

## Controls and equipment

**Listening 1**  **19** Match questions 1–6 to answers a–f. Then listen and check your answers.

- |                                                   |                                         |
|---------------------------------------------------|-----------------------------------------|
| 1 What's this? A remote control?                  | a) Lower it? You move the joystick.     |
| 2 What's this for?                                | b) It's a remote control. That's right. |
| 3 What does this do?                              | c) Yes, that's the power switch.        |
| 4 How do I extend the boom?                       | d) Extend it? You use the pedal.        |
| 5 How do I lower the boom?                        | e) It's for extending the boom.         |
| 6 What's this switch for? Is it the power switch? | f) It starts the motor.                 |

**2**  **20** Put each conversation in the correct order. Then listen and check your answers.

- 1 ☐ 1 Did you say turn the key?  
☐ Thanks.  
☐ Yes, that's right.  
☐ Clockwise.  
☐ Clockwise or anticlockwise?
- 2 ☐ 1 What do I do next?  
☐ Thank you.  
☐ OK. Which one is the start button?  
☐ Press the start button.  
☐ It's the green one, on the left.
- 3 ☐ 1 How do I start the engine?  
☐ Switch off? Press the big red button here.  
☐ Press the green button and turn the key.  
☐ Thanks.  
☐ And how do I stop it?

**Speaking 3** Work in pairs. Student A look at illustration A on this page. Student B look at illustration B on page 68. Write down what each control is for. Then take turns to explain your illustration. Use these questions to help you.

*What's this for?*

*What does this do?*

*What's this switch/button/joystick for?*

*How do I ...?*

