

COMPREHENSION

- A** Work in pairs. Look at the picture. What are some advantages and disadvantages of this method of searching for information?
- B** Work with another pair. Discuss some problems you might have when searching for information online.
- C** ▶ Watch a video about online searches. Which of the following are mentioned?

Libraries Social search Encyclopedias Voice search Privacy



- D** ▶ Watch the video again. Choose the correct option in the following sentences.
- 1 Google **was** / **wasn't** the first online search engine.
 - 2 Searches are getting **more** / **less** sophisticated.
 - 3 Touch screens and fiddly buttons make it **more** / **less** difficult to search.
 - 4 **Maps and menus** / **News and reports** are the kind of information that could appear if you search using Google glasses.
- E** ▶ Work in pairs and discuss the questions. Then watch the video again to check your answers.
- 1 How does Google make money from its search function?
 - 2 How does Google know what people will like to see?
- F** What is the best summary of the video? Choose the correct option (1–3).
- 1 It's a positive message. The potential of online searches is really exciting.
 - 2 It's a negative message. Search engines could be a threat to our privacy.
 - 3 It's a mixed message. Search engines are becoming more sophisticated, but privacy is a worry.

AUTHENTIC ENGLISH

- A** Look at the example from the video and read the information in the box. Why do you think we change nouns to verbs? What other examples of verbing can you think of?

Everybody's **tweeting** and **liking** ...

Verbing

We can convert nouns into verbs (e.g. *to text*, *to message*) when there is a shared cultural knowledge of the noun.

Some short brand names can also become verbs, e.g. *to google*.

- B** Replace the underlined part of each sentence with a word from the box below.

wiki facetime whatsapp google

- 1 You should search online for the best hotel deals.
 - 2 Tom said he'd send a message to me.
 - 3 I don't know much about Marie Curie – I'll look online for information about her.
 - 4 Shall we have a video call later?
- C** Work in pairs. Discuss how true these sentences are for you.
- 1 I *photoshop* pictures to improve them.
 - 2 If I can't get a taxi, I just *uber*.
 - 3 It's good to *skype* because calling can be expensive.
 - 4 I *instagram* a lot of things I eat.

COMPREHENSION

A Work in pairs. Look at the picture of the activity. What are the people doing? What other ways of keeping fit can you think of?

B ▶ 00:00–00:26 Watch the opening sequence of the video without sound and answer the questions.

- 1 Do you think the water is warm or cold?
- 2 Where do you think they are swimming?
- 3 Why do you think they are doing it?

C ▶ Watch the whole video with sound and check your answers.

D ▶ Watch again and choose the best option to complete each sentence about Julia.

- 1 Julia *put on* / *lost* weight when she arrived in the UK.
- 2 She *hasn't* / *has* always liked the sea.
- 3 The first time she swam she stayed in the water for *about a minute* / *half a minute*.
- 4 She never used to do sport because she *was always working* / *didn't like it*.
- 5 She enjoys *swimming on her own* / *being part of a group*.

E ▶ 01:48–02:55 Watch part of the video again. Complete the nouns in the text. The first letter of each noun has been given to help you.

'Ah, you go back to being a child. It's freedom. It's ¹ j_____. It's ² p_____. It's a birthday party. It's, um ... ³ f_____. It gets you away from problems, issues, ⁴ t_____ – you can think about anything at that moment. You can enjoy ⁵ n_____. You can enjoy the ⁶ p_____ around you, the water ... and you're just one with it. It's amazing.'



AUTHENTIC ENGLISH

A Look at the sentence from the video. What do you think *like* means here?

*The first time I stayed, **like**, 30 seconds and loved it!*

like

We can use *like* in informal conversation to draw attention to new or important information.

We can also use *like* to pause to think about what to say next.

B Look at the sentences. What is emphasized by *like* in each sentence?

- 1 I had, *like*, no money left.
- 2 They had thought of, *like*, everything.

SPEAKING

A Work in pairs. Would you ever try swimming outdoors in the winter? Why/Why not?

B Think about an important decision that you have made, either to take up an activity or change something in your life. Choose a topic from the list or your own ideas.

- training for a sports event
- changing career
- moving house
- going to university
- moving to another country

C Work in groups. Tell your group about your decision. Say how you felt before and after you made it.

D Compare your decisions with another group. Are they similar or different?

COMPREHENSION

A Work in pairs. Look at the picture. Discuss the questions.

- 1 Where do you think the people are cycling?
- 2 What are some problems of cycling in the city?
- 3 What are some advantages of cycling over other forms of transport?

B ▶ 00:00–01:44 Watch the first part of a news report about bike sharing schemes. Which of the sentences (1–3) is the best summary of the report?

- 1 The problems of having a bicycle in Cárdenas, where cars are the main form of transport.
- 2 Bicycles have lost and gained popularity over the years in Cárdenas.
- 3 The different kinds of people who ride bicycles in Cárdenas.

C ▶ 00:00–01:44 Watch the first part of the video again. Choose the best option to complete each sentence.

- 1 There *is one type / are different types* of bicycle in Cárdenas.
- 2 In Cuba, bicycles used to be associated with *poverty / road problems*.
- 3 The company Velo Cuba *sells / rents* bicycles.
- 4 Cyclists have to deal with problems concerning *theft / safety*.

D ▶ 01:46–03:14 What do you think are some differences between cycling in Cárdenas and other busy cities? Watch the second part of the video to check your answers.

E ▶ 01:46–03:14 Watch the second part of the video again. Are these statements true (T) or false (F)? Correct the false sentences.

- | | |
|--|-------|
| 1 Free bicycles are used to motivate cyclists. | T / F |
| 2 Moscow is similar to Amsterdam because of the cycle lanes. | T / F |
| 3 Cycling can mean that you arrive at work on time. | T / F |
| 4 Some people don't cycle because it's scary. | T / F |

F ▶ Watch both parts of the video again. Are these statements true for Russia (R), Cuba (C) or both (B)?

- | | |
|--|---|
| 1 It is still not well adapted for cyclists. | — |
| 2 Not many people use bikes yet. | — |
| 3 Lots of people use bikes. | — |
| 4 It needs to encourage people to cycle. | — |



AUTHENTIC ENGLISH

A Look at the example from the video and read the information in the box. Can you think of a synonym for *though* in this context?

*Attitudes are changing, **though**.*

though

We can use *though* to show a contrast with previous information or to add something surprising.

B Rewrite these sentences using *though*. Change the punctuation where necessary. For some sentences more than one answer is possible.

- 1 I love cycling but it's difficult here because of the traffic.

- 2 I'm not a vegetarian but I don't eat red meat.

- 3 I love that part of Spain but the weather's usually terrible.

C Work in pairs. Discuss the advantages and disadvantages of cycling to school or work in your town or city.

COMPREHENSION

A Work in pairs. Discuss what kinds of jobs you think will disappear because of digital technology and why.

B Watch the video. Check (✓) the jobs which are mentioned.

accountant computer programmer doctor
lawyer nurse pilot teacher

C Watch the video again. Choose the correct option to complete the sentences.

- The internet is now affecting *all jobs* / *badly paid jobs*.
- We are used to getting entertainment *for free* / *at a low price*.
- The answer may be to *work in a local business* / *specialize in a specific area*.

D Test your memory. Match the words to form collocations used in the report.

- | | |
|-------------|--------------|
| 1 economic | a services |
| 2 personal | b workforce |
| 3 job | c security |
| 4 giant | d model |
| 5 worldwide | e monopoly |
| 6 online | f connection |

E Watch the video again. Which summary (1–2) is correct? Why?

- The video discusses the jobs which may disappear but doesn't offer advice to people who do them.
- The video predicts that job security will disappear and freelance work will become more popular.



AUTHENTIC ENGLISH

A Look at the example from the video and read the information in the box. What does *app* mean? Why do we use abbreviations, acronyms and initialisms?

There are already **apps** which can put patients directly in touch with a doctor.

Abbreviations, acronyms and initialisms

Abbreviations are shortened words, e.g. (inter)net.

Acronyms are abbreviations consisting of letters that form a word, e.g. NASA (National Aeronautics and Space Administration).

Initialisms are not pronounced as a word, instead you say the individual letters, e.g. CIA (Central Intelligence Agency).

B Do you know what these tech acronyms mean?

- | | | | | |
|-------|-------|-------|--------|--------|
| 1 CD | 2 DVD | 3 FAQ | 4 HDMI | 5 LCD |
| 6 SMS | 7 PC | 8 IT | 9 P2P | 10 VLE |

C Read the sentences (1–3). What are the meanings of these abbreviations, acronyms and initialisms?

- I've just seen the funniest cat video on YouTube! LOL.
- BTW, do you still have that book I lent you?
- IMO he's an excellent writer.

SPEAKING

Work in small groups. Do you agree with what the speaker in the video says about the future of jobs? Why/Why not?

COMPREHENSION

A Work in pairs. What does *inflation* mean?

B ▶ Watch a short video about inflation. Check your answer to Exercise A.

C Choose the correct option (a, b or c) to complete each of the sentences (1–4).

- 1 The rate of inflation can help you calculate how much you should ...
a ask to be paid. b spend on food. c pay in taxes.
- 2 In an economically stable country, prices usually ...
a fall annually. b stay steady annually. c rise annually.
- 3 In 2008, Zimbabwe ran out of paper for printing money after prices ...
a doubled. b tripled. c halved.
- 4 A little inflation is a good thing if you ...
a loan money. b owe money. c save money.

D ▶ Test your memory. Look at the numbers and dates (1–4). Do you remember what they refer to? Watch the video again to check your answers.

- 1 1967 _____
- 2 24 _____
- 3 1920s _____
- 4 100 _____



AUTHENTIC ENGLISH

A Look at the examples from the video and read the information in the box. What is the function of the questions in these sentences?

... the same Big Mac now costs \$3.99. **Why?** The answer is inflation.

So, is inflation bad? A small amount of inflation stops the threat of deflation ...

Questions to capture attention

We often ask questions to capture our audience's attention. We can do this to make our speech more dynamic, or to encourage our audience to think about what we are discussing.

B Work in pairs. Read the introductions to the presentations below (1–4). Write one question for each to capture your audience's attention.

- 1 Some people are concerned that artificial intelligence could have a negative effect on traditional jobs.
Have you ever worried that in the future a robot might be doing your job?
- 2 The way people consume entertainment has changed as a result of developments in technology.
- 3 More and more young people are going to university and this has an effect on the job market.
- 4 People are becoming increasingly aware of the importance of a healthy lifestyle.

SPEAKING

Work in groups. Are people worried about inflation in your country? Why/Why not?

COMPREHENSION

A Work in pairs. Look at the picture of Kilian Jornet from the video. Why do you think he is famous?

B ► Watch the video and check your answers to Exercise A. What surprised you most?

C ► Watch the video again. Choose the best phrases to complete the sentences.

- 1 In the mountains you have to think about *your goal / the present moment*.
- 2 You should *try not to think about / consider* the pain and danger at all times.
- 3 If the race is easy it's because *you're a born competitor / you've trained a lot*.
- 4 He was able to climb Everest so fast because *of his trainer's support / he has trained since he was a child*.

D Test your memory. Complete the summary with nouns from the box.

adrenaline emotion energy feelings moment past satisfaction summit

When you get to the top of the mountain, it is a timeless experience. The ¹ _____, the future, it all disappears. You just think about that ² _____. When you reach the ³ _____, in some mountains you feel ⁴ _____. Lots of ⁵ _____ comes out, but you shouldn't use up your ⁶ _____ on your ⁷ _____. You will feel a sense of deep ⁸ _____.

E ► 00:55–01:21 Watch this part of the video again and check your answers in Exercise D.

AUTHENTIC ENGLISH

A Look at these examples from the video and read the information in the box.

*I **just** want to go down, stop here and **just** go down ...*

*And **just** keep going, step by step.*

*You **just** think about this moment.*

*It's **just** a beautiful moment.*

Just

The word *just* can be used to emphasize the meaning of what we say, e.g. in the famous Nike slogan 'Just do it!'

B What do you notice about the position of *just* in the sentences in Exercise A?

C Put *just* in the correct place in these sentences.

- 1 It was such a beautiful place.
- 2 It's not fair.
- 3 I want to go out.

D *Just* can also have other meanings. What do you think it means in these contexts?

- 1 They *just* told me the news.
- 2 It costs *just* a few pence.
- 3 Could I *just* borrow your pen for a moment?
- 4 I'm *just* leaving the house.

SPEAKING

Work in pairs. Discuss the questions.

- 1 What adjectives would you use to describe Kilian?
- 2 What do you think of his achievements?



COMPREHENSION

A Work in pairs. What kind of food do you normally buy when you eat out? Where do you normally go?

B ▶ 00:00–02:12 Watch the first part of the video. What surprised you most about the unusual food truck at the start of the video?

C ▶ 00:00–02:12 Watch the first part of the video again and answer the questions (1–4).

- 1 Why is Lazeez special?

- 2 How many food trucks do they have?

- 3 What was the problem in the first few weeks?

- 4 Where do their hot dogs come from?



D Test your memory. What do these different people say about Lazeez? Fill in the blanks for each person.

Obaidullah: On a daily basis, we get 30 to 60 _____. It's mostly _____ who stop by.

Naveed: Some people thought that this was an _____ shop!

Nadim: People don't have time to _____ at their houses so Lazeez is a good _____.

Saifuddin: Since I'm _____ and the food is ready I eat from here otherwise I prefer _____ food because that is something substantial.

E ▶ 02:13–03:51 Watch the second part of the video. What kinds of food are being sold from the trucks? Which country are these food trucks in?

F ▶ 02:13–03:51 Watch the second part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.

- | | |
|---|-----|
| 1 The square becomes an open-air restaurant all day. | T/F |
| 2 The women in the video like that the food trucks are convenient and have a variety of food. | T/F |
| 3 The food truck business is expanding by more than 18% every year in the US. | T/F |
| 4 The restaurant owner argues that restaurants have to follow more rules than food trucks. | T/F |

AUTHENTIC ENGLISH

A Look at the sentence from the video and read the explanation in the box. Why is the expression *what's clear* used? What are some synonyms of *what's clear*?

What's clear is that here, as in other cities, these culinary rivals are going to have to cook up a compromise ...

What's clear

We use **what's clear** to show that something is obvious or to summarize information emphatically.

B Change these sentences so that you use *what's clear*.

- 1 It's obvious that corruption will never disappear.

- 2 I'm sure that there is no easy answer to this problem.

- 3 There's no doubt that they deserved to win the match.

SPEAKING

Work in pairs. Compare the first and second parts of the video. What different problems do the food truck companies face?

COMPREHENSION

A Look at the picture of Erica the robot. What do you want to know about her?

B ▶ Watch the video. Choose the correct option to complete the sentences (1–6).

- 1 Erica is 23 and lives in *Kyoto* / *Tokyo*.
- 2 Doctor Ishiguro is Erica's *inventor* / *teacher*.
- 3 Doctor Glas is Erica's '*father*' / '*architect*'.
- 4 Erica would really like to *see the world* / *dance and sing*.
- 5 Doctor Ishiguro's next challenge is to create *a more perfect robot* / *more robots*.
- 6 Erica thinks robots could be *better than* / *as good as* humans at running the world.



C ▶ 02:05–03:12 Watch the last part of the video again. Complete the summary of Erica's final speech with the correct words.

Erica believes that in the future, robots will be very ¹ _____, and that people will be able to put more energy into things which are ² _____ and fulfilling because it will be possible to automate the aspects of life which people find boring and ³ _____.

She describes robots as humanity's ⁴ _____ because humans create, ⁵ _____ and teach robots about the world. Erica hopes that robots will be able to help people with their work and take ⁶ _____ of them when they get older. She thinks that robots can improve ⁷ _____ for the benefit of ⁸ _____.

D Test your memory. Match the people, Dr Ishiguro (I), Dr Glas (G) or Erica (E), to what they say (1–3).

- 1 'I wanted to be an oil painter because I was so interested in the human self I wanted to represent it.'
- 2 'I hope we will be able to speak again in the future.'
- 3 'I've been ... trying to create her mind, create her personality and get all the details working.'

AUTHENTIC ENGLISH

A Look at the example from the video. When do you think we use the expression *let's see*?

I would very much like to move my arms and legs ... **Let's see** ... what else? Another thing I would like is ...

B Read the information in the box to check your answer to Exercise A. What do you say in your language when you need time to think about what to say?

Let's see

We use *let's see* or *let me see* when we need a moment to think about or remember something, often after somebody has asked us a question.

C Identify the synonyms of *let's see* or *let me see* in these sentences.

- 1 What have I done today? Um ... well, first I went to work, then I went to the gym ...
- 2 Mmm ... let me think, you take the first right, then ...
- 3 Err ... just a minute ... that's a difficult question!

SPEAKING

Discuss in groups. What adjectives would you use to describe Erica? Why?

COMPREHENSION

A Look at the picture. What are the people doing? What do you do for this kind of celebration in your culture?

B ▶ 00:00–01:27 Watch the first part of the video. Answer the following questions.

- 1 Where is the Happy Birthday song from?
- 2 How did it become popular?

C Work in pairs. Match the names to the dates. Why is each year important to the history of the Happy Birthday song?

- | | |
|-------------------|--------|
| 1 Hill sisters | a 1935 |
| 2 Summy company | b 1988 |
| 3 Warner Chappell | c 1893 |



D ▶ 01:27–03:08 Watch the second part of the video. Answer the following questions.

- 1 Why did Jenn pay \$1,500 for a license?
- 2 Why was there a dispute?
- 3 What was the judge's decision?

AUTHENTIC ENGLISH

A Look at the sentence from the video and one other example. What do you think the expression *a big deal* means?

*Birthdays are **a big deal**, and yet what do we really know about the song?*

*Unemployment is **a big deal** in this city.*

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

A big deal

We use *a big deal* in informal speech to describe something significant or important.

Big deal can also be used to emphasize that something isn't as important as it seems.

C Look at the phrases in italics in the three sentences below. What do you think they mean?

- 1 *It isn't a big deal* if you don't get me a present for my birthday.
- 2 He *made a big deal* out of his exam success, but it's not that important.
- 3 So, he got the highest grades in class ... *big deal!* Exams aren't the only thing that matters.

D Use the correct expression from Exercise C to complete the sentences (1–3).

- 1 She _____ out of winning that award, but I don't think it's that impressive.
- 2 So, he got an autographed copy of the book ... _____!
- 3 Don't worry about not being able to come out tonight. It _____.

SPEAKING

A Work in pairs. What is the journalist's final message? Choose the best option (1–3).

- 1 The Happy Birthday song is not part of everybody's culture.
- 2 People should always question authority.
- 3 Sometimes one person can beat a big company.

B Do you agree with this message? Can you think of any other examples that apply?

COMPREHENSION

A Look at the picture from the video. What is the food? Would you like to try it? Why?

B ▶ 00:00–01:18 Watch the first part of the video. Match the people from the video (1–3) with their opinions about food (a–c).

- 1 Charles —
- 2 Jozef —
- 3 Tamal —

- a Thinks that our experience of the way things taste comes from a variety of senses, not only from our tastebuds.
- b Wants to know more about how our sensory perceptions can change our eating experience.
- c Believes that there are certain ideas you have about food before you try it.

C ▶ 01:20–02:15 Watch the second part of the video. Choose the correct word to complete the descriptions of *Bouba* and *Kiki*.

- 1 Bouba is associated with *rounded* / *flat* shapes.
- 2 Kiki is linked with *hard* / *angular* shapes.
- 3 Banana is more associated with *bouba* / *kiki*.
- 4 People relate lime with *bouba* / *kiki*.

D ▶ 02:16–02:40 Watch the third part of the video. Read sentences 1–4. Which are the TWO correct summaries of Tamal's words?

Being a baker is about ...

- 1 experimenting with unusual flavors and textures.
- 2 seeing how people react to your baking.
- 3 understanding people's sensory experience when eating.
- 4 telling people how best to enjoy their food.



AUTHENTIC ENGLISH

A Look at the example from the video and read the information in the box. What do you think *say* means in this context?

*One of the questions that the scientists ask is why would no-one like a soggy macaroon, **say**.*

Say

We use *say* in spoken English to present an example or imagined situation. We often use *shall we say* to confirm plans or future arrangements.

B Look at a and b below and answer the questions (1–3).

- a Why don't we have a break until, *shall we say*, 10.45?
- b *Let's say* you get \$2,000 for the car. You'll still need to find another \$1,000 from somewhere.

- 1 Which words and phrases can be used together with *say*?
- 2 Which sentence refers to the present and which to the future?
- 3 Can you think of synonyms for each usage of *say*?

SPEAKING

Work in pairs. Describe your favorite food to your partner. What do you like about it?