

8B | Speeding



SPEAKING & VOCABULARY: compound nouns (driving)

- 1 Who are better drivers – men or women? Why?
- 2 Complete the compound nouns in the phrases 1–8 with a word from the box.

belt	licence	lights	limit
phone	street	way	zone

- 1 driving a car 20 kph over the speed _____
 - 2 driving a car while you are using a mobile _____
 - 3 driving a car without a driving _____
 - 4 driving a car without a seat _____
 - 5 driving the wrong way down a one-way _____
 - 6 driving very slowly in the fast lane of a motor _____
 - 7 not stopping at the traffic _____ when they are red
 - 8 parking your car in a no-parking _____
- 3 Work in pairs. Choose the three most serious actions from exercise 2. What should the punishment for these actions be?
 - 4 What annoys you most about other drivers? What kind of driver are you?

LISTENING

1 2.5–2.6 Listen to two conversations between Linda and Clive. Then describe what is happening in the two pictures A and B.

2 2.5–2.6 Listen to the conversations again and complete the sentences with Linda (L) or Clive (C).

- 1 C can't keep a promise.
- 2 _____ had pizza for dinner yesterday.
- 3 _____ has a lot of work to do.
- 4 _____ has to go to the police station.
- 5 _____ is going to rent a video.
- 6 _____ is worried about having problems at work.
- 7 _____ was driving too fast.
- 8 _____ went shopping at lunchtime.

3 Work in pairs. Student A, imagine that you are Linda. You are talking to a friend. Tell your partner the story of what happened to you today. Begin like this:

I had a really bad day ...

Then Student B, imagine that you are Clive.

FUNCTIONAL LANGUAGE: offers

- 1 Complete the offers from the conversations in Listening exercise 1 with a verb from the box.

can 'll let like shall want

- 1 _____ I get three or four pizzas?
- 2 I _____ get some pizzas on the way, if you like.
- 3 _____ me go and get you one.
- 4 Do you _____ me to get a video for the kids to watch?
- 5 Would you _____ me to pick up the children after work?
- 6 _____ I do anything for you?

- 2 Look at tapescripts 2.5–2.6 on pages 146–147. Match the responses a–f to the offers 1–6 in exercise 1.

- | | |
|---------------------------------|------------------------------|
| a Thanks. | d No, it's OK, thank you. |
| b That's really kind of you. | e Yes, that would be lovely. |
| c No, that's all right, thanks. | f No, I'll manage, thanks. |

- 3 How many different ways can you offer to help in the following situations? Tell the rest of the class your ideas.

- 1 A friend's car has broken down. It will probably take a week to repair.
- 2 A friend has broken a leg. He will not be able to walk for a long time.
- 3 A friend has lost a bag on the metro. It contained money, credit cards, ID card and mobile phone.
- 4 A friend is going away for two weeks and will not be able to attend English classes.
- 5 A friend is organizing a huge party for 100 people.
- 6 A friend is moving house and is feeling very stressed.
- 7 A friend is going to have a baby next week.

- 4 Work in pairs. Choose three situations from exercise 3. Act out a conversation for each situation.

SPEAKING

- 1 Work in pairs. Imagine a world without cars and make a list of the advantages and disadvantages.

Advantages	Disadvantages
<i>less pollution</i>	<i>many things would take a lot longer</i>

- 2 Discuss these questions with your partner.

- Do you think that governments should do more to discourage people from driving? Why or why not?
- What could governments do to encourage people to drive less?

