

UNIT 5

UNIT

5

SPEAKING

- ▶ Talk about different forms of transport and their uses
- ▶ Present and answer questions on your area of expertise
- ▶ Explain/Solve problems
- ▶ Describe a new machine

LISTENING

- ▶ Listen to people answering difficult questions
- ▶ Listen to conversations about technical problems
- ▶ Watch a BBC programme about a race between a car and two people

READING

- ▶ Read about how technology changed the world
- ▶ Read about a book review

WRITING

- ▶ Write an advantages/disadvantages essay
- ▶ Write an advertisement

BBC CONTENT

- ▶ Video podcast: Are you good at solving problems?
- ▶ DVD: Top Gear

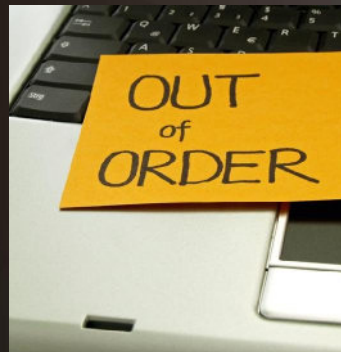
solutions



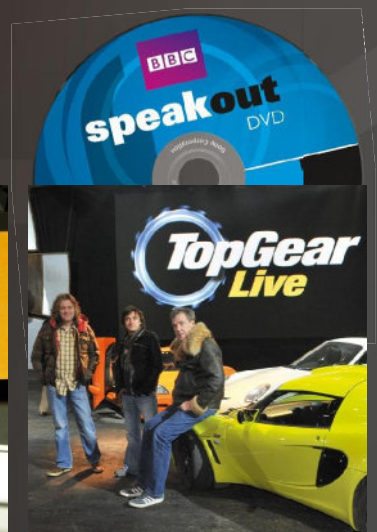
▶ Machines p56



▶ Ask the experts p59



▶ It's out of order p62



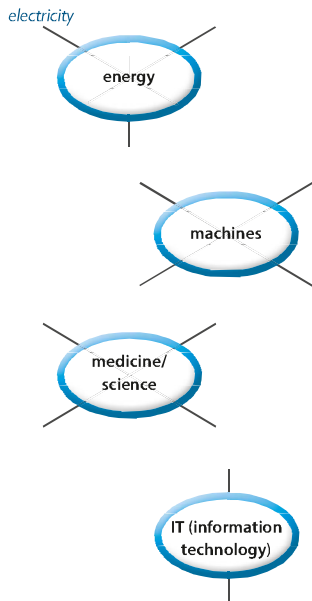
▶ Top Gear p64

VOCABULARY technology

1A Discuss. How have machines and technology changed the world? Have they made it a better or worse place?

B Work in pairs. Put the words/phrases in the box into the correct word web.

- electricity nuclear power
- antibiotics vaccinations
- computer networks motorbikes
- genetic engineering washing machine
- vacuum cleaner space travel
- commercial aeroplanes solar power
- communications satellites



C Look at the words/phrases above and underline the main stress(es). Sometimes there can be more than one per word/phrase.

electricity nuclear power

D ▶ 5.1 Listen and check. Then listen again and repeat.

E Work in pairs. Can you add any more words to each word web?

▶▶▶ page 152 **VOCABULARYBANK**

JAMES MAY'S 20th CENTURY

In this BBC series, presenter James May takes a tour of the twentieth century, looking at some of the most surprising and influential technological advances of the past hundred years.

At the beginning of the twentieth century, long-distance travel was only for the military and the very rich. But the invention of commercial aeroplanes and cars changed all that. Travel became easier and more affordable, and the world, as a result, became a little bit smaller. In the programme *Honey, I Shrank the World* James soon discovers that driving a car in those days wasn't as easy as it is today. But shrinking the world wasn't just about travel. For the first time in history, we could bring the world to us via the cinema, then the television, and later the computer.

Each day, 180,000 people move into a city somewhere on the planet. In *Big City, Bright Lights*, James sets out to discover how we've created this high-rise, 24/7 experiment in urban living. He heads for New York – to the top floors of the Woolworth building, once the tallest building in the world. He looks at how, in the last hundred years, our cities have become a lot taller, and how we use electricity to power them.

In the twentieth century the teenager was invented. But how? James May finds out. First, he looks at fashion. The twentieth century introduced fantastic new fabrics in fantastic new colours, made possible by the invention of materials like nylon, which were much cheaper and more colourful than materials we used before. Then, he looks at transport. As a teenager, James always dreamed of having his own motorbike. The motorbike gave teenagers more freedom by allowing them to travel further away from home, and their parents. Finally, he looks at the electric guitar – one of the most important symbols of teenage rock music even today. He talks to Francis Rossi, from the band *Status Quo*, who explains that 'Volume is like speed – you buy a fast car because you want to be faster, you buy a big amplifier because you want to be louder.'

In other programmes, James looks at how advances in medicine have made many people's lives better, and what we have learned from space travel.



READING

2 Read the article on page 56. Tick the inventions in Exercise 1B which are mentioned. Which other inventions does the article talk about?

3A Read the article again and answer the questions.

- 1 What kind of people travelled long distances in the early twentieth century?
- 2 What two things happened in the twentieth century to make the world seem smaller?
- 3 How have cities changed in the last 100 years? Why?
- 4 What was special about the invention of nylon?
- 5 Why does James May think that motorbikes are important for teenagers?
- 6 What invention was an important symbol of teenage rock music?

B Discuss. What do you think has been the most important piece of technology (medicine/education/home/travel) invented in the last 100 years?

GRAMMAR comparatives and superlatives

4A Read the article again. Find examples of comparatives and superlatives.

B Look at your examples and complete the rules. How do we form the comparatives and superlatives of common adjectives?

Rules:

- 1 Adjectives with one syllable
comparatives: add _____,
superlatives: add _____.
- 2 Adjectives with two or more syllables
comparatives: add _____,
superlatives: add _____.

C Look at the sentences below and complete the rules with *small* or *big*.

- a) Cities have become a *lot/much/far* taller.
- b) The world became a *little/a little bit/slightly* smaller.

Rules:

- 1 Use quantifiers *a lot/much/far* to talk about _____ differences.
- 2 Use quantifiers *a little/a little bit/slightly* to talk about _____ differences.

▶▶▶ page 136 **LANGUAGEBANK**

PRACTICE

5A Complete the statements with the prompts in brackets.


- 1 The invention of the bicycle made it _____ (lot/easy) for people to travel from one village to another, to meet new people.
- 2 The world has become a _____ (much/safe) place to live since the invention of antibiotics. People are _____ (far/healthy) now than 100 years ago.
- 3 The invention of the washing machine has meant that it is _____ (lot/quick) for people to wash their clothes. I think it's _____ (good) invention of the last century.
- 4 Although we have computers, paper is still the _____ (cheap) and _____ (flexible) way to record the written word.
- 5 Electricity is the _____ (important) invention because without it many of the other things we have would not have been possible.
- 6 The invention of the telephone and the computer have meant that we are _____ (much/busy) now than we were in the past.

B Work in pairs. Choose an invention from the last 100 years. Write sentences to describe how this invention has changed our lives.

C Read your sentences to other students. Which invention do you think has been the best/worst? Why?

SPEAKING

6A Work in pairs. Look at the photos and read about James May's challenge on page 161. Which of these transport ideas exist at the moment?

A AEROCAR  speed: +110 mph consumes: 13 mpg	B SPACE PLANE  speed: 15,000 mph consumes: 0.12 mpg	C ROCKET PACK  speed: 60 mph consumes: 0.06 mpg
D ROBOT CAR  speed: 120 mph consumes: 45 mpg	E SOLAR CAR  speed: 60 mph consumes: n/a	

B Turn back to page 161 and complete the task.

C Work in groups and discuss.

- 1 Which of these forms of transport do you like?/like the idea of? Why?
- 2 Are there any types of ideas here that you would not try? Why not?
- 3 Think about all the different types of transport you use. Write a list. Which do you enjoy the most/least? Why?

advantages/disadvantages essay

7A What do you think are the main advantages and disadvantages of technology in everyday life? Write a list.

B Read the model essay. Does it mention any of your ideas?

The advantages and disadvantages of modern technology

1 It's easy to see the advantages of modern technology in our everyday lives. Technology has given us mobile phones, computers, televisions and many other useful things. However, there are also disadvantages with modern technology.

2 One of the main advantages of modern technology can be seen in medical science. The discoveries of antibiotics and vaccinations have saved millions of lives around the world. In addition to this, modern technology has made industry more efficient.

3 On the other hand, modern technology is responsible for the development of weapons, which have caused a lot of destruction. Another disadvantage of modern technology is that it makes people lazy. Nowadays too many people spend their lives sitting in front of computer screens and this is certainly not a good thing.

4 In my opinion, modern technology is a good thing. In general, the advantages outweigh the disadvantages. However, it's important to remember that technology itself is not the problem. The problem is that people use technology for their own benefit and do not think about the harmful consequences.

C Match paragraphs 1–4 with descriptions a)–d).

- a) discussion of disadvantages _____
 b) conclusion _____
 c) introduction 1
 d) discussion of advantages _____

D Work in pairs. Complete the guidelines for writing an essay with the words in the box.

personal opinions examples notes beginning logical order

- Sort out the facts – make _____ of all the relevant information you have on the subject.
- Plan your argument – organise your notes and arrange the ideas in a _____.
- Give your essay an appropriate _____. Describe what you are planning to say.
- Decide how many paragraphs you need for your argument. Each paragraph should discuss one point. Use _____ to support your arguments.
- Write a logical conclusion. Though the style of the essay is generally formal and impersonal, this might be the place to include some _____.

LEARN TO use discourse markers

8A Look at the underlined words and phrases in the essay. Put them in the correct place in the table.

introduce advantages The most important advantage is ...
introduce disadvantages The main disadvantage is ...
contrasting ideas Although, ...
additional reasons As well as that, ... And another thing, ...
personal opinion/conclusion In general, ... As far as I'm concerned, ...

B Underline the correct alternatives.

Satellite TV: good or bad?

More and more people are watching satellite television. ¹*The main advantage / As well as that* is that you can choose exactly what you want to watch, and ²*in addition to this / however* you can watch programmes in other languages. ³*However, / Although* this means that whereas people used to talk about programmes with colleagues and friends, now they usually don't watch the same programmes. ⁴*On the other hand / And another thing*, there is too much choice. There are so many programmes to choose from that people can't decide what to watch. ⁵*This means that / As far as I'm concerned*, they watch too much television. ⁶*In my opinion / The problem is that*, satellite television is a good thing, as it gives people more choice. ⁷*However, / In general*, people need to be careful that they choose their programmes carefully.

9 Choose one of the titles below and write an advantages and disadvantages essay. Look at Exercises 7 and 8 to help you.

- The advantages and disadvantages of:
- modern technology in everyday life
 - owning a car/bicycle
 - playing computer games
 - using a digital camera
 - using email/text messages
 - cheap flights

ASK THE EXPERTS

▶ GRAMMAR | question tags

▶ VOCABULARY | questions

▶ HOW TO | confirm information

SPEAKING

1A Match photos A–F to the questions below.

- Is it possible to surf a tidal wave?
- Does cheese really give you nightmares?
- Why are sumo wrestlers so fat?
- Do any wasps make honey?
- Is there an easy way to prove the Earth is round?
- Why do onions make you cry?

B Work in pairs. How many questions above can you answer in two minutes?

C Turn to page 160 and check your answers.

VOCABULARY questions

2A Match the pairs of verbs in the box with situations 1–5.

question/wonder discuss/debate
 respond/reply research/investigate
 inquire/look into

- Someone tells you something. You are not sure you agree. *question/wonder*
- Someone writes you a letter.
- There is an interesting topic in class.
- You are writing a thesis for your Master's degree.
- You need to find some information, e.g. about cinema times or to book a table.

B Five of the verbs above are also nouns. Which five?

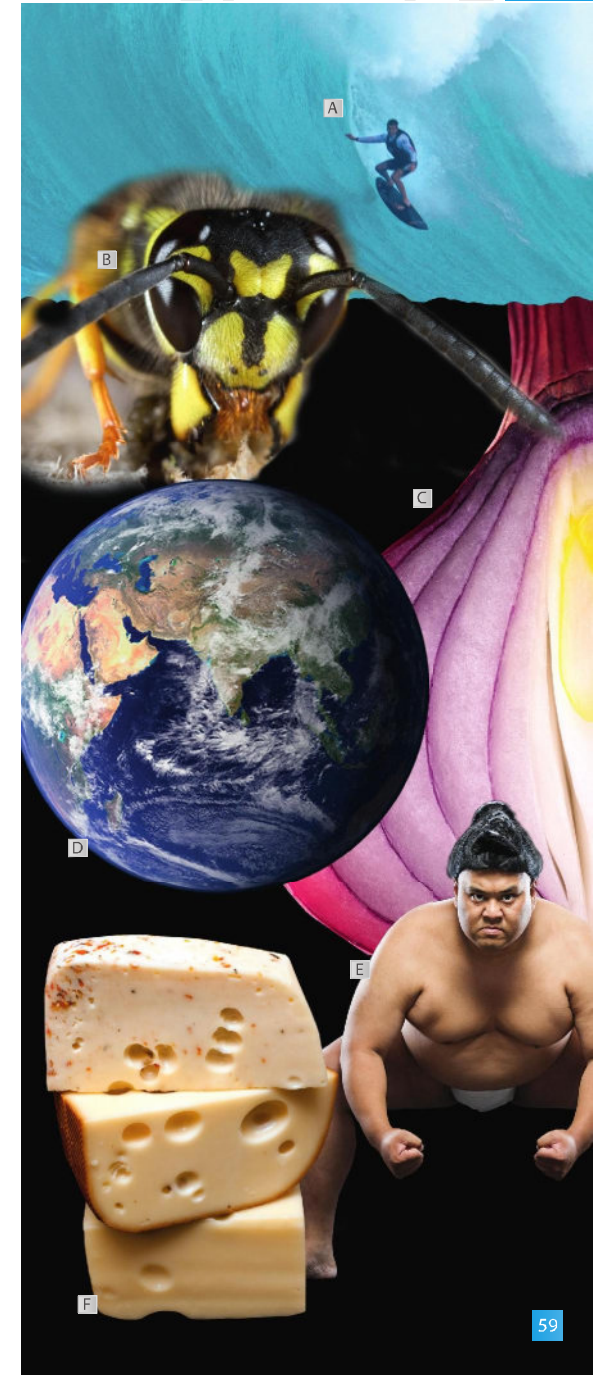
'Wonder' is a verb and a noun.

C Look at all the verbs again and write their noun forms. N.B. One verb doesn't have a noun form. Use a dictionary to help you.

'Response' is the noun of 'respond'.

D Underline the correct alternative to complete the sentences.

- The police officer continued his *investigation / wonder / inquire* into the robbery.
- Didn't you get my email? You didn't *response / look into / reply*.
- We had a very interesting *discuss / debate / wonder* about the death penalty.
- I've nearly finished my *research / investigate / reply* into nuclear particles.
- When I hear about all these social problems, I have to *inquire / question / respond* the education system.
- You want a job here? No problem. My cousin is the boss. I'll *inquiry / debate / look into* it for you.



LISTENING

3A Work in groups and discuss.

- How do you prefer to find information? On the internet, in books or by asking people? What does it depend on?
- What type of questions do children ask? Think of some examples.
They sometimes ask difficult questions like: 'Why is snow cold?'

B Read a review of a book about questions children ask. How did the author get the idea for the book?

Questions Daddy Can't Answer

It all began with a question asked by Dean, a four-year-old boy: 'Why do ships have round windows?' His father didn't know. And when his sister started behaving badly, Dean asked another question: 'Why can't we just cook her?' On a long drive the boy wondered why the road was so loud. His father replied, 'Because the people who live next to the road have their vacuum cleaners on. The boy's inquiries kept coming: 'Why is the sky blue? Are rainbows hot or cold? What was it like living in the 1940s? What would hurt more – getting run over by a car or getting stung by a jellyfish? Why do police officers like doughnuts?'

Eventually, Jamieson decided to write down the questions. He thought it might be fun one day to show them to his son. Then he had a better idea: he'd research the answers. Some people might do their investigations on the internet. Not Mr Jamieson. He contacted experts ranging from astronomers to Buddhist monks to scientists to magicians, and asked lots of questions. He later turned these – and the experts' responses – into a book: *Father Knows Less*.



4A 5.2 Listen and number the questions below in the order you hear them.

How many hairs are there on the human head?

Why are the windows on ships always round?

Why is there war?

Why did The Beatles break up?

What happens when your plane flies over a volcano?

B Look at the questions again and try to answer them. Compare your ideas with other students.

5A 5.3 Listen to some people trying to answer the questions in Exercise 4A. Are they the same as your ideas?

B Listen again and complete the notes.

- Ships' round windows: _____
- Number of hairs on a human head: _____
- A plane flies over a volcano: _____
- The Beatles broke up: _____
- Reasons for war: different ideologies, a sense of honour, _____

GRAMMAR question tags

6A Complete questions 1–6. Then look at audio script 5.3 on page 168 to check.

- Round windows are stronger, _____ they?
- No, it's not that many, _____ it?
- It depends whose head, _____ it?
- Nothing happens, _____ it?
- They got old, _____ they?
- John Lennon went off with Yoko Ono, _____ he?

B Underline the correct alternative to complete the rules.

Rules:

- Use question tags to confirm information.
- To form a question tag, repeat the auxiliary verb. For example, use *do* or *does* for the present/the past. Use *will* or *won't* for the future.
- After the auxiliary verb, use a pronoun/main verb (e.g. *he, she, it, they*).
- If the sentence is positive, the question tag is *positive/negative*.
- If the sentence is negative, the question tag is *positive/negative*.

► page 136 LANGUAGEBANK

PRACTICE

7 Look at the statements below and complete the question tags.

- You're Italian, aren't you?
- You aren't a doctor, are you?
- You don't smoke, _____ you?
- You play a musical instrument, _____ you?
- You didn't know any of the other students before, _____ you?
- Our teacher hasn't taught you before, _____ she?
- You will be here tomorrow, _____ you?
- This is your pen, _____ it?
- You went to bed late last night, _____ you?
- You've travelled a lot, _____ you?
- You were good at sport when you were a child, _____ you?
- It wasn't your birthday recently, _____ it?

8A 5.4 Listen to two questions.

Notice how the intonation goes down when the speaker is sure of the answer. Notice how the intonation goes up when the speaker is not sure.

- You're Italian, aren't you? (the speaker knows the answer)
- You aren't a doctor, are you? (the speaker is not sure of the answer)

B 5.5 Listen to the questions in Exercise 7. Which answers is the speaker sure about? Listen and repeat the questions, using the same intonation.

C Work in pairs. Choose six questions to ask your partner. Make sure your intonation is correct in the question tags.

- A: *You play a guitar, don't you?*
B: *Yes, I do. I play bass in a band.*

SPEAKING

9 Work in groups and follow instructions 1–4 below.

- Think of one subject each that you know a lot about. Write your topics on a piece of paper.

tennis, Japanese cars, hip hop

- Exchange papers with another group.
- Brainstorm questions to ask the other group about their subjects.

Who is the best tennis player in history? Which Japanese cars are the most popular?

- Take turns to ask and answer the questions.



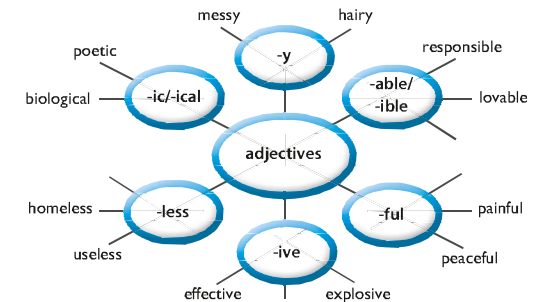
PLUS word-building: adjectives

10A Read the text below. How was the ice cream cone invented?

For over a hundred years ice cream was sold mainly in dishes. Then one day, a creative ice-cream seller turned a hopeless situation into a profitable one. In 1904, at a festival, he ran out of spoons and dishes. He bought some wafers from a vendor next to him and put the ice cream into them. The customers loved them and the idea spread quickly. The world has been thankful ever since!



B Underline four adjectives in the text and add them to the word web below. Can you think of other examples of adjectives that fit these patterns?



speakout TIP

Use LI. LI is your First Language. Some suffixes in your LI might have similar meanings to suffixes in English. For example, the Italian *-ivo/a* means the same as the English *-ive*. Can you think of any examples from your language?

11 Complete the text. Add suffixes to the words in brackets.

The city of Detroit, USA was famous for its ¹ _____ (value) car industry. In the early days, the city was ² _____ (response) for the majority of cars in the USA, and Detroit's streets were full of cars. A police officer called William Potts saw that the organisation of the traffic was ³ _____ (hope) and the traffic was very slow. So, in 1920, he developed an ⁴ _____ (effect) system of lights to regulate the flow of cars. He used the same colours as the railway system and put the lights in a tower so that it would be ⁵ _____ (ease) for drivers to see them even on ⁶ _____ (rain) days. Potts's system was very ⁷ _____ (success). When other countries realised how ⁸ _____ (use) it was, the system spread all over the world.

12A Complete the words by adding suffixes.

Find someone who:

- has a peaceful hobby.
- is hopeless at maths.
- is a good, careless driver.
- is quite messy at home.
- thinks he/she is quite creative.
- is quite knowledgeable about politics.

B Work in groups. Ask and answer questions about the information above.

► page 152 VOCABULARYBANK

▶ **FUNCTION** | polite requests ▶ **VOCABULARY** | problems and solutions ▶ **LEARN TO** | respond to requests



2A Do you have problems with your computer when you work/study? What do you usually do when this happens?
B Read the article. What four things do people do when their computer crashes?

Do you get angry with your computer?

As we rely more on computers in the workplace, people are starting to use violence when their PCs break down, say researchers. When faced with technical problems, most people shout at colleagues, hit the PC or even throw parts of the computers. The most frustrating problem was when people lost their work after their computer crashed or froze. The study found that nearly half of all computer users had become angry at some time. A third of people had physically attacked a computer, 67% experienced frustration and anger, and more than 70% swore at their machines. John Blake (UK) says, 'When my computer crashes, I use swear words such as *Windows*, *Microsoft* or, when I'm really mad, *Bill Gates!*'



VOCABULARY problems and solutions

1A Think of two pieces of technology you have used in the last twenty-four hours. Did you have any problems with them? What problems can you have with them?

B Work in pairs. Look at the photos. What is the problem in each case?

C Look at the phrases in bold. Are they problems (P) or solutions (S)? Which phrases can you use to talk about the problems in pictures A–E above?

- It's broken down.
- It needs recharging.
- It's out of order.
- It needs fixing.
- There is no **reception** (for my phone).
- Try **switching it off** (and on again).
- It **keeps making this strange noise**.
- It's **crashed/frozen**.
- It **doesn't work** (any more).
- We have to **sort it out**.
- I **save it onto a memory stick**.
- Shall I **print it for you**?

D Work in pairs and answer the questions.

- Have any of these problems happened to you or anyone you know recently?
- How did you feel when it happened?
- How did you try to solve the problem?

FUNCTION polite requests

3A ▶ 5.6 Listen to four conversations. What is the problem in each case?

B Listen again and complete the extracts in the table.

Could you	1 _____ the line, please?
	2 _____ me a refund?
Could you tell me	who I should ³ _____ to?
	what the ⁴ _____ is?
Do you know	what the problem is?
	if there's another ⁵ _____ somewhere?
Would you mind	⁶ _____ at it for me?
	⁷ _____ him for me?

C ▶ 5.7 Listen and repeat the requests.

▶▶▶ page 136 **LANGUAGEBANK**

LEARN TO respond to requests

4A Read some conversation extracts from Exercise 3. Complete the responses with the phrases in the box.

Yes, I can I'm not sure I'm afraid I can't
 Yes, of course (x2) Of course not Sure/OK
 Let me have a look

- M: Do you know if there's another machine somewhere? I really need to get some money.
 W: Hmm ... _____. There might be one in the shopping centre.
- W: Would you mind looking at it for me?
 M: _____.
- W: Do you know what the problem is?
 M: _____.
- W: Could you tell me what the problem is, sir?
 M: _____. It keeps making a funny noise. And it's just not working properly.
- W: Could you hold the line, please?
 M: _____.
- M: Could you give me a refund?
 W: _____ do that.
 M: Well, could you tell me who I should speak to?
 W: _____. You need to speak to the manager.
 M: OK. Would you mind calling him for me?
 W: _____. I'll just call him.

B Read audio script 5.6 on page 169 to check.

5A Make polite requests with the prompts in brackets.

- A: I can't concentrate. (Would / mind / turn / music down)?
 B: Sure. Sorry about that.
- A: I need to speak to the manager. (Do / know / if / anyone in the office)?
 B: Let me have a look.
- A: I'm afraid Mr Soul isn't here at the moment.
 B: (Do / know / when / coming back)?
 A: (not / sure). Do you want me to check?
 B: Thank you.
- A: (Could / tell / how / machine works)? I don't know how to turn it on.
 B: (Yes / course).
- A: I need to take this machine to the repair service. (Would / mind / help / me)?
 B: (course / not). Leave it here.
- A: My computer has frozen (could / tell / who / I / speak / to)?
 B: OK. (Let / have / look).

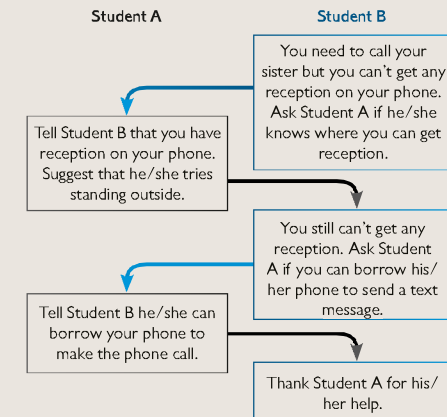
B ▶ 5.8 Listen to check your answers.

C Does the speaker's voice start high or low? Listen again and repeat the requests copying the polite intonation.

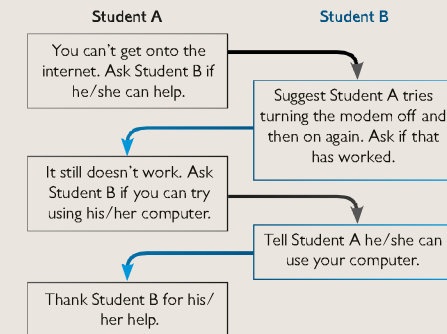


SPEAKING

6A Work in pairs. Read your role and think about the phrases you are going to use. Then role-play the situation below.



B Change roles and role-play the situation below.



C Choose one or two situations from Exercises 4 and 5. Write a conversation using the flow charts above to help. Then role-play it with a partner.

DVD PREVIEW

1 Work in pairs and answer the questions.

- 1 Look at the people at the bottom of pages 64–65. What type of sport are they doing?
- 2 Would you like to try this sport? Why/Why not?

2 Read about the DVD. Who do you think will win the race? Why?

BBC Top Gear

Top Gear is the BBC's international award-winning television series about motor vehicles, mainly cars. More than 350 million viewers worldwide enjoy watching the presenters Jeremy Clarkson, James May and Richard Hammond with their quirky, humorous style. On the show they compare and test-drive cars, and organise all kinds of crazy races. In this programme, James May, possibly the slowest driver in Great Britain, challenges two freerunners to a race in Liverpool city centre. James has to drive six miles towards the

Liver building in the city centre in a Peugeot 207. The two teenagers who try to beat him will run and jump over buildings, taking a much more direct route. Who do you think will get there first?



▶ DVD VIEW

3 Watch the DVD to see if you were right. Number the events in the correct order.

- a) The men jump over James's car. ____
- b) James arrives at the Liver building. ____
- c) James checks his speed. ____
- d) The men jump over people eating at a restaurant. ____
- e) James stops at a red traffic light. ____

4 Watch the DVD again. What does James May say? Complete the phrases.

- 1 As we can see, it's a very pretty car, but is it any _____?
- 2 I'm going to have a race, and it's against the latest French development in urban transport solutions: a couple of young men in silly _____.
- 3 Parkour: that's a French invention, and it involves that sort of thing. Running around the _____ leaping across buildings and benches.
- 4 Come on – we're not all _____.
- 5 I must have averaged ten or twelve miles an hour. I should _____.
- 6 They are not here. There's no sign of combat trousers man. I've _____.



speaktalk present a new machine

5A Work in pairs. Answer the questions and complete the tasks.

- 1 Write a list of jobs you have to do every day. Are there any jobs on this list which you don't enjoy? Could a machine do them for you?
- 2 Invent a machine which would help you do one of these jobs. Draw a picture of your machine.

B ▶ 5.9 Listen to someone talking about a new machine. What is the invention? What does it do?

C Listen again and tick the key phrases he uses.

keyphrases

- I'm going to tell you about ...
- Basically, ...
- The way it works is this.
- It works like this ...
- First of all,
- Then/Also, you can ...
- All you have to do is ...
- Make sure you ...
- The best thing about it is that ...

D Prepare and practise a short presentation about your new machine. Use your picture and the useful phrases to explain how it works.

E Present your ideas to the class. Which invention do you think is the best?

writeback an advertisement

6A Read the advertisement and answer the questions. What is the musical shower? How does it work?

The musical shower

If you like listening to music when you have a shower, then you might already have a stereo in your bathroom. But imagine how much better it would be if your shower-head also had an mp3 player attached to it.

It will download your favourite tunes, or radio programmes at night. Then in the morning, your shower will automatically play your favourite tunes for you. Try our musical shower.

There's no better way to start the day.

B Write an advertisement (advert) for your invention (120–180 words). Use the advert above and the key phrases to help.



5.5 << LOOKBACK

TECHNOLOGY

1A Complete the words in sentences 1–6.

- I don't agree with nu_____ po_____. I think it's a dangerous way of making el_____.
- Sp_____ tr_____ is a waste of money. Why do we need to send people to the Moon?
- I couldn't live without my wa_____ ma_____. I hate having dirty clothes.
- I had to have loads of va_____ when I went to Malawi. I didn't want to get ill.
- I think ge_____ en_____ is a bit worrying. People might start to only want babies which are beautiful and intelligent.
- Doctors give people too many an_____. So now, some medicines don't work any more.

B Work in pairs. Choose three sentences you disagree with. Tell your partner why.

COMPARATIVES/SUPERLATIVES

2A Look at the information and complete sentences (1–4) using the prompts in brackets.

100 years ago in the US: the average life expectancy was forty-seven years, only 8 percent of homes had a phone, the maximum speed limit in most cities was 10 miles per hour, the average wage was 22 cents per hour, and 90 percent of all doctors had no college education.

- 100 years ago, people didn't live _____ as they do today. (long)
- It used to be _____ to communicate with people on the other side of the world. (far, difficult)
- It is _____ for modern businesses to pay their employees. (far, expensive)
- Nowadays, doctors are _____ than they were in the past. (much, educated)

B Write sentences about how life was different in your country a hundred years ago and compare them with your partner.

QUESTIONS

3A Put the letters in italics in the correct order to find words related to questions.

- In class last week, we *used discs* ...
In class last week, we discussed ...
- I can't answer *nose quits* about ...
- I try to *pen rods* quickly to ...
- In the next few months I'm going to *took lion* ... (2 words)
- I recently *quid rein* about ...
- I *own red* what happened to ...
- I enjoy a good *tea bed* especially about ...
- It would be interesting to *sit negative* a crime like ...

B Complete the sentences so that they are true for you.

QUESTION TAGS

4A Complete the sentences with the correct question tag.

- She wrote the first Harry Potter book in a café, *didn't she*?
- This man, who is U2's singer, does a lot of humanitarian work, _____?
- This actor has won an Oscar for *Forrest Gump*, _____?
- He was probably the greatest basketball player in history, _____?
- She lived in Calcutta, where she helped street children, but she wasn't from India, _____?
- He became Cuba's leader in 1959 and he didn't transfer power to his brother until 2006, _____?
- Her full name is Madonna Louise Ciccone, _____?
- Her husband was US President, but she probably won't try again to become President, _____?

B Who are these sentences about?

1 J K Rowling

C Work in groups. Play twenty questions. One student thinks of a famous person. The others ask tag questions to find out who it is.

A: You're a man, aren't you?

B: Yes.

POLITE REQUESTS

5A Match requests 1–5 with responses a)–e).

- Excuse me, could you tell me where I can find the bathroom?
 - Could you call me a taxi?
 - Would you mind helping me with my bags? They're very heavy.
 - Would you mind opening the window?
 - Could you tell me what time the restaurant opens?
- Sure. It's very hot in here, isn't it?
 - Yes, of course. It's just over there, down the stairs and on the left.
 - Yes, of course. Where do you want to go to?
 - I'm not sure. Let me have a look. Yes, it opens at 11 a.m.
 - Of course not. Let me take your suitcase.

B Work in pairs. Take turns to practise the conversations using the prompts below.

Student A:

- where / bathroom?
- call / taxi?
- shop / close?
- get / door?

Student B

- open / window?
- restaurant / open?
- help / shopping?
- tell / platform the train leaves from?

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