

## LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about the production of BMW cars
Listening skills	Identify rhetorical questions
Speaking skills	Propose ideas; expand on an ideas; talk about personal experiences
Speaking task	Discuss solutions to a problem





# TRANSPORT

## UNIT 4



### UNLOCK YOUR KNOWLEDGE

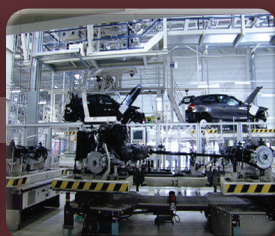
Work with a partner and discuss the questions below.

- 1 What are the problems with modern forms of transport?
- 2 How has transport changed in your country in the last 50 years?
- 3 What do you think is the future of transport?



# WATCH AND LISTEN

Discovery  
EDUCATION



## USING KEY VOCABULARY

### PREPARING TO WATCH

- 1 Complete the gaps with the phrases in the box.


robotic arms   engines are fitted inside   reach speeds of up to  
environmentally friendly cars   run on diesel fuel   fuel-efficient cars  
aluminium cases   considered to be old-fashioned

- 1 Because of global warming, many car manufacturers work hard to develop \_\_\_\_\_.
- 2 Cars that \_\_\_\_\_ are not considered to be 'green'.
- 3 In comparison to modern electric or hybrid cars, diesel cars are sometimes \_\_\_\_\_.
- 4 People don't like to spend too much money on petrol. That's why they prefer to buy \_\_\_\_\_.
- 5 The car engines are built from \_\_\_\_\_ which are very light.
- 6 In the factory, the new \_\_\_\_\_ the cars.
- 7 The cars are put together by \_\_\_\_\_.
- 8 The new car can \_\_\_\_\_ 270 km/h.


## PREDICTING CONTENT

- 2 Work with a partner. Look at the photographs and the sentences in Exercise 1. Discuss the questions below.
  - 1 What do you think is the topic of this programme?
  - 2 What feature of this car will be discussed?
  - 3 What is the difference between diesel cars and environmentally friendly cars?
- 3 Watch the video and check your ideas.

## WHILE WATCHING

4  Watch the video again and answer the questions below.

- 1 BMW have developed a car which is
  - a clean and modern.
  - b fast and cheap.
  - c old-fashioned.
- 2 The cars are finished
  - a in Austria.
  - b in Germany.
  - c in the UK.
- 3 Each car
  - a takes a long time to make.
  - b is made by hand.
  - c is made very quickly.

5  Watch again and complete the notes below with the missing numbers.

- 1 aluminium cases – \_\_\_\_\_ % lighter
- 2 factory makes \_\_\_\_\_ engines per year
- 3 it produces \_\_\_\_\_ cars an hour
- 4 can reach the speed of \_\_\_\_\_ km/hour

## DISCUSSION

6 Look at the car features below. Order them from the most important (1) to the least important (6).

- speed
- fuel efficiency
- design
- colour
- safety
- price

7 Work in small groups. Discuss the features which you consider most important in a car.

UNDERSTANDING  
MAIN IDEAS

UNDERSTANDING  
DETAIL

# LISTENING 1

## PRONUNCIATION FOR LISTENING

### EXPLANATION

#### Word stress

Some words have the same form whether they are a noun or a verb.

*Most airlines will not transport passengers if weather conditions are not suitable. (transport = verb)*

*Air transport is the safest form of travel. (transport = noun)*

However, the pronunciation may not be the same. In many two-syllable words, nouns are stressed on the first syllable and verbs on the second syllable.

transport (= noun)

transport (= verb)

Note that not all words follow this pattern.

control (= noun)

control (= verb)

1  4.1 Listen to the two sentences below. Then answer the questions.

- 1 They would also discuss the **research** done by air crash investigators.
- 2 I decided to **research** it online.

- a In which sentence is *research* a verb?
- b In which sentence is *research* a noun?
- c Where is the stress in each word?

2  4.2 Listen and circle the stressed syllable in the words in bold.

- 1 **Research** shows that air accidents are less common than car accidents.
- 2 We are **researching** traffic safety.
- 3 The number of accidents has **decreased**.
- 4 There is a **decrease** in the number of passengers flying to Fiji.
- 5 The company was **presented** with an award for road safety.
- 6 He received a new car as a birthday **present**.
- 7 Scientists are working hard to invent safer forms of **transport**.
- 8 We need more vehicles to **transport** people to the conference.

3 Practise saying the sentences in Exercise 2.

## PREPARING TO LISTEN



### 4 Match the words/phrases (1–10) with the definitions (a–j).

- |                      |  |
|----------------------|--|
| 1 afraid/scared      | a to stay away from something                              |
| 2 turbulence         | b an accident, when a vehicle hits something               |
| 3 crash              | c the weather situation                                    |
| 4 cure               | d feeling fear or worry                                    |
| 5 damaged            | e to make someone healthy again                            |
| 6 weather conditions | f harmed or broken   |
| 7 compare            | g a strong movement of air, which can make a plane shake   |
| 8 avoid              | h to think about the difference between two or more things |
| 9 safe               | i to be made of something                                  |
| 10 consist of        | j not in danger  |

### 5 Work in small groups and discuss the questions below.

- 1 When was the last time you flew on a plane?
- 2 If yes, did you enjoy it?
- 3 What was the longest plane trip you have ever taken?
- 4 Which of the following forms of transport do you think is the most dangerous?
  - a flying
  - b travelling by car
  - c travelling by motorbike
  - d walking

### UNDERSTANDING KEY VOCABULARY

### USING YOUR KNOWLEDGE

## LISTENING FOR MAIN IDEAS



## LISTENING FOR DETAIL

### WHILE LISTENING

6 4.3 Listen to the first part of a radio programme and circle the best answers below.

- |   |   |
|---|---|
| 1 What is the main idea of the programme?<br>a the history of aeroplanes<br>b the fear of flying and how to reduce it<br>c air-crash investigations | 3 What did Mark do to help himself?<br>a He searched for advice on the internet.<br>b He talked to his friends.<br>c He came on the radio show. |
| 2 What did Mark used to be?<br>a He was a flight attendant.<br>b He was a psychologist.<br>c He was a pilot.  | 4 Can a fear of flying be cured?<br>a Yes, but not always.<br>b Anyone can get rid of the fear of flying.<br>c No, it can't.                    |

7 Work with a partner. Read the list of tips on how to reduce a fear of flying. Discuss which tips you think are most useful.

- 1 Learn how aeroplanes work.
- 2 Imagine you are on a bus or train.
- 3 Take something to help you sleep on the plane.
- 4 Learn the layout of the plane before take-off.
- 5 Go to a psychologist.
- 6 Don't watch films or TV shows about air disasters.

8 4.4 Listen and tick the tips in Exercise 7 which are mentioned.

9 Complete the summary below using the words in the box.

reduce   normal   damaged   avoid   flying  
wings   driving   engine

There are many steps you can take to <sup>(1)</sup>\_\_\_\_\_ the fear of flying. Learning how a plane works will help you understand that planes can fly without the <sup>(2)</sup>\_\_\_\_\_. This is because the <sup>(3)</sup>\_\_\_\_\_ push against the air and keep the plane flying. You should not be afraid of turbulence. This is completely <sup>(4)</sup>\_\_\_\_\_ and can only cause an accident if the plane is already <sup>(5)</sup>\_\_\_\_\_. Other tips on how to prevent a fear of flying are: to learn where things are on the plane, and to <sup>(6)</sup>\_\_\_\_\_ disaster movies. Finally, you should be realistic and remember that <sup>(7)</sup>\_\_\_\_\_ is much safer than <sup>(8)</sup>\_\_\_\_\_.


10 4.4 Listen again to check.

## POST-LISTENING

### Rhetorical questions

Rhetorical questions are not the same as real questions. They are used to bring the listener's attention to a topic or an idea. The speaker does not expect an answer to the question.

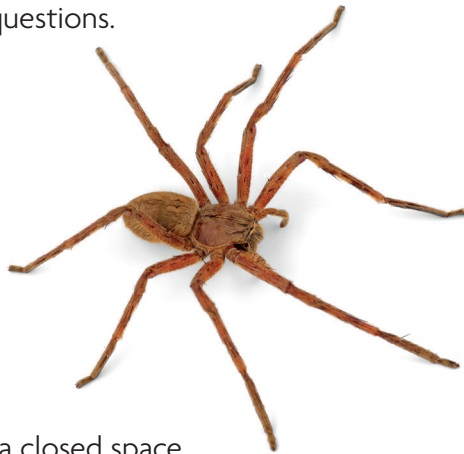
When we ask **regular questions**, we usually stop speaking and wait for the answer. When we ask **rhetorical questions**, we continue speaking.

- 11  4.3 Listen to the first part of the interview again. Which questions below are rhetorical questions? Which are real questions?

- 1 Have you ever been afraid of flying?
- 2 Do you feel scared when you sit on a plane?
- 3 Are you stressed when there's turbulence?
- 4 Can you tell us more about your experience, Mark?
- 5 Did it make you afraid of flying?
- 6 What was I supposed to do?
- 7 Can it be cured?

### DISCUSSION

- 12 Work in small groups. A *phobia* is an extreme fear of something. Look at the phobias below and discuss the questions.



- *arachnophobia* – fear of spiders
- *trypanophobia* – fear of needles
- *ailurophobia* – fear of cats
- *aquaphobia* – fear of water
- *claustrophobia* – fear of being in a closed space
- *nomophobia* – fear of being out of a mobile phone network
- *cynophobia* – fear of dogs
- *acrophobia* – fear of heights

- 1 Do you know anyone with a phobia?
- 2 What do you think are the most common causes of a phobia?
- 3 Do you think it is possible to cure one? How?




# LANGUAGE DEVELOPMENT



## TALKING ABOUT ACHIEVEMENT

- 1 Look at the extracts below. Then match the words in bold to the definitions (a–j).
    - 1 I read stories of people who managed to **control** their fear of flying.
    - 2 They couldn't believe that I had **completed** the flight attendant training and now I was afraid to get on a plane.
    - 3 You need to have the right **attitude**.
    - 4 You can achieve anything if you **concentrate** and stay **positive**.
    - 5 The advice I got was very useful, but it was a **challenge**, and it took me long time to **get over** my fear.
    - 6 The first **method** is to learn more about how planes work.
    - 7 My **goal** was to see the world and I thought it would be a good job for me.
    - 8 Understanding where the emergency exits are may help you **relax**.
  - a a way of thinking about something *attitude*
  - b direct your attention to something
  - c a particular way of doing something
  - d have power over something
  - e something that needs a lot of effort to do successfully
  - f an aim or purpose
  - g become calm and happy
  - h get better after something has made you unhappy
  - i finished something successfully
  - j full of hope and confidence
- 2 Work with a partner. Discuss the questions below.
    - 1 What goals do you have for your future?
    - 2 Think of something you successfully achieved or completed in your life. How did you do it?
    - 3 Think of a challenge that you had to face. How did you stay positive?

## COMPARING THINGS

- 3  4.5 Listen to the sentences below. Underline the syllable which has the most stress in each phrase in bold.
- 1 On the course, I learnt a **lot more than** I expected.
  - 2 We can see that **by far the safest form of transport** is air transport and **the most dangerous is** using a motorbike.
  - 3 In contrast, driving a car is **considerably more dangerous**.
  - 4 For me, flying is **much more comfortable than** travelling by train.
  - 5 Flying is **definitely more expensive than** driving.
- 4 Answer the questions below.
- 1 Which of the sentences in Exercise 3 use the comparative form?
  - 2 Which sentence uses superlative forms?
  - 3 Underline the words/phrases used to emphasize the comparatives.
  - 4 What is the meaning of these words/phrases?
- 5 Complete the sentences below with the correct form of the adjectives in brackets.
- 1 Travelling by train is \_\_\_\_\_ than driving. (good)
  - 2 In a big city, riding a bicycle is \_\_\_\_\_ than driving a car. (fast)
  - 3 Driving your own car is the \_\_\_\_\_ way to travel. (comfortable)
  - 4 If you are in a hurry, it is \_\_\_\_\_ to cycle than to drive a car. (good)
  - 5 Riding a motorbike is the \_\_\_\_\_ way to travel across a country. (interesting)
  - 6 Many people buy monthly passes for public transport. It's \_\_\_\_\_ than paying for every ride. (convenient)
  - 7 Walking is the \_\_\_\_\_ method of transport. (good)
- 6 Choose the sentences in Exercise 5 that you agree with. Change the other sentences so that they are true for you. Add phrases for emphasis, if possible.
- 7 Work with a partner and discuss your sentences. Give reasons for your opinions.

Travelling by train is definitely better than driving! You can read or work on a train, and you can enjoy the view.

## LISTENING 2

### UNDERSTANDING KEY VOCABULARY

### PREPARING TO LISTEN

1 Complete the sentences (1–10) with words from the box.

convenience experience hit injured overtake respect  
lanes heavy fine prevent break the law

- 1 New drivers often have little \_\_\_\_\_ of driving on the highway.
- 2 In the last year, the number of bicycles \_\_\_\_\_ by cars has increased.
- 3 Many people drive cars to work because of the \_\_\_\_\_ of sitting comfortably in your own vehicle.
- 4 Many accidents happen when drivers \_\_\_\_\_ other cars without checking their mirrors.
- 5 My friend was \_\_\_\_\_ when he fell off his motorbike.
- 6 Drivers should always \_\_\_\_\_ pedestrians and stop for them.
- 7 I got a \_\_\_\_\_ for driving through a red light. It was over £50.
- 8 Many cities have special bike \_\_\_\_\_, where you can cycle without being near cars.
- 9 Some teenagers \_\_\_\_\_ by driving without a licence.
- 10 We can \_\_\_\_\_ accidents by driving within the speed limit.

### USING YOUR KNOWLEDGE

2 Work with a partner and discuss the questions.

- 1 What are some of the reasons that people cycle in a big city?
- 2 What are the advantages of cycling to work?
- 3 What are some of the disadvantages?

### LISTENING FOR MAIN IDEAS



### WHILE LISTENING

3  4.6 Listen to the first part of a group interview and tick the reasons why the speakers use bicycles.

- |                     |                       |
|---------------------|-----------------------|
| 1 it's green        | 5 it's fun            |
| 2 it's easy to park | 6 it's convenient     |
| 3 it's cheap        | 7 it's comfortable    |
| 4 it's exciting     | 8 it's great exercise |





4 4.6 Listen again and answer the questions below

- 1 Which two sentences are true?
  - a All three people cycle.
  - b Eva doesn't cycle often.
  - c Anna only cycles if the weather is good.
  - d Liam cycles every day.
- 2 Which two answers describe Eva's opinion about using buses?
  - a You get cold waiting at the bus stop.
  - b The bus is often late.
  - c The bus is cheap.
  - d Thieves take advantage of the crowds on the bus.
- 3 What two problems of riding a bicycle in the city does Liam mention?
  - a There is no space for the cyclists.
  - b You can get your clothes dirty.
  - c Cars drive on the bike lanes.
  - d Many cyclists are injured.
- 4 Which of the following does Anna mention?
  - a She uses a bicycle for exercise.
  - b She likes cycling with her family.
  - c Riding a bike is tiring.
  - d Some people use helmet cameras when they ride in the city.


LISTENING FOR  
DETAIL

- 5  4.7 Listen to the next part of the interview and complete the notes.

*suggestions to improve cycling in the city:*

- *make more bike lanes*
- *make the lanes <sup>(1)</sup> \_\_\_\_\_*
- *<sup>(2)</sup> \_\_\_\_\_ lanes from the road*
- *police should issue <sup>(3)</sup> \_\_\_\_\_ to drivers if they drive on a bike lane*

## POST-LISTENING

- 6  4.7 Listen again to second part of the group interview. Circle the expressions below that are used to introduce recommendations.

- 1 I think it would be safer if ...
- 2 In my opinion, we should ...
- 3 I'd like it if ...
- 4 (They) ought to ...
- 5 The best thing would be if...
- 6 I think it would be much better if ...
- 7 (They) should ...
- 8 I'd like to see more ...
- 9 I'd suggest ...

- 7 Work with a partner. What could be done to improve your city?  
Take turns to propose some ideas.

## DISCUSSION

- 8 You want to encourage people to use bicycles more where you live. Work alone and make notes on the questions below.
- 1 What are the positive effects of cycling?
  - 2 What are the disadvantages?
  - 3 What would encourage people to cycle more?
- 9 Work in small groups and discuss your ideas. Together, decide on three proposals to encourage cycling in your city.

## CRITICAL THINKING

You are going to do the speaking task below.

Take part in a group discussion about using your mobile phone while walking.

- 1 Which things below are illegal in your country?
  - 1 using a mobile phone while driving
  - 2 driving through a red light
  - 3 using a mobile phone while crossing the road
  - 4 driving without a seatbelt
  - 5 eating or drinking while driving
  - 6 putting a small child in a car without a child seat
  - 7 driving over the speed limit
  - 8 jaywalking
  - 9 listening to music while driving
- 2 Work with a partner. Discuss which things in Exercise 1 are most dangerous and which are least dangerous.
- 3 Read the news story below. Are you surprised by the report?

A recent study reports that eating while driving is the most dangerous form of distracted driving. The research found out that over 70% of drivers eat while behind the wheel and over 80% drink coffee while driving to work. If you eat and drive, you increase your chances of having an accident by 80%. In fact, these numbers are worse than the statistics for sending texts ('texting') and driving.

- 4 Work alone and make notes on the question below.

What can be done to stop drivers eating while driving?

- 5 Work in small groups. Propose some ideas for solving the problem in Exercise 4. Share your ideas with the class.

ANALYZE

APPLY






# SPEAKING



## PREPARATION FOR SPEAKING

### Expanding on an idea

When we propose an idea, or make a recommendation, we often state our idea first and then go on to give more details about it. We can do this by giving reasons, or by giving examples from our own experience.

- 1  4.8 Listen to a group discussion about the problem of eating while driving. Which opinion do you agree with most?
- 2 Look at the extracts below. Underline the phrases used to introduce a recommendation or proposal.
  - 1 I don't think the government should do anything about it.
  - 2 I think it would be better if they closed drive-through restaurants.
  - 3 I think it would be much better if drivers weren't allowed to eat or drink while they drive.
  - 4 The best thing would be to have more cameras on the roads to record what drivers are doing.
- 3 The speakers in the group discussion expand on their ideas. Match extra details (a–d) to the ideas (1–4) in Exercise 2.
  - a From my own experience, I can tell you that it can be very dangerous.
  - b Personally, I eat fast food in my car a few times a week and I've never had an accident.
  - c The reason for this is the police can check the videos to see who is eating, who is texting, and so on.
  - d This is because they only encourage drivers to buy food and eat it while they drive.
- 4 Look again at the sentences in Exercise 3 and the underlined phrases. Match them to the functions below.
  - talking about a personal experience
  - giving a reason

## Talking about personal experiences

We can use the Past simple to talk about a single event in the past which are finished. We can say exactly when this happened.

*Last week, I bought some coffee on the way to work.*

We use the Past continuous to talk about the background to past events.

*As I was driving, I spilled hot coffee over my legs.*

We can use the Present perfect to talk about general experiences. We don't say exactly when these things happened. We use *never* if something has not happened in our life. We can use *ever* to ask about other people's experiences.

*I've never had an accident.*

*Have you ever eaten while driving?*

- 5 Complete the sentences with the correct form of the verb in brackets. Sometimes, there is more than one possible answer. Can you explain why?
  - 1 I \_\_\_\_\_ never \_\_\_\_\_ fast food. (eat)
  - 2 I \_\_\_\_\_ to a drive-through restaurant on Saturday. (go)
  - 3 Today, I \_\_\_\_\_ three coffees. (have)
  - 4 \_\_\_\_\_ you \_\_\_\_\_ by plane? (travel)
  - 5 I \_\_\_\_\_ a bad experience on my bicycle yesterday. (have)
  - 6 I \_\_\_\_\_ never \_\_\_\_\_ anyone eating while driving. (see)
  - 7 While I \_\_\_\_\_, my phone \_\_\_\_\_. (drive; ring)
- 6 Work with a partner. Find out about each other's experiences. Ask and answer questions about the topics below.
  - flying
  - getting a traffic fine
  - driving long distances
  - cycling in a city

Have you ever been on a plane?


Yes of course, I've travelled many times to Europe and Asia.

## SPEAKING TASK

You are going to give your opinion on the following topic.

Take part in a group discussion about using your mobile phone while walking.

### PREPARE

-  **4.9** Listen to a news clip about texting while walking. Do you think this is dangerous?
- Work in groups of four and prepare a group discussion about texting while walking. Choose one of the roles below.

**Student A** You are a nurse. You have noticed that accidents caused by texting and walking have increased. Pedestrians should not do this.

**Student B** You are a student. You text all the time, even when you cross the road. You have never had an accident. It's OK to text while walking.

**Student C** You are a parent who takes your children to school every morning. Every day you see teenagers texting and walking across the road. It should be banned.

**Student D** You are a lawyer. You are very busy and you often text and walk. The government should fine people who text and cross the road, but not people who text on the pavement.

### PRACTISE

- Work with another student with the same role (Students A together, Students B together, etc.). Discuss these questions.
  - What do you think about texting and walking?
  - Should walking and texting be completely banned or just fined?
  - What ideas do you propose?

### DISCUSS

- Work in groups that consist of Students A, B, C and D. Discuss your opinions and suggest solutions to the problem.

#### TASK CHECKLIST



Did you compare different options?

Did you propose ideas clearly?

Did you expand on ideas by giving reasons?

Did you talk about personal experiences clearly?



*I can ...*

[illegible]

not very  
well

[illegible]

not very  
well

[illegible]

not very  
well

not very  
well

not very  
well

not very  
well

UNIT VOCABULARY		ACADEMIC VOCABULARY	
afraid/scared (adj)	hit (v)	achieve (v)	design (v)
break the law (v)	injure (v)	attitude (n)	experience (n)
convenience (adj)	old-fashioned	avoid (v)	goal (n)
crash (v)	(adj)	challenge (n)	method (n)
cure (v)	respect (v)	compare (v)	network (n)
damaged (adj)	speed (n)	complete (v)	positive (adj)
efficiency (n)	turbulence (n)	concentrate (v)	prevent (v)
engine (n)		consist of (v)	relax (v)
a fine (n)		control (v)	safety (n)