

UNIT 8

Life in the fast lane



Warm Up

1 Group Work Look at the photos. What can you see? What is the connection?

2a Check you understand the meanings of 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. What time is rush hour in your town? What is it like?
4. Do you usually speed up or slow down when the traffic light is yellow? Why?
5. Do you think speed cameras on roads are a good idea? Why or why not?

b Pair Work Ask and answer the questions with a partner. Which of you lives a "faster" life?



Reading

1a Read the website *Fast Foods with Slow Tips*.

Navigation icons: back, forward, refresh, close, bookmark, home. Search bar.

Food

FAST FACTS: Sixty-five million fast-food meals are eaten in the US every day.

In 1970, Americans spent about \$6 billion on fast food. They now spend more than \$110 billion a year, and this figure continues to rise.

In 1968, McDonald's had about 1,000 restaurants. Today it has about 33,000 around the world, and this number goes up by almost 2,000 each year.

SLOW TIPS: Make your own food. It's tastier, better for you, and you'll enjoy doing it. Sit down and eat with other people. Don't eat "on the go" or at your desk.

Communication

FAST FACTS: Over 2.5 billion text messages are sent each day in the US.

An average office worker checks email 50 times a day, deals with over 150 emails, and sends or receives over 70 text messages every day.

SLOW TIPS: Write one long email instead of three short ones.

Turn your cell phone off or leave it at home sometimes.

Travel

FAST FACTS: Over 400 million cars are currently used around the world.

London rush-hour traffic moves at an average of thirteen kilometers (eight miles) per hour.

Two out of three people speed up when the traffic light turns yellow.

SLOW TIPS: Leave your car at home if you can and walk. Your fitness will improve, and you'll probably get there more quickly.

Spend at least 20 minutes a day in a garden or park. Sit, think, look at the trees, talk, read, enjoy the sky.

b Correct the sentences.

Ex: The amount of money spent on fast food in the US is going ^{up} ~~down~~.

- The website recommends having lunch in front of your computer.
- Americans send more than 2.5 million emails every day.
- The website says you should have your phone with you all the time.
- The maximum speed of cars in London's rush hour is 13 kilometers an hour.
- Most people slow down when the traffic light turns yellow.
- The website says driving in a city is probably quicker than walking.
- The website suggests relaxing at home for 20 minutes each day.

2 **Pair Work** Look again at the "Slow Tips" from the website and discuss with a partner:

- Do you do the things they suggest? Do you think they are good ideas? Why or why not?

I live by myself, so I don't make my own food very often. But . . .

- Discuss one more tip for each section. Tell other students your tips.

I think it's important to eat a lot of fresh fruits and vegetables.

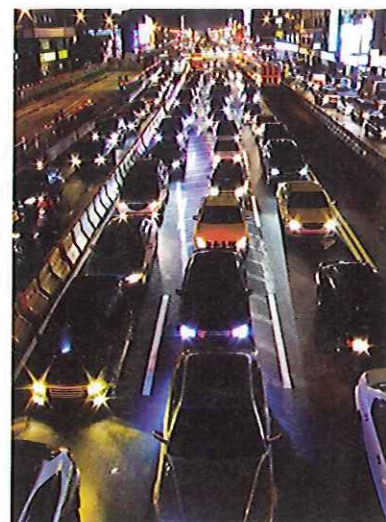
3. The website says you should leave your phone at home or switch it off sometimes.

1. The website doesn't recommend having lunch in front of your computer. 4. The average speed of cars in London's rush hour is 13 kilometers per hour.

5. Most people speed up when the traffic light turns yellow.

6. The website says walking in a city is probably quicker than driving.

7. The website suggests relaxing in a garden or park for 20 minutes each day.



Grammar | passive voice: present

- 3 Look at the examples in the Active Grammar box and circle the correct choices to complete the rules.

Active Grammar

- Most sentences in English are in the **active voice**.
Form: subject / object + verb + subject / object
Americans spend more than \$110 billion on fast food every year.
- Use the **passive voice** when who or what causes the action is unknown or not important.
Form: *am, is, or are* + infinitive / past participle
*Sixty-five million fast-food meals **are eaten** every day in the US.*

See Reference page 86

- 4 Complete the sentences with a verb from the box in the passive voice.

employ	include	catch
charge	deliver	use

- Pizzas are caught in 20 minutes or you get your money back.
- Service is charged in the bill.
- Many drivers are included by speed cameras.
- The subways are delivered by thousands of people every day.
- Millions of people are employed in the fast-food industry.
- Customers are used 36 yen per minute to eat in the Totenko restaurant in Tokyo.



Vocabulary | verbs about change

- 5a Circle the correct word or phrase to complete each sentence.

- The number of fast-food restaurants is going up/getting better steadily.
- The quality of food that most people eat has gotten worse/fallen recently.
- The amount of traffic has increased/improved over the last few years.
- The air quality in most cities is deteriorating/going down rapidly.

- b 2.08 Listen and check your answers.

Speaking

- 6 **Pair Work** Talk about the changes in your area or country. Use the ideas below and language from the How To box.

quality of restaurants
number of fast-food restaurants
wages air quality traffic

How To:

Talk about simple changes

What change?	<i>Prices have gone up ...</i> <i>Air quality has deteriorated ...</i>
How fast?	<i>... dramatically ...</i> <i>... steadily ...</i> <i>... slightly ...</i>
When?	<i>... recently.</i> <i>... in the last two years.</i> <i>... since 2010.</i>



Vocabulary | phrasal verbs—relationships

1 Write the phrasal verbs in the questions below next to their correct definitions.

1. Do women ever ask men out in your country?
2. What do you think is the minimum time you should go out with someone before you get married?

grow apart

put up with

break up

ask someone out

get over

go out with

- a. date
- b. stop being someone's partner
- c. slowly stop having a good relationship
- d. invite someone to
- e. stop feeling sad about
- f. accept a bad situation without complaining

3. Do you think couples who marry young often grow apart? Why or why not?
4. If your partner never did household chores, would you put up with it? Why or why not?
5. For what reasons do people usually break up with their partner?
6. What different ways do people use to get over the end of a relationship?

2 **Pair Work** Discuss the questions in Exercise 1.

Reading

3a Look at the photo and scorecard. What do you think "speed-dating" is?

b Read the letter.

SpeedDate

Dear Rachel,

Thank you for reserving a spot at our next speed-dating event.

What to expect:

Speed-dating is a fast way to meet a new partner. There are 20 men and 20 women, and you have *just three minutes* to talk to each person. After three minutes, if you like the person, put a check by his or her name on your score card. Then move on and talk to the next person. At the end, give us your score card. If you checked someone who also checked you, we will give you each other's email addresses.

A few tips:

Don't start every conversation with "What do you do?" This gets pretty boring. And don't ask too many *yes/no* questions. Ask interesting questions, like "How would your best friend describe you?" or "What was the last song you downloaded?"

When?

Saturday, January 16th. Arrive at 7.00 P.M.

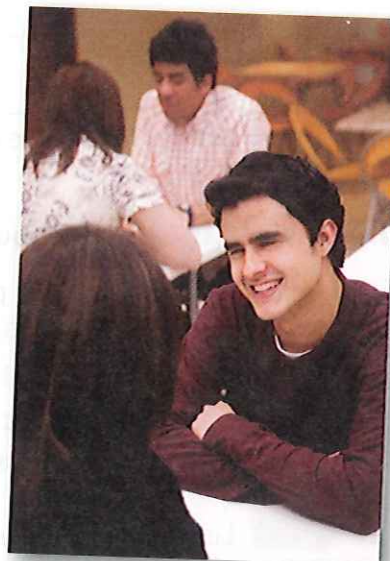
Where?

Studio 44, 44 Ashton Street

Happy dating!

Julia Jones

Manager



Speed Date Scorecard

Your name: Ken Clark

Number:	Name:	Yes (✓)	Comments:
12	Anna		Too serious
13	Wendy	✓	Funny and interesting
14	Tara		

1. There are 20 men and 20 women.
2. I have three minutes to speak to each person.
3. I put a check by his/her name on my score card. Then I move on and next person, and the end give us my score card.
4. New partner
5. It is "What do you do?" and many yes/no questions.
6. It is "How would your best friend describe you?" or "What was the last song you downloaded?"

4 Look back at the letter and answer the questions.

1. How many people are there at this event?
2. How long do you get to speak to each person?
3. What should you do with your card?
4. Whose email addresses will you get?
5. What types of questions shouldn't you ask?
6. What questions should you ask?

5 Group Work Discuss.

1. What do you think about speed-dating?
2. Do you think it might be a good way to meet someone?

Listening

6a 2.09 Listen to two conversations at a speed-dating event. Which pair followed the advice in the letter?

_____ Melanie and Steve _____ Rachel and Kieron

b Listen again and write the initial of the person (Melanie, Steve, Rachel, or Kieron) who:

- | | |
|--|---|
| _____ 1. is a teacher. | _____ 5. is friendly. |
| _____ 2. is an architect. | _____ 6. has a teach-yourself-Italian CD. |
| _____ 3. likes his or her job. | _____ 7. loves Italy. |
| _____ 4. has never done speed-dating before. | |



Grammar | review of question types

7 Read the Active Grammar box and fill in the blanks with Yes/No or Information.

Active Grammar

These are two main types of questions:

1. **yes/no** questions: *Do you enjoy your job?*
2. **information** questions: *How would your best friend describe you?*

See Reference page 86

8 Pair Work With a partner, think of six interesting questions to ask someone at a speed-dating event.

Pronunciation | rising and falling intonation

9 Practice saying your questions from Exercise 8. Use rising intonation for yes/no questions. Use falling intonation for information questions.

Speaking

10 Group Work Imagine you are at a party. Talk to other students and find out some interesting information about each person. You only have two minutes with each person.

Reading

- 1 Read the three jokes below. Then answer the questions.



1 A man was speeding down a highway surrounded by cars all going around 80 miles an hour. While he was passing another car, an officer with a radar gun pulled him over. When the officer was handing the man the ticket, the man complained, "I know I was speeding, but this isn't fair. All the other cars around me were speeding, too." The officer asked, "Have you ever gone fishing?" The man answered that he had. The officer said, "Have you ever caught ALL the fish?"

2 An officer pulled a young woman over for doing 50 mph in a 35 mph zone. As the officer was writing the ticket, he asked the woman why she was going so fast. "I wanted to get there before I got lost," she replied.

3 A car was driving very slowly down a highway when an officer stopped it. Inside were four elderly women. The officer told the driver that she was going too slowly. "But officer," she said, "I was going 22 miles per hour—exactly the speed posted on the sign." The officer smiled and said, "Ma'am, this is Highway 22. The speed limit is 60." He looked at the other women, who all looked very frightened. "Are they OK?" The officer asked. The driver said, "Well, we just got off of Highway 150."



150 mph = 241.4 km/h

1. How did the officer catch the man in the first joke?
2. Why did the man protest the ticket?
3. What did the officer mean when he said, "Have you ever caught ALL the fish?"
4. In the second joke, what reason did the woman give for speeding?
5. Why did the officer stop the car in the third joke?
6. Why was the woman going 22 miles an hour?
7. Why were the other women in the car frightened?

2 Pair Work Discuss.

1. What is the "punch line," or funniest sentence, in each joke?
2. What makes each joke funny?
3. Which joke do you think is the funniest? Why?
4. Have you or has anyone you know been given a speeding ticket? What happened?

Grammar | past continuous and simple past

- 3 Complete the Active Grammar box by writing *simple past* or *past continuous*.

Active Grammar

1. Use the _____ to talk about an action in progress at a particular time in the past.
A man and a woman were speeding down a highway.
2. Use the _____ to talk about completed actions in the past.
An officer pulled a young woman over.
3. Use the _____ to talk about an action in progress interrupted by another action.
A car was driving very slowly down a highway when an officer stopped it.

See Reference page 86

- 4 Complete the sentences using the simple past or the past continuous of the verbs in parentheses.

1. I _____ (walk) home when I _____ (meet) Sarah.
2. Pablo _____ (take) a photo of me when I _____ (not/look).
3. I _____ (read) a magazine when the train _____ (arrive).
4. How fast _____ (you drive) when the accident _____ (happen)?

- 5 Complete the sentences. Use the simple past or the past continuous.

1. I cut my finger while I _____.
2. I was playing the piano when my friend _____.
3. Maki broke her leg while she _____.
4. When I was living in France, I _____.

Speaking

- 6a **SPEAKING EXCHANGE** Work in groups of four—two As and two Bs.

Students A: Follow the directions on page 127.

Students B: Follow the directions on page 131.

- b Report back. Did Students A commit the crime?

Writing

- 7 Read the story in the Writing bank on page 135. Do the exercises.

- 8 Write a story starting with the following words:

It all happened last summer...



Review

1 Complete the sentences with the passive form of the verbs in the box.

Ex: Cheese is made from milk.

- The rooms in this hotel _____ at 10:00 every morning.
- You _____ to Paul and Sheila's wedding.
- 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.
- Many people _____ by the city government.

cover	cut down
invite	serve
lock	clean
make	employ

2 Write the questions. Then take turns asking and answering.

Ex: My favorite drink is ...

What is your favorite drink _____?

- I like eating ... for breakfast.
What _____?
- I can ... really well.
What _____?
- I'm going to go on vacation in ...
When _____?

3 Complete the paragraphs with the past continuous or simple past form of the verbs in parentheses.

At about 6:30 yesterday evening, I was riding (ride) my bike 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 very frightened. I _____ (9. start) to run, but when I _____ (10. look) back, I _____ (11. see) my friend Daniel. I was so glad!

4 Replace the underlined word in each sentence with the correct word.

Ex: I really like him. I hope he asks me ^{out} up soon.

- Sophia's had the flu for three days, but she's going over it now.
- You must slow up—the lights are turning red.
- Tom's so lazy! Why do you put on with it?
- I never drive into the city during rush time.
- Why don't you relax? You're always at a hurry.
- Lian and I were best friends in high school. We've grown away now.

Communication | talk for an extended period on a familiar topic

START

Do most people slow down for yellow lights?

What do you think about speeding?

"Choice"

How much do people pay to eat at Totenko?

What's your favorite restaurant? Why?

Go back two spaces.

"Choice"

How many fast-food meals are eaten in the US every day?

Do you like eating fast food? Why or why not?

"Choice"

How many text messages are sent in the US every day?

Go back three spaces.

What is your favorite form of communication? Why?

"Choice"

What is the average speed of traffic in London's rush hour?

Do you prefer traveling by car or by bicycle? Why?

Go back two spaces.

"Choice"

How many minutes do you have for each date at a speed-dating event?

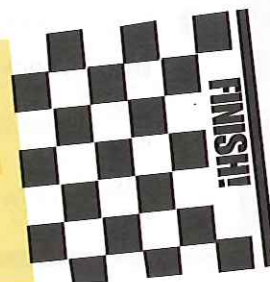
How would your best friend describe you?

"Choice"

How many emails does an office worker deal with every day?

Which people do you email most? Why?

"Choice"



5 Read and make sure you understand the rules of the game.

How to play . . .

RACE TO THE FINISH!

- 1 Play in groups of 2 teams of two. You will need dice and playing pieces.
- 2 Each player puts a playing piece at the starting line. Take turns throwing a die and moving around the board.
- 3 Answer the questions on the orange squares. If you can't, go back one space. The questions are all related to this unit.
- 4 Answer the questions on the blue squares. You must speak for one minute, without stopping. If you can't, go back one space.
- 5 If you land on a "Choice" square, the other team asks a question for you to answer. If you can't, go back one space.
- 6 The winners are the team who reaches the finish line first!

6a Pair Work Before you play the game, write seven "Choice" questions for another pair. The questions can be about general topics or facts you've learned in this book.

b Group Work Play the game with two teams. You and your partner are a team.

Unit 8 Reference

Passive voice (present)

In active voice sentences, the subject is the person or thing that does the action. Use the passive when the person or thing who does the action is not important or not known.

Form: *am/is/are* + past participle

*Most computers **are made** in Asia.*

The passive voice is also used when the object of the active voice sentence is the main focus. 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.*

Question types

There are two main types of questions:

Yes/No questions: *Do you like watching football?*

Information questions: *What did you do last weekend?*

The most common information question words are: *what, where, when, who, why, which, whose, and how.*

Information question words are often put together with other words:

Ex: *what time, what kind, how much, how many, how often, how long, which one.*

What time does your train leave?

How long have you lived here?

Use the past continuous to talk about an action or situation that was in progress at a particular time in the past. Past continuous actions are not complete at that time in the past.

*Adam **was cooking** when I got home.*

*I **was waiting** for the bus at six thirty.*

To talk about completed actions at a particular time in the past, use the simple past.

*I **sent** David a present yesterday.*

*Martin **cooked** dinner last night.*

The past continuous is often used

to set the scene at the beginning of a story.

*It **was raining** heavily. Julia **was walking** quickly toward the theater.*

to talk about a longer action interrupted by another action.

*I **was watching** TV when he arrived.*

Unit Vocabulary

Speed

rush hour	be in a hurry	arrive on time
speed up	slow down	speed camera

Verbs about change

rise	go up	go down	get better
fall	improve	get worse	deteriorate

Phrasal verbs about relationships

go out with (someone)	ask someone out
put up with (someone)	grow apart
break up with (someone)	get over (someone)

Past continuous

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