



Speed

8



Lead-in

1 Look at the photos. What is the connection between them?

2 a Complete the sentences with the phrases from the box.

speed camera speed limit speeding top speed

- 1 A McLaren Formula One car has a _____ of 400 kilometres per hour (kmph).
- 2 The _____ on motorways in Spain is 100 kmph.
- 3 About ten percent of British drivers are fined for _____ every year.
- 4 One _____ in England caught 76,000 drivers in five years.

b Two of the sentences from exercise 2a are false. In pairs, decide which ones. Then check your answers on page 131.

3 a Check you understand the underlined phrases.

- 1 Are you the type of person who is always in a hurry?
- 2 Do you usually arrive on time for things? How do you feel if you're late?
- 3 Do you usually make decisions immediately or do you like taking your time?
- 4 How often do you eat meals on the go?
- 5 What time is the rush hour in your town? What is it like?
- 6 Do you usually speed up or slow down when you see an amber traffic light? Why?

b In pairs, ask and answer the questions from exercise 3a. Which of you has a faster pace of life?

Slow Movement



Take your time!

Food

Fast facts:

Health problems are on the increase – and fast food is one of the major reasons. It is a sad fact that a huge amount of fast food is consumed every day around the world. In the US alone, sixty-five million fast-food meals are eaten every day. Forty years ago, Americans spent about \$6 billion on fast food. They now spend more than \$110 billion a year and this figure continues to rise. McDonald's had about 1,000 restaurants forty years ago. Today it has about 31,000 around the world and this number goes up by almost 2,000 each year.

Slow tips:

Cook your own food from fresh ingredients. Sit down and eat with other people. Take your time to enjoy your food and enjoy the people you're eating with. At work, don't eat on the go or at your desk – have a proper lunch break.

Communication

Fast facts:

Social problems are on the increase – and virtual communication is one of the major reasons. Instead of talking to each other face to face, people are communicating more and more via technology. In the UK, over 200 million text messages are sent each day and this figure is rising by nearly forty percent a year. An average office worker gets 160 emails a day (including a lot of junk mail) and checks their emails more than fifty times daily. On average, nearly two hours are spent dealing with emails a day. Email isn't switched off at home either: about sixty percent of people check their work emails when they're out of the office or on holiday.

Slow tips:

Organise your email time at work: perhaps have an 'email-free' day and don't check your work emails at home. Arrange to meet your friends instead of sending messages via a computer or mobile phone.

For more information about the Slow Movement, go to:

www.slowmovement.com

Listening

1 Choose the words in *italics* that are true for you. In groups, compare your answers. Give reasons for your answers.

- My life is *fast and busy/slow and calm*.
- I mostly talk to people *face to face/via my computer*.
- I usually eat my dinner *around a table with my family/in front of the TV*.

2 a 2.14 Listen to a radio interview with Petra van Stroud from the Slow Movement. Write true (T) or false (F).

- Petra has a negative opinion of all technology.
- She thinks that people should slow down sometimes.

b Listen again and complete each sentence with one or two words.

- Petra thinks that new technology makes people _____ about the important things in life.
- The Slow Food organisation started in 1986 as a protest against _____.
- They were concerned with both the quality of the food and the _____ side of eating.
- The Slow Movement is concerned with areas like food and _____.
- The interviewer says that many people _____ their busy, fast lives.
- Petra says that people should sometimes leave their _____ at home.

3 Work in pairs and discuss the questions.

- Do you agree that most people think 'fast is good'? Why/Why not?
- What do you think about the aims of the Slow Movement?

Reading

4 Look at the Lifelong learning box and read the tip. Then read the Slow Movement text and answer the questions.

- Approximately how many McDonald's restaurants are there in the world now?
- How many times a day does an average office worker check his/her email?

Speed reading

! Speed reading is a useful skill when you want to find information quickly or you have a long text to read.

- Be clear about why you are reading and stay focused on that.
- Don't stop to look at every word and don't try to understand every word.

Lifelong learning

5 Read the text again and correct the sentences.

- British people eat about sixty-five million fast-food meals every day.
- The amount of money spent on fast food in the US is going down.
- The text recommends having lunch in front of your computer.
- British people send more than two million text messages every day.
- In one day, an average office worker spends an hour on email.
- The text says you should have some days when you don't use your phone.

6 Work in pairs. Look at the 'Slow tips' in the text and discuss the questions.

- Do you do the things they suggest? Do you think they are good ideas? Why/Why not?
- Can you think of one more tip for each section? Tell the class your tips.

Grammar | Present Simple Passive

7 a Complete the Active grammar box with the correct form of the verbs in brackets.

b Find four more examples of the Present Simple Passive in the text from exercise 4.

Active grammar

Most sentences in English are active.
active subject + verb + object

1 *Americans* _____ (spend) *more than \$110 billion on fast food every year*.

We use the passive form when ...

- who/what causes the action is unknown or not important.
- we want to emphasise the passive subject (at the beginning of the sentence).

2 *Sixty-five million fast-food meals* _____ (eat) *in the US every day*.

passive subject + *am/is/are (not) + past participle*

see Reference page 87

8 Complete the sentences with the Present Simple Passive form of the verbs in brackets.

- Traffic speed _____ (reduce) by seven percent in areas where there are speed cameras.
- Cars in London rush-hour traffic _____ (drive) at an average of seven miles per hour.
- Eighty-one percent of the cars in the world _____ (own) by people in the US, Canada, Europe and Japan.
- The London Underground _____ (use) by over a billion passengers every year.
- About 50,000 plane journeys _____ (make) every day.

9 Make the underlined verbs passive, if necessary.

- Over three million people employ in the fast-food industry in the US.
- The average American eats about 4,000 calories a day.
- Most Domino's pizzas deliver in less than thirty minutes.
- Most British people know how to cook spaghetti bolognese without a recipe book.
- Customers charge thirty-five yen per minute to eat in the Totenko restaurant in Tokyo.

Speaking

10 a 2.15 Listen and write the eight questions you hear.

b Now work in small groups and try to answer the questions. Check your ideas on page 131.

Vocabulary | phrasal verbs: relationships

1 Match the phrasal verbs from A with the definitions from B.

A	B
1 ask someone out	a) have a romantic, loving relationship
2 go out with someone	b) stop having a romantic, loving relationship
3 take someone out	c) slowly stop having a good relationship
4 grow apart from someone	d) invite someone to go on a date with you
5 put up with someone/something	e) stop feeling sad about someone/something
6 split up with someone	f) accept a bad situation without complaining
7 get over someone/something	g) go with someone to a restaurant, cinema, club etc. and pay for him/her

2 Complete the sentences with the correct form of the phrasal verbs from exercise 1.

- Jade's been single since she _____ her boyfriend last year.
- Pete _____ me _____ yesterday and I said 'yes' because I really like him.
- Oliver never does the washing-up and Maria just _____ it.
- When my sister got divorced, she found it difficult to _____ her ex-husband.
- On our first date, Jack _____ me _____ to a really expensive French restaurant.
- Linda and Guy are a couple. They started _____ each other last month.
- We used to be good friends, but we've _____ over the last year.

Pronunciation | phrasal verbs: stress

3 a Listen to the first sentence from exercise 2. Underline the part of the phrasal verb which has the main stress.

Jade's been single since she split up with her boyfriend last year.

b Listen to the other phrasal verbs from exercise 2. Listen, check and repeat.

see Pronunciation bank page 148

4 Work in small groups and discuss the questions.

- Do women ever ask men out in your country?
- What do you think is the minimum time you should go out with someone before you get married?
- If your partner never did any housework, would you put up with it? Why/Why not?
- Why do people usually split up with their partner?



Listening

5 a In pairs, think about (a) speed-dating and (b) arranged marriages. Discuss the questions.

- What do you know about each topic?
- What would you like to know? Write two questions.

b Listen to a conversation between two friends, Fiona and Deepa. Do you hear the answers to your questions from exercise 5a?

6 Listen again and write true (T) or false (F).

- Fiona split up with her last boyfriend on Easter Day.
- In most arranged marriages now, the woman must marry the man her parents choose.
- A lot of Indian weddings happen in the winter.
- When Deepa was in India, she met lots of men at parties.
- Deepa got married in Britain after spending two months in India.
- Fiona says each date in a speed-dating event lasts three minutes.
- When she went speed-dating, Fiona talked to twenty men.

7 Work in pairs and discuss the questions.

- What do you think about the kind of arranged marriage Deepa had? Do you think it might be a good way to get a husband/wife? Why/Why not?
- What do you think about speed-dating? Do you think it might be a good way to get a boyfriend/girlfriend? Why/Why not?

Grammar | prepositions of time

8 a Complete the sentences with *on*, *in* or *at*.

- I arrived in India _____ December.
- I got married _____ the end of January.
- I got married _____ 28 January actually.

b Look at audioscript 2.18 on page 157 and check your answers. Then find six more examples of prepositions of time (*on*, *in* and *at*).

9 Complete the Active grammar box with *on*, *in* or *at*.

Active grammar

A _____: for long periods of time	B _____: for specific days and parts of specific days	C _____: for times and special holiday periods
Month: <i>December</i>	Day: <i>Monday</i>	Time: <i>9:30, midnight, lunchtime</i>
Year: <i>2009</i>	Part of specific day: <i>Tuesday morning</i>	Holiday time: <i>Christmas, Thanksgiving</i>
Season: <i>the winter</i>	Date: <i>17 June</i>	Also: <i>night, the weekend, the beginning/end</i>
Part of day: <i>the morning, the evening</i>	Special day: <i>Valentine's Day</i>	

see Reference page 87

10 Complete the sentences with *on*, *in* or *at*.

- In Britain, a lot of people traditionally get married _____ June.
- Valentine's Day is celebrated _____ 14 February.
- _____ the end of the evening, we knew we wanted to get married.
- The most popular place to go _____ your first date is a café.
- More than 300,000 couples got married in Britain _____ 2007.
- In Britain, women can traditionally propose marriage to a man _____ 29 February.
- We arranged to meet _____ 8 o'clock _____ the evening in an Italian restaurant.
- My parents will celebrate their golden wedding anniversary _____ the summer.

11 Work in groups and ask and answer questions. Use the dates and times from the box.

- A: *What do you usually do on your birthday?*
 B: *I usually have a meal with my family and go out with my friends in the evening.*

2008 31 December 7:30 this morning Fridays
 Saturday evening the summer the weekend your birthday

Speaking

12 a Listen and answer the questions.

- Which topic from the box is the man talking about?
- How does he feel about the topic: mostly positive/ mostly negative/neutral?

a special celebration
 an arranged marriage
 speed dating
 traditional dating in your country
 Valentine's Day
 wedding anniversary
 celebrations
 wedding traditions

b Listen again and answer the questions.

- In which country did Valentine's Day start?
- Why did the emperor kill Valentine?
- What are two traditional presents on Valentine's Day?
- Where do people go in the evening of Valentine's Day?
- What does the speaker think of Valentine's Day?



13 a Prepare to talk about a topic from exercise 12a. Make notes about what you want to say.

b Now work in groups and take turns to talk about your topics.

Lightning Bolt!



Usain Bolt is the world's fastest man. He first came to the public's attention at the Beijing Olympics in 2008, where he won three gold medals. The most amazing of these was for the 100-metre race, which he ran in just 9.69 seconds – even though his shoelaces were undone and even though, while he was getting to the finish line, he was slowing down and already celebrating his victory. During that race, he reached a top speed of 43.9 kmph. So, we ask, how does the man whose nickname is 'Lightning Bolt', run so fast and just what does it feel like?

Usain Bolt was born in Jamaica on 21 August 1986. He has a brother and a sister and while they were growing up, they spent most of their time playing cricket and football in

the street. Bolt was running around at primary school, when a teacher noticed he had a talent for sprinting. He became one of the best sprinters at his high school even though he didn't train very hard. At the age of fifteen, Bolt was 196 cm tall and he dominated the 2002 World Junior Championships, becoming the youngest person ever to win the 200 metres. He turned professional when he left high school, aged seventeen. During the first couple of years of Bolt's professional life, he got a few injuries, but his health soon improved and he began to win all the major championships. He went from strength to strength, amazing the world with his speed.

So, how does he do it? Bolt says that he is naturally fast – just something he was born with.

He's also got a number of people looking after him: his parents and family have always supported him. And one of the main reasons for his success is Norman Peart, his manager. Peart has looked after Bolt since he was fifteen, working hard to keep him focused.

However you explain it, Bolt's performances in Beijing were truly incredible. What's more incredible is that, since then, he has continued to get even faster. In August 2009, he smashed his own record by running the 100 metres in 9.58 seconds. At the fastest point in this race, he ran at an amazing 44.9 kmph. If you do this speed on a bicycle, it feels very quick. So, what does it feel like on your own two feet? 'It's just great running that fast,' says Bolt. 'It's lovely, just lovely.'

Reading

- 1 a What do you think this man's top speed is: 24, 34 or 44 kmph?
b Find the answer in the text quickly.

- 2 Read the text again and answer the questions.

- When did Usain Bolt first become well-known around the world? What for?
- How did he become fast?

- 3 Explain the significance of the phrases from the text. his shoelaces were undone

It was amazing that Bolt won the gold medal in Beijing because he didn't tie his shoelaces correctly before the race.

- | | |
|--------------------------|------------------------------|
| 1 Lightning Bolt | 5 from strength to strength |
| 2 a talent for sprinting | 6 something he was born with |
| 3 didn't train very hard | 7 keep him focused |
| 4 turned professional | 8 smashed his own record |

- 4 In pairs, retell the story of Usain Bolt using the phrases from exercise 3.

Vocabulary | measurements

- 5 a 2.20 Listen and circle the numbers you hear.

8,880/88,018 centimetres 3,235,999/3,235,899 metres
6¹/₂/6³/₄ kilograms 9³/₄/9¹/₄ hours
75³/₄/75¹/₂ minutes 0.15/0.015 seconds
449.9/44.9 kilometres per hour

- b Listen again, check and repeat.
c In which numbers, and where, do you need to say (a) *point* and (b) *and*?

- 6 a Choose the correct words in *italics*.

- How *fast/long* do you usually walk?
- How *tall/far* is your home from here?
- How *long/fast* does it take you to say the alphabet?
- How *tall/much* is the tallest person in your family?
- How *far/much* do you think your bag weighs today?

- b In groups, ask and answer the questions from exercise 6a.

Grammar | Past Continuous and Past Simple

- 7 Complete the Active grammar box with *Past Simple* or *Past Continuous*.

Active grammar

- A We use the _____ to talk about an action in progress at a particular time in the past.
While they were growing up, they spent most of their time playing cricket and football.
- B We use the _____ to talk about complete actions in the past.
He won three gold medals at the Beijing Olympics. In high school, he didn't train very hard.
- C We use the _____ to talk about a longer action interrupted by another action in the _____.
He was running around at primary school, when a teacher noticed he had a talent for sprinting. What was he doing when you saw him?

We usually use *when* to refer to events or periods in your life.

When he left high school, he turned professional.

We usually use *when/while* to refer to two longer actions happening at the same time.

While/When he was getting to the finish line, he was slowing down.

see Reference page 87

- 8 Complete the paragraph with the Past Simple or Past Continuous form of the verbs in brackets.

Lewis Hamilton (1) _____ (become) the youngest ever Formula One World Champion in 2008, at the age of twenty-three. While he (2) _____ (grow up), Hamilton was very keen on go-karting. When Hamilton was six, his father (3) _____ (buy) him his first go-kart. While Hamilton (4) _____ (compete) in karting races, his father (5) _____ (work) hard to support his son's career. At that time, his father (6) _____ (go) to all Hamilton's races. One day, when Hamilton was ten, he (7) _____ (walk) around at a race meeting, when he (8) _____ (meet) Ron Dennis, the head of the McLaren Racing Team. He (9) _____ (tell) him, 'I want to race for you one day!'

Pronunciation | was/were

- 9 2.21 We can say *was/were* in different ways. Listen and repeat.

- A: Was he training when you last saw him?
/wəz/ weak pronunciation
B: Yes, he was.
/wɒz/ strong pronunciation
- A: Were they watching the race?
/wə/ weak pronunciation
B: Yes, they were.
/wɜː/ strong pronunciation

see Pronunciation bank page 148

Speaking

- 10 Invent a story in small groups. Each sentence must start with the last letter of the previous sentence.

- A: *It all happened last summer.*
B: *Roberto and his friends were spending the day at the seaside.*
C: *Everyone was feeling happy.*

In your groups, choose a sentence (1–4) to start your story. Then tell your story together. Which group can make the longest story?

- It all happened last summer.
- It was a dark night and she couldn't sleep.
- When I walked into the room, I saw him.
- It was a beautiful day and we were walking to school as usual.

Can do talk for an extended period on a familiar topic



1 2.22 Listen to two presentations and answer the questions.

- 1 What is the topic of each presentation?
- 2 Which do you think is better? Give two reasons.

2 **a** 2.23 Listen to the introduction of one presentation again. Look at the script below and notice where the speaker pauses.

The topic of my presentation is / 'The benefits of technology in my life'. / The main points I will talk about are: / firstly, how technology benefits my work life / and secondly, how technology benefits my personal life.

b Now listen to the rest of the presentation. Look at audioscript 2.22 on page 157 and mark the pauses.

3 Complete the How to... box with the headings (a–d).

- | | |
|---------------------------|------------------------------|
| a Introducing each point | c Starting the presentation |
| b Stating the main points | d Finishing the presentation |

How to... organise a presentation

- | | |
|---------|--------------------------------------------------------|
| 1 _____ | : The topic of my presentation is ... |
| _____ | : What I'm going to talk about today is ... |
| 2 _____ | : The main points I will talk about are: firstly ... , |
| _____ | : secondly ... |
| 3 _____ | : Let's begin with ... |
| _____ | : Now let's move on to ... |
| _____ | : Now we're going to look at ... |
| 4 _____ | : I'd like to finish by saying ... |
| _____ | : |

4 Now prepare your own presentation. Choose a topic from exercise 1 and make notes. Use the How to... box to help you organise your ideas.

5 **a** Work in small groups and take turns to give your presentations. Make sure you speak slowly enough and pause where necessary.

b Now work in different groups and give your presentations again. Before you start, think about how you can improve your presentation.

Present Simple Passive

Most sentences in English are active. In active constructions, the subject is the person or thing that does the action.

active subject + verb + object

She cleans my room every day.

We use the passive form when who/ what causes the action is unknown or not important.

passive subject + *am/is/are* + past participle

Most computers are made in Asia.

The gates are locked at 6:00 p.m.

We also use the passive form when we want to emphasise the passive subject (at the beginning of the sentence).

! We use *by* to say who did the action.

Most text messages are sent by teenagers.

The object of active sentences becomes the subject of passive sentences. Compare:

Active: *She cleans my room every day.*

Passive: *My room is cleaned every day.*

Prepositions of time

in – We use *in* for:

long periods of time (months, seasons, years, etc.)

My exams are in June.

They went abroad three times in 2009.

I'm going skiing in the winter.

parts of (general) days

See you in the morning!

on – We use *on* for:

specific days and dates

I'm starting my new job on Monday.

My mum's birthday is on 17 March.

My boyfriend took me out for dinner on Valentine's Day.

parts of specific days

Her driving test is on Friday morning.

at – We use *at* for:

times

I usually leave work at 5:30 p.m.

I'm meeting Jon at lunchtime.

special holiday periods

My whole family gets together at Christmas.

other fixed phrases with *at*:

at the beginning/at the end/at the

weekend/at night/at that time

Past Continuous and Past Simple

+	I/He/She/It	was	waiting ...
	You/We/They	wasn't were weren't	
?	Was Were	I/he/she/it you/we/they	eating ...?
	Yes, No, Yes, No,	I/he/she/it you/we/they	was. wasn't. were. weren't.

We use the Past Continuous to talk about an action in progress at a particular time in the past.

Adam was cooking when I got home.

I was waiting for the bus at half past six.

! Past Continuous actions are not complete at that time in the past. We use the Past Simple to talk about complete actions in the past.

I sent David an email yesterday.

Martin cooked dinner last night.

We use the Past Continuous to talk about a longer action interrupted by another action in the Past Simple.

I was watching TV when he arrived.

We usually use *when* to refer to events or periods in your life.

When he got married, he moved to Spain with his wife.

We usually use *when/while* to refer to two longer actions happening at the same time.

While/When she was talking to me on the phone, she was also cooking dinner.

Key vocabulary

Speed

arrive on time be in a hurry be on the go immediately
rush hour slow down speed camera speed limit
speed up speeding take your time top speed

Phrasal verbs about relationships

ask someone out get over someone/something
go out with someone grow apart from someone
put up with someone/something split up with someone
take someone out

Measurements

centimetres hours kilograms kilometres per hour metres
minutes seconds four thousand two hundred and twenty-six
five and a half two point one four



Listen to these words.

ACTIVE BOOK

see Writing bank page 142

8 Review and practice

- 1** Complete the sentences with the Present Simple Passive form of the verbs.

clean cover cut down invite lock
make open sell serve

Cheese *is made* from milk.

- The rooms in this hotel _____ at 10:00 a.m. every morning.
- You _____ to Paul and Sheila's wedding.
- All of these products _____ in France.
- Thousands of trees _____ every year.
- Most of the Earth's surface _____ by water.
- The park gates _____ at 6:00 p.m.
- Breakfast _____ from 7:00 to 9:00 a.m.
- Sometimes, important public buildings _____ by the Queen.

- 2** Complete the sentences with the Present Simple Passive or the active form of the verbs in brackets.

My house *is painted* (paint) every year.

- You _____ (not pronounce) the 'k' in knife.
- Photos _____ (take) of speeding cars by speed cameras.
- John _____ (not invite) to parties very often.
- Fifty people _____ (employ) in the new factory.
- People _____ (not use) this bus route much.
- At least three trains a day _____ (cancel) at this station.
- Glass _____ (make) from sand.
- Many sports _____ (play) on this field on Saturday.

- 3** Choose the correct words in *italics*.

The race is *in/on/at* 15 May.

- The film starts *in/on/at* half past six.
- I'm going to see my cousins *in/on/at* the weekend.
- We're going skiing *in/on/at* Christmas this year.
- I'm going to get a job as a waiter *in/on/at* the summer.
- She's going shopping *in/on/at* Saturday afternoon to buy some shoes.
- Every year *in/on/at* April, they spend a week in New York.
- We're having a party *in/on/at* Saturday to celebrate the end of exams.
- They're getting married *in/on/at* the end of this year.
- He moved from Madrid to Barcelona *in/on/at* 2008.
- My grandmother makes a delicious roast dinner *in/on/at* Thanksgiving Day.

- 4** Complete the paragraphs with the Past Continuous or Past Simple form of the verbs in brackets.

At about 6:30 yesterday evening, I *was cycling* (cycle) home from work. It (1) _____ (rain) and a lot of people (2) _____ (drive) too fast. Suddenly, a car (3) _____ (stop) in front of me. I (4) _____ (not hit) the car, but I (5) _____ (fall) off my bicycle. Luckily, I (6) _____ (not be) hurt.

A couple of years ago, I (7) _____ (walk) home along a dark street. Somebody (8) _____ (follow) me and I was quite frightened. I (9) _____ (start) to run, but when I (10) _____ (look) back, I (11) _____ (see) my friend Daniel. I was so happy!

- 5** Complete the questions with the Past Continuous or the Past Simple.

A: What *were you doing* when I phoned you?

B: I was having a shower.

- A: When you last saw Jane, where _____?
B: She was working for a big advertising company.
- A: _____ very fast when the accident happened?
B: No he wasn't. He was driving slowly.
- A: _____ you while you were living in Sydney?
B: Yes. He visited me twice.
- A: What _____ while I was doing the washing-up?
B: I was cleaning the bathroom.
- A: Where _____ for you when you arrived at the station?
B: She was waiting by the ticket office.
- A: _____ to Italy while you were travelling around Europe?
B: No, I didn't have time to go there.
- A: _____ to music while you were writing your essay?
B: Yes I was. It helped me to concentrate.

- 6** Correct the underlined words.

I really like him. I hope he asks me up soon. *out*

- When her cat died, it took ages for Lucy to put over it.
- I'm exhausted. I've been at the go all day!
- Tom's so lazy! Why do you put on with it?
- I never drive into Lisbon during the rush time. It's too busy.
- There's no rush. You can have your time to discuss this.
- Why don't you relax? You're always at a hurry.
- Jane and I were best friends at school, but we've grown away now.
- This car has a high speed of 120 kmph.