

4

TRANSPORT

Learning objectives

Before you start the Unlock your knowledge section ask the learners to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.


Background note: Underground trains

You might point out that the London Underground train system is also called *The Tube*, the Paris underground system is called *The Metro*, as are other underground systems in various parts of the world, and New York underground train system is usually referred to as *The Subway* (in British English, a *subway* is a passage under a road or railway for people to walk through).

UNLOCK YOUR KNOWLEDGE

Lead-in


Ask the class how they usually get to school. Write the different forms of transport mentioned on the board, e.g. on foot (walking), by bike, by bus, by car etc.


- 1  Learners work in pairs and brainstorm modes of transport. You could ask them to think about private and public transport. Do a quick feedback with the class. Allow 3–5 minutes.

Possible answers


Air: plane, helicopter, seaplane, glider, microlight;
Sea: rowing boat, ferry, motorboat, yacht, canoe, ship;
Land (private): car, motorbike, bicycle, scooter, lorry;
Land (public): bus, train, underground (train), coach, tram, trolleybus

Optional activity

 An alternative approach to Exercise 1 would be to tell the learners in pairs to write down as many forms of transport as they can in 90 seconds. Tell them that they will get one point for each form of transport that no one else thinks of. The winning team is the pair with the most points. Ask the first pair to read their list slowly, and ask the class to call out if they have written down the same form of transport. Award points for any forms of transport no one else has thought of, e.g. a helicopter, a skateboard, a space shuttle etc. Repeat this procedure with each pair. Ask the learners to total their scores and declare one pair the winner. This activity should take around 5 minutes.

- 2  Learners answer the questions individually or in pairs. Do feedback with the class. You could find out which mode of transport is the most popular.

Optional activity

 Ask the learners to work in small groups and discuss any modes of transport that they would never use, and why? For example, I would never travel in a submarine because I don't like the idea of being underwater. Quickly elicit ideas from each group.

WATCH AND LISTEN

Videoscript

INDIAN TRANSPORT

For a country with a population of 1.2 billion, there are only 13 million cars in India. Some traditional forms of transport have been in use in India for centuries. Water taxis take thousands of passengers along the river Ganges every day. The wooden boats they use are handed from father to son, and the boatmen repair them themselves.

Ox carts have been traditionally used for transport, especially in rural India. In recent years, some cities have banned the movement of ox carts and other slow-moving vehicles on the main roads because of traffic problems.

Bicycles are a common mode of travel in much of India. More people can now afford to own a bicycle than ever before. In 2005, more than 40% of Indian households owned a bicycle. But for long journeys, public transport is essential and India's public transport systems are among the most heavily used in the world.

Railways were first introduced to India in 1853. By 1947, there were forty-two rail systems. In 1951, the systems were nationalized as one unit, becoming one of the largest networks in the world. With 65,000 kilometres of rail routes and 7,500 stations, the railway network in India is the fourth biggest in the world after Russia, China and the USA. Indian trains carry over 30 million passengers and 2.8 million tonnes of freight daily. Indian Railways are the world's biggest employer, with over 1.4 million staff. Generally, Indian Railways are very efficient, but trains do run late, and sometimes it's hours rather than minutes. However, at the moment, they are a much better option than a traffic jam.

PREPARING TO WATCH

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1 You could put the learners into groups of 3 and ask them to discuss the answers to questions 1–6. Tell the groups to decide on the answers and get a quick show of hands for the different answers. Avoid commenting at this stage as learners will check their answers in Exercise 2.
- 2 Learners watch the video and check their answers. Quickly go through the answers with the class. Allow 10 minutes for Exercises 1 and 2 including feedback.

Answers

1c 2b 3a 4a 5d 6c

WHILE WATCHING

LISTENING FOR KEY INFORMATION

- 3 Play the video again while the learners complete the exercise individually. They should then check their answers with a partner. Go through the answers with the class. Allow up to 10 minutes for this exercise.

Answers

1 centuries 2 passengers 3 father 4 rural 5 ban
6 transport 7 afford 8 systems 9 stations
10 freight 11 efficient

UNDERSTANDING DETAIL

- 4 Learners complete the table individually and then check their answers in pairs or small groups. Elicit ideas from the class and comment on any particularly original or surprising ideas (e.g. ideas not given below). Allow 10 minutes for this task, including discussion time and feedback.

Possible answers

	mode of transport	advantages	disadvantages
1	water taxis	environmentally friendly	need a river
2	ox carts	inexpensive	cause traffic congestion
3	bicycles	inexpensive	dangerous in traffic
4	trains	large rail network	can be late

DISCUSSION

- 5 Learners discuss the 2 questions in pairs or small groups. Allow 3 minutes for discussion and then elicit ideas from the groups. Try to get at least one idea from each of the groups.

Answers will vary.

READING 1

PREPARING TO READ

USING VISUALS TO PREDICT CONTENT

- 1 Learners discuss their answers in pairs. Tell them to try to work out the answers in under a minute. Then go through the answers with the class. As there has been a lot of pair and group work so far, you could elicit ideas from the class rather than having the learners first discuss their ideas with a partner.

Background note: Gridlock

You could point out that extreme traffic congestion is known as *gridlock*. In such a situation, no traffic can move due to continuous queues of traffic blocking intersecting streets, bringing traffic to a complete standstill. Gridlock can occur during periods of peak traffic, when the entire traffic infrastructure fails completely. This is especially true of large cities and towns where cars are one of the main means of transport and is made worse, as well as more dangerous, when there is inadequate provision for buses, ambulances, police cars and other such vehicles.

Answers

- 1 The problem is traffic congestion.
- 2 The vehicle in the second photograph is an electric car. It could be a solution because it would cause less pollution and be quieter than cars are now.
- 3 Its transport system has been designed to reduce traffic congestion.


UNDERSTANDING KEY VOCABULARY

- 2 Ask the learners to complete the exercise individually and then check their answers in pairs. Go through the answers with the class. Allow 3 minutes for the exercise. You could then tell the learners that they are going to read a text that includes the words in the box and ask them what they think the text will be about. Elicit ideas, then go on to Exercise 3.

Answers

- 1 outskirts 2 route 3 commuting time
4 traffic congestion 5 major issue 6 vandalism
7 carbon-neutral 8 vehicle 9 rapid transit


WHILE READING**READING FOR MAIN IDEAS**

- 3  Give the learners 2 minutes to read the text quickly and ask them to put their hands up as soon as they have the answers to the 5 questions. Elicit the answers to the questions, ideally from the first 5 learners with their hands up (one answer from each learner).

Answers

- 1 A Personal Rapid Transit system
2 Masdar City is carbon-neutral. It will get all of its electricity from renewable energy sources.
3 There will also be an underground metro system and a Light Rail Transit system.
4 The cost is substantial.
5 The PRT system is powered by solar energy. The podcars are pulled by magnets along the route and are controlled wirelessly.


READING FOR DETAIL

- 4  Ask the learners to complete the exercise individually and then check their answers in pairs. Remind them to use no more than 3 words in each gap. Go through the answers with the class. Allow 3–5 minutes for the exercise.

Answers

- 1 traffic congestion/jams 2 45 minutes
3 the environment / renewable energy sources
4 not allowed 5 public transport
6 global financial crisis


READING BETWEEN THE LINES**MAKING INFERENCES FROM THE TEXT**

- 5  Learners answer the 3 questions in pairs or small groups if you have an uneven number of learners. Allow a very short time for discussion. Then elicit ideas from the pairs/groups once it looks as though most learners have the answers.

Possible answers

- 1 The global financial crisis meant the government ran out of money and had to delay the project.
2 The PRT has no driver or guards so vandals could easily damage the podcars.
3 If there was a problem with the software, the pods could crash. Podcars could hit people or be a target for robbers or vandals.


DISCUSSION

- 6  Learners discuss the 3 questions in pairs or small groups. Allow 3–5 minutes for discussion. Then elicit ideas from the pairs/groups. Encourage class discussion, especially when learners offer opposing ideas. If all or most of the learners are from (or live near) the same city, take a vote on question 3.

Answers will vary.**Optional activity 1**

Ask the class if any of them have read a book or seen a film that gives a fictional vision of how people might deal with the problem of traffic congestion in the future. Films include *Bladerunner* and *Brazil*, both of which feature flying cars in virtual traffic lanes high above the ground. Ask them to work in groups of 5 and to discuss any visions of future transport that they have seen or read about. They should make brief notes on each one, and then rank them, with 1 being the most likely to become a reality. They could also discuss which of these forms of transport/solutions to traffic congestion they think are best, and why. Allow 5–10 minutes for discussion and then ask each group to report back to the class.


Optional activity 2

 Tell the learners that there are many examples of academic essays, scientific research papers and government-related documents online that deal with the issue of possible solutions to current traffic congestion. Ask the learners in pairs to discuss what keywords they would use to find this information, what search engine they would use and whether they know of any websites (other than a search engine) that might be useful. Allow the learners 2–4 minutes to plan their research and then elicit suggestions from the class. If you have internet access in class, give the learners 20 minutes to conduct their research in pairs. Then ask each pair to report back. When eliciting suggestions from the class, tell them that they need only discuss ideas not already put forward by another pair. This task could also be set as an individual research task for homework.

READING 2

PREPARING TO READ

USING VISUALS TO PREDICT CONTENT

- 1  Pair the learners with someone they have not yet worked with during the lesson. Ask them to discuss the first 2 questions in their new pairs. Allow a couple of minutes for discussion. Then elicit ideas from the group. Avoid commenting as this will be the topic of the reading which follows. Tell the learners to quickly scan the essay (no more than 90 seconds) and to see what solutions are mentioned. Go through the answers quickly with the class.

Answers


- 1 The photographs show bicycle lending, a gas-powered bus and an underground train in London, UK.
- 2 Building bridges and tunnels under the city, congestion charging, a park and ride system (= people park their cars in car parks on the edges of cities and then take buses to the city centre), a monorail, an underground railway, a PRT system, trams, trolley buses, road pricing, bus lanes. Building more roads with wider lanes, building tunnels and bridges, increasing fuel tax, introducing tolls (=making people pay to travel on certain roads), encouraging other forms of transport (e.g. cycling), persuading people to use buses.

Using visuals to predict content

Ask the learners to read the box and tell you what sort of visuals can be particularly helpful, e.g. photographs, graphs, tables.

WHILE READING

SKIMMING

- 2  Ask the learners to complete the exercise individually and then discuss their answers in pairs. Where learners have different answers from their partners, encourage them to support their choice of title by referring to the text. Allow a short time for discussion. Then elicit the correct answer from the class. If the class is not sure why the answer is correct, ask one or more of the learners who had the correct answer to support their choice with


references from the text. This is an important skill, and will be useful when it comes to supporting their thesis statements and topic sentences when writing essays.

Answer b

- 3 Quickly elicit the 4 effects from the class. If the answers don't come quickly, give the learners 60 seconds to look back at the text and find the answers.

Answers

Traffic congestion causes stress, reduces productivity, means that emergency services are caught in traffic and wastes fuel (which contributes to global warming).


- 4  Ask the learners to complete the exercise individually and then check their answers in pairs. Remind them to use only one word in each gap. Allow 3–5 minutes for the exercise. Once most learners have completed the table, go through the answers with the class.

Answers

1 tunnels 2 travel 3 encourage 4 fuel 5 jobs
6 health 7 traffic 8 bus 9 congestion 10 night

READING BETWEEN THE LINES


MAKING INFERENCES FROM THE TEXT

- 5  Learners answer the 3 questions in pairs. Allow 3–5 minutes for discussion. Then elicit the answers from the class.

Possible answers


- 1 Health problems caused by stress may include high blood pressure, headaches, heart attacks and depression.
- 2 A government would not want an unpopular tax because people might not vote for them at the next election.
- 3 Many people think that only the poor (who cannot afford a car) use buses.

DISCUSSION

- 6  Learners discuss the questions in pairs. If possible, try to have learners sitting with someone from a different city or region. Allow up to 5 minutes. Then lead a class feedback session.



Answers will vary.

Optional activity

 Elicit from the class when it might be useful to summarize a piece of text. Suggestions could include writing an abstract of a research paper, taking notes on a longer paper as part of your research for an essay or writing a short blog entry based on a piece of longer research. Ask the learners to individually write a summary of Reading 2 in *exactly* 100 words (contractions such as *can't* count as two words). Before they begin writing, they should first discuss what parts of the text should remain and how they can best summarize the text in exactly 100 words so that the key points still remain. Set a strict time limit of 10 minutes, including discussion time, and then ask the learners to compare their summaries in pairs. If you have access to one, or can create one, you could also ask the learners to display their summaries on a class wiki for peer correction. If the learners know that their written work will get a wider audience than just the teacher, they will often respond by putting more effort into the first draft.


LANGUAGE DEVELOPMENT

COLLOCATION 1

-   Elicit the meaning of *collocation* from the learners (=a word or phrase that sounds natural and correct when it is used with another word or phrase). If this might be too difficult, or if they are slow in answering, then write the word *traffic* on the left hand side of the board and the words *congestion* and *transport* underneath each other on the right. Then ask the learners which one of the two words on the right collocates with *traffic* (=congestion). Learners then complete the exercise individually and check their answers in pairs. Encourage them to discuss the meanings of the collocations they suggest. Then go through the answers with the class. Allow 5 minutes for the exercise.

Answers


1d 2a 3e 4h 5f 6g 7c 8b

-  Learners complete the sentences individually and check their answers with a partner. Allow 2–3 minutes. Then go through the answers with the class.

Answers

1 traffic congestion 2 public transport 3 cycle lane
4 Parking restrictions 5 rush hour 6 car share
7 road rage 8 congestion charge

ACADEMIC SYNONYMS

-  Learners replace the verbs with their synonyms individually and check their answers with a partner. Allow 2–3 minutes and then go through the answers with the class.



Answers

1 require 2 attempt 3 select 4 realize 5 organize
6 consider 7 prevent 8 convince

CRITICAL THINKING

Give the learners a minute to read the Writing task they will do at the end of the unit (a problem-solution essay, *Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions. Which of the solutions is the most suitable?*) and keep it in mind as they do the next exercises.



ANALYZE

-   Learners work in pairs and read about the first problem. They then discuss the 3 remaining problems. Elicit ideas from the class and then go through any answers below which have not already been suggested by the class. They may well come up with different problems from the ones in the Student's Book.

Possible answers

- Although there is a bus service joining the residential and economic areas, this may increase the congestion on the main route into and out of the city centre as the buses have to make frequent stops.
- The fact that the majority of people start and finish work at the same time means that there is a lot of congestion as everyone is going into the city or going home at the same time.
- There is a junction with traffic lights at one end of the bridge, which may also cause/add to the congestion problems.

APPLY

-   Learners complete the exercise individually, depending on their answers to Exercise 1 above. They then compare their suggestions with a partner. Remind them that they will use their ideas in an essay later, so they should pay close attention to their spelling and grammar. Monitor the class as they write, giving feedback and suggesting corrections as appropriate. Allow 10 minutes for the exercise. Then go through the learners' ideas with the whole class.

Possible answers

- 2 Cycling: It is far too hot to expect people to cycle. It can be dangerous.
- 3 Park and ride system: Such a system is designed to keep traffic out of the centre but the problem is getting to the centre not getting around the centre.
- 4 Banning cars: The problem is getting to the centre, not getting around the centre.
- 5 Underground: Expensive as the network would have to go under the river.
- 6 More roads: Expensive because it would require new bridges.
- 7 Fuel tax: Unpopular with the public. People may buy cheaper fuel in a neighbouring country or city.
- 8 Car share: Difficult to set up and run. Not always a practical solution.
- 9 Buses: They would still use the crowded road. Buses have an image problem with the public.
- 10 Trains: Would require a bridge and a railway line to be built so tickets would be expensive to cover the cost.
- 11 Rapid transit system: This would also be expensive because it would need bridges and vehicles. There may be safety problems.
- 12 Ferries: These cause queues as cars wait to board. They don't run very frequently.
- 13 Relocate the residential area: This is an expensive, long-term solution. Many people may not want to live next to an industrial area.

WRITING

GRAMMAR FOR WRITING

First conditional

The *if + will + infinitive* construction is sometimes referred to as the first conditional. It is used when talking about a real possibility that a particular condition will happen in the future, and what the reaction to that condition will be. We use the Present simple to talk about the possible future condition. For example, *If the train is delayed, I will be late for my meeting.*


A conditional sentence consists of two clauses, an *if* clause and a main clause:

If the government increases tax on fuel, people will use their cars less.

If the *if* clause comes first, a comma is usually used. However, if the *if* clause comes second, there is no need for a comma:


People will use their cars less if the government increases tax on fuel.

APPLY

- 1  Learners answer the questions individually. Ask them to check their answers with a partner and if necessary go through the grammar notes again together. Elicit the answers from the class and check whether the learners have any questions about conditional clauses. Once you are sure that the learners have understood the grammar notes, go on to Exercise 2. Allow up to 5 minutes for this including time for the learners to go through the grammar notes a second time if necessary.

Answers

1a 2b 3 *can* changes to *be able to* when it follows another modal verb (*will*).

- 2  Learners complete the exercise individually and then check their ideas with a partner. Allow 3–5 minutes for the learners to write the five sentences. Then go through the answers with the class.

Answers

- 1 If we move the offices and schools next to the houses, we will have fewer traffic problems.
- 2 If we have a ferry over the river, fewer people will use the bridge.
- 3 If we increase the price of fuel, fewer cars will use the roads.
- 4 If we change the office hours, the cars will not all use the road at the same time.
- 5 If we build a railway line, people will be able to use the train instead of their cars.

Using *if...not* and *unless*

Point out that *if ... not* and *unless* both mean *except if*:

Take the bus unless you can get a lift. (=if you can't get a lift. / except if you can get a lift.)

Try to get a lift. If not, take the bus. (If you can't get a lift / Except if you can get a lift, take the bus.)

if not is always followed by a comma:

I hope to get the job. If not, I'll look for something else.


Unless is often preceded by a comma, but not always.

I'll be back this evening, unless there's a train strike.

I'll be back this evening – unless there's a train strike.

I'll be back this evening unless there's a train strike.

The comma is often left out and is sometimes replaced by a dash. It might be best simply to tell your learners that they should use a comma before *unless* when it is used to mean *except if*, but not to be surprised if they see examples where there is no comma.


- 3  Learners answer the questions individually. Ask them to check their answers with a partner and if necessary go through the grammar box again together. Elicit the answers from the class and check whether the learners have any questions. Allow up to 10 minutes for this exercise, including time to go through the grammar box a second time if necessary.

Possible answers

- 1 The traffic won't improve unless we build more roads. OR If we don't build more roads, the traffic won't improve.
- 2 Pollution won't be reduced if we do not use cleaner transport. OR Unless we use cleaner transport, pollution won't be reduced.
- 3 People won't get to work on time unless we provide a solution. OR If we don't provide a solution, people won't get to work on time.
- 4 We won't solve the traffic problem if we don't build houses closer to the business areas. OR Unless we build houses closer to the business areas, we won't solve the traffic problem.
- 5 Unless the city invests in a PRT, there won't be less congestion. OR If the city doesn't invest in a PRT, there won't be less congestion.


ACADEMIC WRITING SKILLS

Optional lead-in

 Ask the learners to close their books and discuss what should go into the conclusion of an academic essay. Give them a minute or two to discuss their ideas.


Writing a conclusion

Ask learners to read the box. Remind them that their personal opinion on the question must also be stated in the introduction in the form of a thesis statement. The writer states their opinion in the introduction and supports that opinion with illustrated arguments in the main body. The conclusion then brings together all the points from the main body and shows how these support the initial thesis statement, which should be restated. The writer can then make a final comment (such as some speculation as to what might happen in the future), but no new information in support of the thesis statement should be included in the conclusion.

- 1  Learners complete the exercise individually and check their ideas with a partner. Allow up to 5 minutes for this exercise and then go through the answers with the class.

Answers

1 ci 2 biii 3 aii


- 2  Ask the learners to quickly read the sentences again and to underline or highlight the phrases used to introduce opinions and conclusions. Set a time limit of a minute and then go through the answers with the class.

Answers

- 1 To sum up, In conclusion, Overall
- 2 In my opinion, I would say that, It is my view that


WRITING TASK

PLAN


- 1  Ask the learners to read the title of the problem-solution essay *Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions. Which of the solutions is the most suitable?* They should review the problems and solutions they discussed earlier in the Critical thinking and Writing sections and choose the 3 they think are most important. Then they should complete the essay plan with notes. Allow 5–10 minutes for the exercise. When the learners seem to be finishing their notes, ask them to work with a partner and go through their notes together, making any changes necessary. Go through the learners' ideas with the whole class.


Answers will vary.

WRITE A FIRST DRAFT

- 2  Ask the learners to write the 3 paragraphs in groups of 3. If possible, try to make sure that each group has a good balance of stronger and weaker learners (i.e. make sure that no one group is significantly stronger or weaker than the other groups). They could either produce one essay together (in which case, appoint a writer but stress that all 3 learners should contribute to the essay), or they could each write the essay individually based on the ideas they discuss in their groups. Allow 15–20 minutes for this exercise.

EDIT

3 & 4  Learners work individually to check the content and structure of their work against the Task checklist and make any changes necessary. Monitor and help with any problems. Allow up to 10 minutes. If there is time and if you think it will be helpful, ask them to peer review their work.

5 & 6  Learners do the same with the Language checklist and make any changes necessary. Again monitor and help with any problems. If there is time and if you think it will be helpful, ask them to peer review their work. Allow up to 10 minutes including the peer review. Have something ready for those learners who finish early.

Answers

Model answer: see page 136 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlists with your learners.

REVIEW TEST

See page 109 for the photocopiable Review test for this unit and page 93 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Improve the transportation in your area.

Explain to your class that they are going to write a proposal to the local council explaining ways they could improve transport in the area. They should focus on two areas: road safety and the improvement and promotion of public transportation. The proposal needs to discuss the current situation and state where any problems exist. It should also contain a description of improvements to the transport network and the advantages these improvements.

Learners could extend this activity by developing a public transport promotion focusing on awareness of the issues through promotional products, leaflets, logos, slogans and videos.