a They can prevent you from concentrating.
 - b They can help you break through a difficult situation.
 - c They can't be controlled.
- 3 Why is visualizing what you are capable of useful?
 - a It can help you to calculate how much time you have.
 - b It can help you keep ahead of the other riders.
 - c It allows you to hear when people are shouting at you.
- 4 What is the secret of a long and successful career in sport according to Sarah?
 - a using your emotions in the race
 - b being cool and focused
 - c making time to party

AUTHENTIC ENGLISH

A Work in pairs. Read the sentence from the video. Why do you think the speaker uses the phrase in bold?

*I think over the course of a long breakaway, **you know**, a couple of hours away on your own ...*

B Read the information in the box and check your answers to Exercise A.

you know

We use *you know* in natural spoken English:

- to clarify a point
- to tell the listener they already know the answer
- to check understanding
- as a filler when we are thinking of what to say next.

C Decide why *you know* is used in the following sentences.

- 1 Rugby is more dangerous than tennis, you know, because it is a contact sport.
- 2 Success is partly luck and partly talent, you know. Does that make sense?

D Work in pairs. Clarify an idea to your partner using *you know*.

COMPREHENSION

A Work in pairs. Look at the picture from the video. Where is this place and what would it be like to live here?

B ▶ 00:00–02:13 Watch the first part of the video. Answer the questions.

- 1 How do the speakers describe Mars?
- 2 Why are people motivated to visit Mars?
- 3 What does the HI-SEAS work focus on?
- 4 What needs to happen before NASA can send humans to Mars?

C ▶ 02:14–04:21 Watch the second part of the video. Complete the sentences with no more than two words from the video.

- 1 Billy believes a simulation of living on Mars is _____ when Earth is not being cared for.
- 2 Kahooohaki says his _____ knew that the mountain was a good place to study the stars.
- 3 Billy believes Hawaiians were some of the _____ to sail across the sea.
- 4 Kim says the HI-SEAS research into technology is as _____ to this planet as Mars.
- 5 Billy says the stars are a beautiful sight but don't _____ people.
- 6 The HI-SEAS researcher misses the smell of grass, _____, trees and being in water.

AUTHENTIC ENGLISH

A Work in pairs. Read the extract from the video. Why do you think the speaker repeats the words in bold?

***There's a lot of** rocks. **There's a lot of** mountains and ridges, so **there's a lot of** danger.*

B Read the information in the box and check your answers to Exercise A.

Repetition

We use repetition in spoken English to emphasize the importance of something and to sound more persuasive. Three-part lists are one example of repetition. All items in the list can be the same part of speech, verb pattern, type of clause, etc.

This is the wrong decision for local people, it's the wrong decision for our city and it's the wrong decision for the planet.

C Complete the prompts with your own ideas. Use repetition to make your point more persuasive.

- 1 More than anything humans need to ...
- 2 Before we visit other planets, we must ...

SPEAKING

Work in groups. Who do you agree with more, the protestors or the researchers?



COMPREHENSION

A Work in pairs. Look at the picture from the video. What skills do you need for this kind of work?

B ► Watch the video. Were any of the skills you discussed in Exercise A mentioned?

C ► Watch the video again. Answer the questions.

1 Where did Ashley Corlett work before his current job?

2 How did Dakota Lewis learn his skills?

3 What is learned at the Miratorg Academy?

4 What disadvantage might the Academy trainees have?

5 What is the main lesson the last speaker has learned?

D ► Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 The farm manager Todd Lewis thought carefully for some time before taking the job.

T/F

2 Dakota considered other careers before becoming a cowboy.

T/F

3 Todd knows more Russian than his son.

T/F

4 Kurt thinks his children will gain more knowledge of the world than he had himself.

T/F

5 Todd has never had doubts about his decision.

T/F

AUTHENTIC ENGLISH

A Work in pairs. Read the extracts from the video. Why do you think the speaker uses the words in bold?

*To me it was another, another cowboy job, **you know, I mean**, and that's what I do in America.*

*I'd wish he'd be **like** maybe a doctor or millionaire somewhere, but he's got no interest in it.*

B Read the information in the box and check your answer to Exercise A.

Fillers

We use a number of words or phrases in English to show we are pausing to think. These fillers may not mean anything but tell the person listening that we haven't finished speaking yet. Examples include *you know, I mean, like, sort of*.

C Underline examples of other fillers in the following sentences.

1 Basically I prefer jobs where I'm on my feet or active, rather than kind of sitting at a desk all day.

2 So I don't really think I could do a physical job every day. I'd be exhausted you see.

D Work in pairs. Give your opinion on the sentences in Exercise C. Use fillers when you pause.



COMPREHENSION

- A** Work in pairs. Look at the picture from the video. What is the man in the picture wearing? Why?
- B** ▶ Watch the video about an experiment without the sound on. What do you think the experiment is about?
- C** ▶ Watch the video with the sound on and check your answers to Exercise B.
- D** ▶ 00:00–02:03 Watch the first part of the interview again. Are the sentences true (T) or false (F)? Correct the false sentences.
- 1 The number of people aged over 65 is decreasing. T/F
 - 2 The journalist has to wear the suit, go up to the floor above and fetch a cup of coffee. T/F
 - 3 Your ability to move, see and reach for things is reduced by wearing the suit. T/F
 - 4 The journalist is exhausted after walking down the stairs in the suit. T/F
 - 5 The most important part of the training is to sit with patients and listen to what they say about aging. T/F
- E** ▶ 02:04–03:30 Watch the second part of the video again. Answer the questions.
- 1 How well can Josh read the signs in the café?
 - 2 Did Josh know if he had the correct change?
 - 3 How does Josh feel crossing the road?
 - 4 What does Sheelagh say Josh was doing to manage the situation?



AUTHENTIC ENGLISH

- A** Read the sentence from the video. Why is the adverb *fully* used?

*I had to **fully** swivel my body there.*

- B** Read the information in the box and check your ideas from Exercise A.

Adverbs of emphasis

We often make adjectives stronger by putting an adverb of emphasis in front of them. The most common ones are *very* and *extremely*.

For adjectives that already have a strong meaning, we don't use *very* and *extremely*. For these, the most common ones are *absolutely*, *completely*, *totally* and *utterly*.

- C** Add an adverb of emphasis to complete the sentences. More than one answer is possible.
- 1 Luke was _____ out of breath.
 - 2 In this job, you have to stay _____ calm.
- D** Work in pairs. Look at the sentences and respond with a stronger sentence using an adverb of emphasis.
- 1 You look tired.
 - 2 The lecture was difficult to understand.
 - 3 Venice is a pretty town.

SPEAKING

Work in pairs. Can you think of other ways you can empathize with people you work with or for?

COMPREHENSION

- A** Look at the picture. How do you feel and react when you are very busy?
- B** ▶ 00:00–00:44 Watch the first part of the video. What problem is Oliver Burkeman talking about?
- C** Work in pairs. Discuss the questions.
- Does this 'busyness trap' exist in your country?
 - What solutions to this problem can you think of?
- D** ▶ 00:45–03:16 Watch the second part of the video. Does Oliver mention any of the solutions you thought of? What other solutions does he mention?
- E** ▶ 00:45–03:16 Watch the second part of the video again. Answer the questions.
- What does Oliver say about busyness in the modern world?
 - There is a fixed amount of space and tasks.
 - Organized people can get everything done on time.
 - There is no limit on the amount we could do.
 - What effect does being efficient have on your work life?
 - It will make you lazier.
 - You'll get more work.
 - You'll be a more attractive employee.
 - What does Oliver say about getting everything done?
 - It's a difficult but achievable goal.
 - It's not important.
 - It's an impossible goal.
 - What does the author of *Overwhelmed* focus on?
 - Multi-tasking.
 - Doing just one thing in each period of time.
 - Making time for yourself.



AUTHENTIC ENGLISH

- A** Work in pairs. Read the extract from the video. Why does the speaker ask the question in bold?
- So how can we get out of this busyness trap?*** I think we need to understand how busyness really works.
- B** Read the information in the box and check your answer to Exercise A.

Rhetorical questions

A rhetorical question is a question you ask without expecting an answer from the listener. It is used for effect to persuade or influence the listener. Rhetorical questions are often preceded by *so* when the speaker supplies the answer.

- C** Work in pairs. Add rhetorical questions before or after the sentences.
- In my opinion the best solution is to make people valued at work as well as paying them better.
 - I think I failed the last part of that exam.

SPEAKING

Work in pairs. Do you feel part of this 'busyness trap'? If so, what could you do to prevent it?

COMPREHENSION

A Work in pairs. Look at the picture. What do you think are the challenges of creating social housing like this?

B ▶ Watch the video. Were any of the issues you discussed in Exercise A mentioned?

C ▶ 00:00–02:18 Watch the first part of the video. Answer the questions.

- 1 What is special about Alejandro Aravena's social housing?
- 2 What advantage does this type of housing give Chilean people?
- 3 What disadvantage does social housing normally have over other ways of owning a home?

D ▶ 02:19–03:52 Watch the second part of the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|--|-----|
| 1 Self-built accommodations are not very common in Chile. | T/F |
| 2 The current funds for social housing in Chile are sufficient to provide a middle-class level of housing. | T/F |
| 3 The Right to Buy policy in the UK gave people access to housing at discounted prices. | T/F |
| 4 The Right to Buy policy has benefited first and later generations in the UK. | T/F |

AUTHENTIC ENGLISH

A Work in pairs. Compare the sentence from the video with the sentence below it. Why does the speaker choose the word order in the first sentence?

Individual actions and self-built environments, we do have a lot of that – it's called slums.

We do have a lot of individual actions and self-built environments – they're called slums.

B Read the information in the box and check your answers to Exercise A.

Fronting

Fronting involves moving information to the front of a sentence, often to give it emphasis. It is often used in spoken English, for example, *Really clever it was – the best solution I've heard.* Whole clauses can be fronted, for example, *Why they decided to buy that house, I couldn't tell you.*

C Work in pairs. Use fronting to change the word order in each sentence. Begin each sentence with the underlined word.

- 1 I'll never know why more money isn't invested in social housing.
- 2 The new kitchen cost me twenty thousand dollars.

SPEAKING

Work in pairs. What are some solutions to a lack of affordable housing?

