

COMPREHENSION

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

- 1 What can you see in the picture?
- 2 Where do you think it is? Why?

B ▶ Watch the video. Check your answers to Exercise A.

C ▶ Watch the video again. Put the topics in the order they're discussed.

- ___ the bandstand
- ___ the Harpa building
- 1 introduction to the city
- ___ nature
- ___ the jazz club

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

- | | |
|--|-----|
| 1 The man in the video is a musician. | T/F |
| 2 There is a lot of good music in Iceland | T/F |
| 3 The bandstand building was built in 1962. | T/F |
| 4 The music on the windows is about the river. | T/F |
| 5 Reykjavík is close to the sea and the mountains. | T/F |
| 6 The man plays music at the end of the video. | T/F |



AUTHENTIC ENGLISH

A Work in pairs. Read the sentence from the video. Why do you think the speaker says *um*?

*You walk two minutes and you're at the seaside, or you drive for fifteen minutes and you're by a big mountain. **Um** there is a real closeness to nature.*

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

uh and *um*

We use *uh* or *um* when we don't know what to say or need time to think about what to say.

C Work in groups. Ask and answer the questions, but do not tell the truth. Use *uh* and *um* to give yourself time to think.

- 1 What's your name?
- 2 Where are you from?
- 3 What's your favorite food?
- 4 What's in your bag?
- 5 How old are you?
- 6 What's your favorite film?

A: My name's, uh, Ricardo!

B: Ha ha! No it's not. Your name's Ryo!

SPEAKING

Work in pairs. Discuss the questions.

- 1 What do you like about Reykjavík? What don't you like about it? Why?
- 2 Would you like to visit Reykjavík? Why/Why not?

COMPREHENSION

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

- How many families are there in the picture?
- Where do you think they live?

B Watch the video. Check your answers to Exercise A.

C Watch the video again. Put the activities (a–f) in the order they happen in the video.

- The children have lunch. _____
- The men work in the fields. _____
- The women go to collect water. _____
- The children go to school. _____
- The women return home with water. _____
- Frances cycles to other villages. _____



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

- Frances has eight children. T/F
- The family gets up at 6:30 am. T/F
- Frances is a doctor. T/F
- Sarah is eighteen years old. T/F
- Sarah wants to become a doctor. T/F
- The children wear a red uniform to school. T/F
- Frances' bike is his favorite possession. T/F
- It starts to rain at the end of the video. T/F

AUTHENTIC ENGLISH

A Read the sentences from the video and the information in the box. Then match facts (1–3) to the extra information (a–c).

Frances has two wives and eighteen children. (= a fact) > His first wife is the mother of nine. (= extra information)

Adding extra information

Speakers often give a simple fact, then add extra information in the sentences that follows.

- | | |
|-------------------------------------|--------------------------------------|
| 1 The Odulai family live in Katine, | a but they're very happy. |
| 2 Their life isn't easy, | b who works hard to feed his family. |
| 3 Frances is a farmer | c which is in Uganda, Africa. |

B Work in pairs. Take turns saying a fact, then adding extra information.

A: I love football. My favorite team is Real Madrid.

B: I'm from the US. I live in New York.

SPEAKING

Work in groups. Talk about the advantages and disadvantages of growing up in a large family. Would you like to have a lot of brothers and sisters? Why/Why not?

I'm an only child, but I think it would be nice to have older sisters because ...

COMPREHENSION

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

- 1 What sport does the man do?
- 2 What time of day is it?
- 3 Where does he go to do his sport?

B ► Watch the video. Check your answers to Exercise A.

C ► Put Scott's morning routine in the correct order. Then watch the video again and check.

- ___ He leaves the house.
- ___ He packs his bag.
- ___ He makes food for the run.
- ___ He runs through the streets.
- ___ He runs through the countryside.
- ___ He puts on his trainers.



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

- | | |
|---|-----|
| 1 Scott loves getting up early. | T/F |
| 2 He runs distances ranging from 15 km up to 100 miles. | T/F |
| 3 He makes a vegetable drink to take on the run. | T/F |
| 4 He reads the paper every morning. | T/F |
| 5 It's very dark when he gets to the mountains. | T/F |
| 6 He loves being surrounded by nature. | T/F |

AUTHENTIC ENGLISH

A Work in pairs. Read the sentences from the video. Why do you think the speaker says *you know*?

*I have to think about, "OK how am I going to get my energy?" and I think about, **you know**, eating and what I'm going to eat always ahead of time.*

*... having that cup of coffee or, **you know**, having that time to read the paper.*

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

you know

Speakers often say *you know* when they're thinking about what to say next.

C Work in pairs. Take turns completing the sentences so they are true for you.

- 1 My father is funny and, *you know*, ...
- 2 I want to travel and, *you know*, ...
- 3 When I get home, I watch TV and, *you know*, ...

SPEAKING

Work in groups. Discuss the questions.

- 1 Do you ever get up at 5 am? Why/Why not?
- 2 Would you like to do Scott's morning routine? Why/Why not?
- 3 Would you like to run an ultramarathon? Why/Why not?

I don't want to wake up at 5 am and go running. I'd prefer to stay in bed!

COMPREHENSION

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

- 1 Who are the people?
- 2 What are they doing?
- 3 Where do you think they are?

B ▶ Watch the video. Check your answers to Exercise A.

C Complete the summary of the video with the words in the box.

corner decision eyes happy pictures shot prefers quiet

David Sillitoe is a professional photographer. He goes into cafés, offices and shops, and takes ¹ _____ of people at work. Some people are ² _____ for him to take their picture, but others are not. David says that as a photographer, you have to make a ³ _____ – to watch and be ⁴ _____ or to talk to your models. He ⁵ _____ to talk to the people he works with. He says that as a photographer you have to keep your ⁶ _____ open all the time because there is a great ⁷ _____ around every ⁸ _____.

D ▶ Watch the video again. Choose the correct options to complete the sentences.

- 1 David's job today is to photograph *working / unemployed* people in London.
- 2 He takes pictures of people *inside / inside and outside*.
- 3 The shopkeeper *wants / doesn't want* to work with David.
- 4 David takes *color / black and white* photographs of the window fitters.
- 5 David asks the kebab shop worker to *pose for the photograph / work like normal*.
- 6 David thinks his camera is *easy / difficult* to use.

AUTHENTIC ENGLISH

A Work in pairs. Read the sentences from the video. Does the speaker use *this* and *these* to introduce himself or other people?

***This** is David Sillitoe, he is a photographer.*

*But **these** guys were happy to pose for the camera.*

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

this and these

We often use *this / these* when we talk about people in photographs, or when we introduce people.

C Work in pairs. Take turns describing pictures on your phone using *this* and *that*.

***This** is a picture of my best friend Yuki. She lives in Tokyo.*

SPEAKING

Work in groups. Discuss the questions.

- 1 What do you take pictures of?
- 2 What do you do with your pictures?
- 3 Do you like other people taking your photograph? Why/Why not?

A: I like taking pictures of my family, food and places I visit. I usually put them all on Instagram.

B: Oh, really? Wow! Can you show me some of your pictures?



COMPREHENSION

A Read the sentences (1–6). Are these positive (+) or negative (–) things about living in a city?

- | | |
|--|-------|
| 1 There are lots of entertainment options. | + / – |
| 2 It can be very expensive. | + / – |
| 3 There are people everywhere. | + / – |
| 4 You don't know everybody. | + / – |
| 5 You can live close to work. | + / – |
| 6 Shops and restaurants are open late. | + / – |

B Work in groups. Discuss your ideas from Exercise A.

C ▶ Watch the video. Choose the correct options to complete the sentences.

- The video is about *cafés* / *internet cafés*.
- The young Japanese man *always* / *sometimes* sleeps at the café.
- He *has* / *doesn't have* a girlfriend at the moment.

D ▶ Check (✓) the things that the young man does in the café. Then watch the video again and check.

- | | | | |
|-----------------|--------------------------|-------------------|--------------------------|
| takes a shower | ☐ | buys a magazine | ☐ |
| uses a computer | ☐ | uses a microwave | ☐ |
| buys clothes | ☐ | sleeps | ☐ |
| uses headphones | ☐ | eats with friends | ☐ |

E ▶ 01:16–01:59 Watch the last part of the video again. Choose the best summary of the expert's opinion (1 or 2).

- People belong to digital communities and it is not easy to know how many friends they have.
- People in internet cafés are lonely because they don't have contact with real people.

AUTHENTIC ENGLISH

A Work in pairs. Read the sentence from the video. What do you think *don't mind* means?

... some people *don't like the noisy environment*. I **don't mind** it myself.

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

don't mind

We use *don't mind* to say that we don't feel annoyed or upset about something.

C Work in pairs. Take turns reading the sentences, then disagreeing with *don't mind*. Try to explain your ideas.

- The traffic here is terrible, isn't it?
- I really don't like this cold weather.
- Life in the city is too busy for me.

A: *The traffic here is terrible, isn't it?*

B: *I don't mind it. The traffic is worse in my city.*

SPEAKING

Work in groups. Discuss the questions.

- Would you like to sleep in an internet café? Why/Why not?
- Are there internet cafés like this in your country? Do you use them?



COMPREHENSION

- A** Work in pairs. Look at the picture from the video of the actor Roger Moore. What do you know about him?

He was a British actor who is most famous for playing James Bond ...

- B** ▶ Watch the video and focus on what you see. Choose the best options to complete the sentences.

- We see James Bond in a *ski cabin / submarine*.
- Roger Moore wears a *green / yellow* sweater in the knitwear catalogue.
- He dances in *The Persuaders / Ivanhoe*.
- He plays with *children / adults* in the UNICEF video.
- He wears a *black suit and gray tie / a gray suit and black tie* when he is knighted in 2003.

- C** ▶ Watch the video again. Are these facts true (T) or false (F)? Correct the false sentences.

- | | |
|---|-------|
| 1 He died at the age of ninety. | T / F |
| 2 He played James Bond for twelve years. | T / F |
| 3 He starred in six James Bond films. | T / F |
| 4 He played Simon Templar after James Bond. | T / F |
| 5 He began his career as a model for knitwear. | T / F |
| 6 He starred with Tony Curtis in <i>The Saint</i> . | T / F |
| 7 He was the fourth James Bond. | T / F |
| 8 He was divorced four times. | T / F |



AUTHENTIC ENGLISH

- A** Read the sentence from the video and the information in the box. Then choose the best summary of Roger Moore's motto (1–3).

Live today and don't tread on too many toes.

Mottos

Mottos are short statements that explain a belief or an approach to life.

- Don't be nice to everyone, only people you like.
- Smile when you can.
- Make the most of life and don't annoy people.

- B** Work in pairs. Match mottos (1–3) with definitions (a–c).

- | | |
|--------------------------------------|---|
| 1 Live well, love much, laugh often. | a Do things, don't just talk about them. |
| 2 No pain, no gain. | b You have to work hard if you want to achieve something. |
| 3 Actions speak louder than words. | c Enjoy life! |

- C** Work in groups. Are there any similar mottos in your language?

SPEAKING

- Work in groups. Which other people can you think of who are well known for their work with charities?

A: LeBron James gives a lot of money to charities.

B: That's true. So does Taylor Swift.

COMPREHENSION

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

- Which country do you think this is? Why?
- What do you think the video is about? Why?

B Watch the video. Check your answers to Exercise A.

C Complete the summary with the words in the box. Then watch the video again to check your answers.

discover drive empty explorers find friendly hot quality

Denny and Nigel are surf ¹ _____ and they organize surf holidays in Morocco. They love surfing in Morocco because they ² _____ places that other surfers don't know about. Sometimes, to find new places to surf they have to ³ _____ through riverbeds and mountains. It can be quite extreme, and the climate is ⁴ _____ and dry, so it's good to go as part of a group. They don't often see other people, but when they do, the local people are very ⁵ _____. Denny and Nigel's guests like the holiday a lot because the ⁶ _____ of the waves is really high, the beaches are ⁷ _____ and they can ⁸ _____ new places!

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

- | | |
|--|-----|
| 1 Denny first came to Morocco about ten years ago. | T/F |
| 2 Denny and Nigel pick up guests from the airport and drive them to the surf destinations. | T/F |
| 3 The last time they went to southern Morocco on a surf trip they saw about ten other surfers. | T/F |
| 4 Daniel thinks the landscape looks wild. | T/F |
| 5 They drive at eighty kilometers per hour on the beach. | T/F |
| 6 They play football on the beach with some locals. | T/F |

AUTHENTIC ENGLISH

A Work in pairs. Read the sentence from the video. Why do you think the speakers say *like*?

*It is just wild, so the landscape it's **like** something off a film, you know, **like** a western film.*

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

like

We use *like* when we say that something is similar to something else. We often use *like* after verbs such as *look*, *sound*, *feel*, and *taste*.

C Work in pairs. Take turns completing the sentences with your own ideas.

- When I got to the top of the mountain I felt *like* ...
 - That dog is so big it looks *like* ...
 - I only went away for a week but it felt *like* ...
 - I'm not sure what is in this dessert, but it tastes *like* ...
 - What's that noise? It sounds *like* ...
- That dog is so big it looks like a bear!*

SPEAKING

Work in groups. Discuss your idea of the perfect vacation.

My perfect vacation would be in Hawaii. I'd stay in a hotel on the beach with my friends. We'd go surfing every morning and ...



COMPREHENSION

A Work in groups. Discuss the questions.

- 1 What kinds of snacks do you like?
- 2 When do you usually eat snacks?
- 3 What kind of snack is popular in your country?

B Work in pairs. You are going to watch a video about Britain's favorite snack. Look at the picture from the video and discuss the questions.

- 1 Why do you think the people are wearing blindfolds?
- 2 What do you think is in the bowl on the table?



C Watch the video. Check your answers to Exercise B.

D Check (✓) the six flavors that appear in the test. Then watch the video again to check your answers.

- | | | | | | |
|------------------|--------------------------|-----------------|--------------------------|-------------------|--------------------------|
| Cheese and onion | ☐ | Worcester sauce | ☐ | Sour cream | ☐ |
| Honey roast | ☐ | Prawn cocktail | ☐ | Naked | ☐ |
| Roast chicken | ☐ | Tomato ketchup | ☐ | Thai sweet chilli | ☐ |

E Choose the best summary of the video (1–4). Correct the three false summaries.

- 1 It was easy to identify the flavors and everybody had fun doing the test.
- 2 Everybody took the test very seriously and they all did well.
- 3 Only a few people did well in the test but they all laughed about it.
- 4 Everybody did badly in the test because it was very difficult.

AUTHENTIC ENGLISH

A Read the sentences from the video and the information in the box. Then put *kind of* into the sentences.

It **kind of** tastes like ketchup ...

It **kind of** just tastes savory.

kind of

We use *kind of* when we are not sure about something or don't want to be too direct. We use *kind of* after the verb *be*, but it can be used before or after most other verbs.

- 1 He looks like his brother.
- 2 It tastes like coffee.
- 3 It sounds like a waterfall.
- 4 It is hot today.

B Work in pairs. Take turns answering the questions, then adding more information using *kind of*.

- 1 What's the most famous dish in your country?
- 2 What's your favorite band or musician?

My favorite band is Billy Talent. They kind of sound like Blink 182.

SPEAKING

Work in pairs. How do you think eating habits are changing in your country?

In the past people ate a lot of fast food in my country. Now people eat more healthy food like salad or pasta.

COMPREHENSION

A Work in pairs. Look at the picture from the video.
Where do you think snow monkeys live?

B ▶ Watch the video. Check your answers to Exercise A.

C ▶ Watch the video again. Choose the correct options to complete the sentences.

- The monkeys are unique because they *are friendly to tourists / bathe in hot springs*.
- They started bathing in the area nearly *25 / 50* years ago.
- The monkeys *only eat wheat / eat wheat and other things from the mountains*.
- It is difficult *to take photographs in / to get to* the monkey park.
- Snow monkeys are also special because they *live in a very cold place / like to pose for the camera*.
- The monkeys live in the park *all year round / only in the winter*.

D Match (1–6) with (a–f) to make collocations used in the video.

- | | |
|-----------|---------------|
| 1 outdoor | a attendant |
| 2 baby | b mountains |
| 3 snowy | c destination |
| 4 tourist | d pools |
| 5 cold | e monkeys |
| 6 park | f climate |

E Complete the sentences using the correct form of the collocations in Exercise D.

- The park is a popular _____.
- The _____ are particularly cute.
- The _____ has worked at the park for a long time.
- The snow monkeys are unique because they like to bathe in the _____.
- The park is surrounded by _____.
- These are the only type of monkeys to live in such a _____.

F ▶ Watch the video again. Check your answers to Exercise E.

AUTHENTIC ENGLISH

A Work in pairs. Read the sentence from the video. What do you think *gonna* means?

... so I took their pictures and I'm *gonna* put it on Facebook.

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

gonna

In informal spoken English, we often say *gonna* instead of *going to*.

C Work in pairs. Ask and answer the questions using *gonna*.

- What are you going to do at the weekend?
- What are you going to do when your course finishes?
- Where are you going to go on vacation this year?

SPEAKING

Work in groups. Do you think this kind of park is better than a zoo? Why/Why not?



COMPREHENSION

A Work in pairs. Look at the picture. How is this type of climbing different to other types of climbing?

B ► Watch the video. Choose the correct option (1–3) to complete the definition.

Bouldering is a type of rock climbing which ...

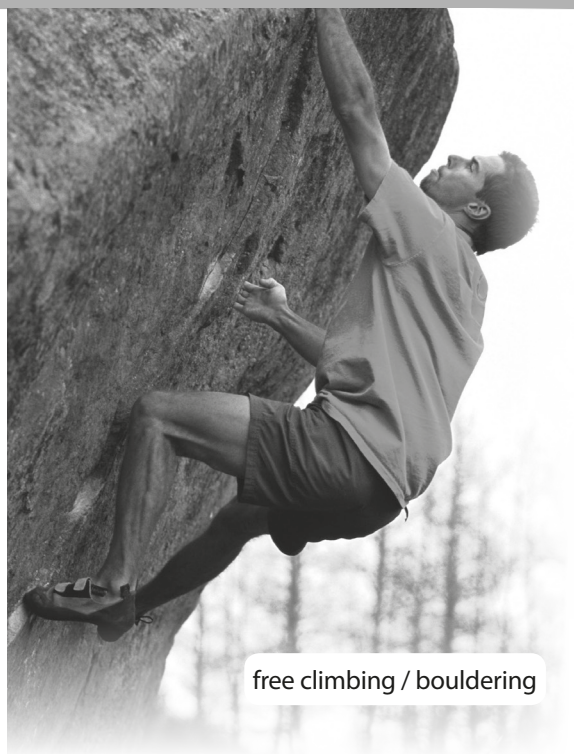
- 1 doesn't require equipment.
- 2 is popular with older people.
- 3 is about climbing for long distances.

C ► Watch the video again. Put the topics in the order they're discussed.

- ___ How to use your arms and legs.
- ___ Why bouldering is difficult.
- ___ Why people come to this area to climb.
- ___ What bouldering is about.
- ___ Where people go to practice.
- ___ What type of weather is good for bouldering.

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

- 1 You only need special shoes to do bouldering.
- 2 The area shown in the video is popular with climbers.
- 3 The group goes inside because it's too cold to climb outside.
- 4 The green rocks only show you where to put your feet.
- 5 The man enjoys bouldering, but thinks it's difficult.
- 6 He compares bouldering to climbing a tree as a child.



free climbing / bouldering

T/F

T/F

T/F

T/F

T/F

T/F

AUTHENTIC ENGLISH

A Work in pairs. Match sentences (1–3) to rules (a–c).

- 1 **So**, bouldering is more about short climbs ... ___
- 2 ... you want your heel to go down **so** you get as much rubber in contact as possible ... ___
- 3 You're starting to use your feet **so** much better! ___

so

In English, we use *so* in three main ways:

- a** for emphasis before an adjective or *much/many*
- b** to summarize what was just said or change topic
- c** to explain the reason for something

B Add *so* in three different places in the conversation.

A: What are we going to do tonight?

B: I don't know ... I'm tired, I just want to go to bed.

A: No! Tomorrow's a holiday. We have to go out.

C Work in pairs. Practice the conversation in Exercise B.

SPEAKING

Work in pairs. Make a top ten list of the most difficult sports to learn. Then compare your list with another pair.

COMPREHENSION

A Work in pairs. Look at the picture. What does it show?

B ▶ Watch a video that shows a vision of the future. Choose the best summary (1–3).

- 1 In the future, we will use virtual reality for everything.
- 2 In the future, there will be no people, just machines.
- 3 In the future, robots will take our jobs.

C ▶ Choose the correct options to complete the sentences. Then watch the video again and check.

- 1 At the beginning of the video, the computer books a **doctor's** / **dentist's** appointment for Alice.
- 2 After breakfast, **she chooses** / **the computer tells her** what to wear.
- 3 Shops try to sell Alice **clothes** / **food** on her way to the medical center.
- 4 Alice doesn't get medicine from the machine because **she isn't sick** / **it's broken**.
- 5 On her way to work, Alice sees people queuing for **work** / **food**.
- 6 At her office, the computer gives Alice some **bad** / **good** news.

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

- | | |
|---|-----|
| 1 Alice lives with a robotic dog. | T/F |
| 2 She reads the news headlines on a computer screen. | T/F |
| 3 There is a 'for sale' sign on her apartment building. | T/F |
| 4 On her way to the medical center, Alice sees a woman carrying bags of shopping. | T/F |
| 5 Alice travels to work with other people. | T/F |



AUTHENTIC ENGLISH

A Read the examples from the video and the information in the box. Then answer the questions.

*Breaking **news** – job rumors in India spark migration crisis.*

*But it doesn't have good **news** for Alice.*

Collocations with news

There are lots of words in English that collocate with the word **news**.

- 1 What is 'breaking news'?
 - a information about something that has just happened
 - b information about something that is about to happen
- 2 What other adjectives can be used before the word **news**?
- 3 Is **news** countable or uncountable?

B Work in pairs. Read the conversation. What do the expressions in bold mean?

A: Did you know that John is getting married?

B: Really? **That's news to me.**

A: Me too – I only found out yesterday.

B: Oh, no ... Sarah's going to be upset! Who's going to **break the news to her**?

A: I'll do it. We're pretty good friends.

SPEAKING

Work in groups. What jobs would/wouldn't you be happy for a robot to do? Why?

I wouldn't want robots to drive taxis or buses. I think that would be really dangerous.