


# 4 TRANSPORT

## Learning objectives

Before you start the *Unlock your knowledge* section, ask students to read the Learning objectives box. This will give them a clear idea of what they will learn in the unit. Tell them that you will return to these objectives at the end of the unit, when they review what they have learned. Give students the opportunity to ask any questions they might have.

BMW cars can reach speeds of up to 270 kilometres per hour. Through a combination of modern technology and high power, the company ensures that their cars are some of the fastest and cleanest on the road.

## UNLOCK YOUR KNOWLEDGE

 Allow 4–5 minutes for students to discuss the questions in pairs and then invite feedback from the class. Select one pair and ask them for a summary of their responses.

## WATCH AND LISTEN

### Video script

How can you make an environmentally friendly car that still drives at fast speeds? Cars that run on diesel fuel rather than petrol are often considered dirty and old-fashioned.

However, German car-maker BMW has developed the technology to make diesel engines cleaner, bringing them into the 21st century.

Old diesel engines were made of iron and were very heavy, but the new BMW engine cases are made of aluminium and are 40% lighter. This makes their cars much more efficient, as they can travel further on less fuel.

The BMW factory in Austria makes 700,000 engines a year, but the engines are fitted inside the cars five hours away in Germany.

The BMW factory in Germany is one of the most modern in the world. Almost every process is automated.

The cars are assembled by huge robots.

This is the exhaust unit.


The engine and exhaust are added to the chassis and suspension. Robot carts take them to the final part of the factory line.

At this stage, the engine is combined with the body of the car. This only takes 80 seconds. The BMW factory can produce 44 cars an hour.

The last part of the process is attaching the badge to the finished car.

## PREPARING TO WATCH




### USING KEY VOCABULARY

-  Students complete the task individually and check their answers in pairs. Tell the students to underline or highlight the most useful new phrases, and to record these in their vocabulary books.

### Answers

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

### PREDICTING CONTENT


-  Give the students a few minutes to discuss the task in pairs, then elicit ideas from the class. Encourage students to support their ideas with evidence from the photographs and sentences.
-   Students watch the video and check their answers to Exercise 2.

### Answers

- The video is about the production of BMW cars.
- It focuses on new, environmentally friendly diesel engines.
- The video suggests that cars that run on diesel fuel rather than petrol are often considered dirty and old-fashioned.

## WHILE WATCHING



### UNDERSTANDING MAIN IDEAS

- 4  Students complete the task individually and compare their answers in pairs. With stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

#### Answers

1 a 2 b 3 c



### UNDERSTANDING DETAIL

- 5   Students complete the task individually and compare their answers in pairs. Again, with stronger groups, you could ask them first to try to answer the questions from memory before watching the video again to check and complete their answers. Quickly elicit the answers from the class.

#### Answers

1 40% 2 700,000 3 44 4 270

## DISCUSSION

- 6  Give the students 30 seconds to rank the features individually.
- 7  Students complete the task in small groups. Tell them to agree on a group ranking. Where there is strong disagreement, each student should say why they think that the feature in question is or isn't especially important, or should be given a particular position in the list. Give students a few minutes to decide on a common ranking, then elicit the top and bottom two features from each group. You could try to get the class to agree on the top three, encouraging discussion where there is disagreement.

## LISTENING 1

### PRONUNCIATION FOR LISTENING

#### Optional activity

Write these words on the board.

*fast, quickly, make, passenger, use*

Tell the class that *fast* is an adjective. Then ask the class what type of word each of the others is. The last word is *use*. Your students will probably correctly identify it as a verb, but may not be so quick in realizing that it is also a noun. If the students only identify one of the two possible parts of speech, try to elicit the other by saying *Yes, it's a verb. But is that all?* When you have elicited the fact that *use* is both a verb and a noun, ask your students in pairs to think of a sentence illustrating each use. Ask them to repeat their sentences to each other, and to notice the difference in pronunciation. Monitor the class as they do this, giving feedback as appropriate. Note one pair that have a good set of sentences that are correctly pronounced. Give the students a minute or so to write and repeat their sentences, then call on one pair to say their sentences to the class. Establish that *use* as a verb is pronounced /ju:z/, whereas as a noun it is pronounced /ju:s/. Tell the class that although some words have the same form when they are a noun or a verb, the pronunciation is often different.



*fast* (most frequently an adjective, although it can also be a verb or a noun)

*quickly* (adverb)

*make* (verb, although it can also be a noun)



*passenger* (noun)

*use* (verb and noun)

- 1  4.1  Students complete the task individually. You could ask them to try and answer the questions in pairs first and then check their answers against the recording.


#### Answers

a 2 b 1 c research (verb); research (noun)

- 2  4.2  Students complete the task individually. Again, you could ask them to answer the questions in pairs first and check their answers against the recording.


#### Answers

1 research 2 researching 3 decreased 4 decrease  
5 presented 6 present 7 transport 8 transport

- 3  Give the students up to two minutes to practise saying the sentences in small groups.

## PREPARING TO LISTEN


### UNDERSTANDING KEY VOCABULARY

- 4  Give the students three minutes to complete the task individually and then check their answers in pairs.

#### Answers



1 d 2 g 3 b 4 e 5 f 6 c 7 h 8 a 9 j 10 i

### USING YOUR KNOWLEDGE

- 5  Give the students five minutes to discuss their ideas in small groups, and tell each group to be ready to provide a brief summary of the ideas discussed. As three of the four questions concern plane travel, tell the class that those students who have never flown should instead describe the longest trip that they have even taken by some other means of transport. Elicit one or two short anecdotes from each group, then lead a brief class discussion to find out which form of transport the students think is the most dangerous. If there is much disagreement, encourage further discussion by asking the students to support their ideas with examples, stories or other information that they might have. If the class have internet access, you could give them a few minutes to quickly research the topic online and to find out which form of transport is the most dangerous statistically, either in their own country or worldwide). The answer to which form of transport is the most dangerous will be answered in the next listening task.

## WHILE LISTENING




### LISTENING FOR MAIN IDEAS

- 6   Students complete the task individually. With a weaker group, or if the vocabulary is likely to be problematic, you could ask the students to read the questions and to try to guess the answers before listening to the recording. If so, the students should then check their answers against the recording.

#### Answers



1 b 2 a 3 a 4 c

## LISTENING FOR DETAIL

- 7  Students complete the task in pairs. You could also ask them to discuss any other ideas they have on how to reduce a fear of flying. Give the students a few minutes to discuss their ideas, then quickly establish with the class which tip most people think is the most useful. You could also ask whether anyone has overcome their own fear of flying, and how they were able to do this.
- 8   Students complete the task individually. Quickly go through the answers with the class.

#### Answers

1, 4, 6

- 9  Students complete the task individually. You could set this up competitively, and tell the students to complete the summary as fast as possible and to raise a hand once complete. Once the first student has raised their hand, tell the class that they have 30 seconds to complete the text. Tell the student who first completed the text to quickly check their work to make sure that all of the words are in the right place. Then ask that student to read the whole text aloud. If they make an error, tell them to stop and invite another student to take over – starting with the correct word. Continue like this until you have gone through the whole text.
- 10  Play the recording again for students to check their answers.



#### Answers

1 reduce 2 engine 3 wings 4 normal 5 damaged  
6 avoid 7 flying 8 driving

## POST-LISTENING

### Optional activity

Ask students to read the information box and to discuss in pairs or small groups the kinds of situations in which rhetorical questions are useful. Elicit ideas from the class. These may include (among others) political speeches, advertising, debates and presentations. More generally, some of the uses of rhetorical questions include entertaining, persuading, informing, educating, shocking, and calling people to take action.

- 11  4.3  Students complete the task individually. Quickly go through the answers with the class.


### Answers

1, 2, 3, 6 are rhetorical questions

### Optional activity


Put students into pairs. Give each pair a random object that you have nearby, such as a pen, paper clip, cup, glass, board rubber, mobile phone or a mouse, etc. Give each pair 5–10 minutes to write and rehearse a short radio advertisement for the object. Tell the students that the advert must include at least one rhetorical question. Monitor the class as they write and rehearse their advertisements, giving feedback as appropriate. Then ask each pair to perform their advertisement while the rest of the class try to identify the rhetorical question(s). You could play them one or two short radio advertisements to give them an idea of the kind of language that is used on the radio. You can find examples of radio and TV advertisements that include rhetorical questions online by typing *advertisements with rhetorical questions* into your search engine.

## DISCUSSION

- 12  Ask the students to look at the picture of the spider. Then ask them to close their books and to quickly share with a partner how they feel when they see spiders. Ask them if they know the word that means fear of spiders (arachnophobia). Then ask them to get into groups of 3–5 and give them 3–5 minutes to discuss the questions. Tell them that they can also discuss their own fears if they wish. If so, they should decide with the group whether these personal fears are normal, or whether they are so extreme that they could be described as a phobia. When the students have finished their discussions, quickly elicit one or two ideas from each group.

## LANGUAGE DEVELOPMENT

### TALKING ABOUT ACHIEVEMENT

- 1  Students complete the task individually and check their answers in pairs.


### Answers

b concentrate c method d control e challenge  
f goal g relax h get over i completed j positive



### Optional activity

You could point out one or two of the collocations in sentences 1–8, and then ask the students to identify the others. If your students are not sure what a collocation is, give this example from the text (e.g. the *right attitude*) and tell them that a collocation is the combination of words formed when two or more words are often used together in a way that sounds correct.

Examples of collocations from the text include: *right attitude, stay positive, long time, and emergency exit*. Point out that it is useful to highlight these combinations of words when they read texts, as it will help them to use English more naturally.


- 2  Ask the students to work with a new partner, and give them 2–4 minutes to discuss the questions. If you feel comfortable talking about yourself in class, you could set this task up by giving your own (brief) answers to one or more of the questions. Ask the class if anyone heard about any unusual achievements or goals. Give some of the students the opportunity to briefly outline some of the things they heard, then go on to the next task. If you have time, you could try to establish what the most common goals are, and what advice students have to help their peers stay positive when faced with challenges.

### COMPARING THINGS

- 3  4.5  Students complete the task individually and compare their answers in pairs. You could ask them to try and answer the questions in pairs first and then check their answers against the recording. Quickly elicit the answers from the students.

### Answers

2 far; dangerous 3 considerably 4 much 5 definitely

- 4  Students complete the task in pairs. If you think that the students may find this task challenging, have them work in small groups rather than in pairs.

### Answers

1 sentences 1, 3, 4, 5  
2 sentence 2  
3 1 a lot 2 by far 3 considerably 4 much 5 definitely  
4 they all mean 'very much' or 'a lot'

- 5 👤 Students complete the task individually and compare their answers in pairs. You could do the first one with the class as an example; this may help remind them that the correct form (in this case, *better*) may be very different to the adjectives in brackets (in this case, *good*).

#### Answers

1 better 2 faster 3 most comfortable 4 better  
5 most interesting 6 more convenient 7 best

- 6 👤 Give the students a few minutes to complete the task individually. Monitor the students as they work, giving feedback as appropriate. When the students seem to be finishing off, ask them to quickly finish the question they are working on and to get together with a new partner.
- 7 👤 Students complete the task in pairs. This could generate a lot of useful discussion, so allow up to five minutes for this task. Monitor the students during the discussion and take notes on their use of language (both correct and incorrect). When the students have finished their discussions, give some examples of some of the especially good language that you heard. Pick out some of the typical errors that students are making (in grammar, vocabulary and pronunciation) and elicit corrections from the class where possible.

## LISTENING 2

### PREPARING TO LISTEN

#### UNDERSTANDING KEY VOCABULARY

- 1 👤 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

#### Answers

1 experience 2 hit 3 convenience 4 overtake  
5 injured 6 respect 7 heavy fine 8 lanes  
9 break the law 10 prevent

### USING YOUR KNOWLEDGE

- 2 👤 Students discuss the questions in pairs. You could also ask them to think of some solutions to the disadvantages (e.g. *cycling to work can make you sweaty, so employers should provide showers*). Give the students a few minutes to discuss the questions, then elicit suggestions from the class.

### WHILE LISTENING

#### LISTENING FOR MAIN IDEAS

- 3 🎧 4.6 👤 👤 Ask the students to read the list of options and agree with a partner on the most likely answers. They should then listen to the recording, complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

#### Answers

1, 3, 5, 6, 7, 8 (the answers are given in a different order in the recording)

#### LISTENING FOR DETAIL

- 4 🎧 4.6 👤 👤 Play the recording again. Students complete the task individually or in pairs. Quickly elicit the answers from the class.

#### Answers

1 a, c  
2 b, d  
3 a, c  
4 a, d



- 5 🎧 4.7 👤 👤 Ask students to read through the notes in pairs and to think of likely words or phrases that could be used to complete the gaps. Elicit some ideas from the class, but avoid commenting at this stage. Play the recording and ask the class to check their ideas and complete the gaps according to the interview. After the recording has finished, give the students a few more moments to complete the gaps and then go through the answers with the class.

#### Answers

1 wider 2 separate 3 fines


## POST-LISTENING

### LISTENING FOR TEXT ORGANIZATION FEATURES



- 6  4.7  Students complete the task individually. Quickly go through the answers with the class.

#### Answers

1, 3, 4, 6, 7

- 7  Ask the students to discuss, in pairs or small groups, their own experiences of cycling in their city. Students that have not cycled much should talk about someone they know who has. The students should then discuss what could be done to improve things for cyclists in their city. Encourage the students to use language from Exercise 6. Encourage them to learn and use the phrases that they feel most comfortable with. This will help them sound more natural during the discussion task. Give the students 2–4 minutes to discuss the question. Monitor the groups and give feedback during and after the exercise as appropriate.

## DISCUSSION

- 8  Give the students up to three minutes to take notes on the questions. If you have time, and the students have access to the internet, you could give them a few minutes extra to research the topic online.
- 9  Students complete the task in groups. Appoint a chair and a secretary for each group, ideally students who have not yet spoken much during the class. The chair should start the meeting and confirm its aims. They should then ensure that everyone gets an equal chance to put forward their views. The secretary should take notes on what is said, and is responsible for correctly noting down the three proposals agreed upon. Give the students up to 10 minutes to complete the task, then invite the secretaries to outline the groups' proposals. When the secretaries outline their proposals, you could make short notes on the board. The class should then decide on the best three proposals. If there is no clear consensus, you could tell the students that they are each allowed three votes. One student per proposal should then quickly outline why their proposals should be carried forward. The class can then vote with a show



of hands. Repeat this procedure until all of the proposals have been voted on.

#### Optional activity

If the class have voted on the best three proposals, you could divide the class into three groups and tell them to further develop the proposal. What exactly would be involved? What other considerations might there be? Which interested parties should be consulted? How much might the proposal cost if carried out? What research must be carried out in order to present a more detailed proposal? Tell each group that they must research the proposal in more detail for the next class using English language websites (as far as possible). They must then present the more detailed outline of the proposal during the next class. Give the groups 5–10 minutes to finalize their proposal at the start of the next class, then invite each group to present their ideas in under five minutes. Once each proposal has been presented, the class should vote on which was the best. Give each student two votes (to avoid the problem of them voting for their own proposal).

## CRITICAL THINKING

### ANALYZE

- 1  Ask students to quickly read through the list and to tell you which of the two actions are carried out by pedestrians rather than by drivers (3 and 8). If necessary, explain that *jaywalking* is the action of crossing a street unlawfully. Then ask students to go through the list again and to decide which of the actions are illegal in their country. If they are unsure of the answers, you could ask them to research the questions online as a homework task and to report back during the next class.
- 2  Students complete the task in pairs. You could ask them to rank them in order. Give the students 2–3 minutes to decide on the order, and encourage them to discuss the reasons behind their decisions (e.g. *Most people listen to music while driving, so I don't think that it can be very dangerous*). You could quickly establish with the class which one action they think is the most dangerous, and which is the least dangerous.
- 3 Ask the students to quickly read through the report. Elicit reactions from students showing obvious signs of surprise (if none do, then call on two or three students at random). Ask the students to explain why they are/are not surprised by the report. You could point out that *texting* refers to sending (sms) text messages using a mobile phone.

## APPLY

- 4 Give the students two minutes to take notes on the question. Tell them to assume that the question refers to the use of handheld mobile phones, and not to using hands-free technology to make calls or send texts.
- 5 Ask students to form new groups and to first discuss their own attitude towards doing this. Is this illegal? If so, what are the possible punishments? If not, should it be? Give the students a few minutes to discuss their own ideas, then elicit a quick summary from each group. The groups should then discuss their ideas for solving the problem. Allow up to five minutes for further discussion, then ask each group to report back to the class.

## SPEAKING

### PREPARATION FOR SPEAKING

- 1 4.8 Ask the class to read the information box. Then ask them to listen to the recording and discuss the ideas presented in pairs. Quickly elicit the most popular opinions from the class. You could also ask the students whether they have any other ideas as to how to deal with the problem of eating while driving.
- 2 Students complete the task individually or in pairs. Quickly elicit the answers from the class.

#### Answers

- 2 I think it would be better if
- 3 I think it would be much better if
- 4 The best thing would be to

#### Language note

The conjunction *that* is often missed out in these phrases.

- 1 I don't think (**that**) the government should do anything about it.
- 2 I think (**that**) it would be better if they closed drive-through restaurants.
- 3 I think (**that**) it would be much better if drivers weren't allowed to eat or drink while they drive.

If your students ask you why *that* is missing, you can tell them that this is a common feature of relatively informal speaking and writing.

- 3 Students complete the task individually or in pairs. Quickly elicit the answers from the class.

#### Answers

a 3 b 1 c 4 d 2

- 4 Students complete the task individually or in pairs. Quickly elicit the answers from the class. Alternatively, simply elicit the answers directly from the class.

#### Answers

talking about a personal experience: *From my own experience; Personally* giving a reason: *the reason for this is; this is because*

#### Optional activity

Ask students to read the explanation box. Then give them a strict time limit of two minutes to quickly write down four examples from their own lives (using the Past simple, Past continuous, Present perfect and a sentence including *never*). The students should then go through these with a partner to check that they are all correct. Each partner should then ask one follow-up question for each sentence. Allow 3–5 minutes for discussion, then elicit examples from the class.

- 5 Students complete the task individually and compare their answers in pairs. Quickly go through the answers with the class.

#### Answers

1 have; eaten 2 went 3 have had (*had is also possible*)  
4 Have; (ever) travelled 5 had 6 have; seen  
7 was driving; rang


- 6 Give the students up to five minutes to complete the task. Quickly elicit any particularly interesting examples from the class. Was anyone surprised by what they learned about their partner?

## SPEAKING TASK


### PREPARE

- 1 4.9 Ask the class whether or not they text and walk. Then play the recording and elicit from the class whether or not they think that it is dangerous to text and walk. Elicit examples of the kinds of accidents that can happen from the class. You could point out that some smartphone apps have been designed that


use the camera to display what is happening in front of the person texting on their screen display. Have they ever used such an app? Would such an app be useful?

- 2  Put the students into groups of four. Either allocate roles or ask them to decide on these with the group. Give them a minute to read and understand their roles. Tell the students to really learn the roles, so that they do not have to refer to the card. Ask them to try and become that person as far as possible. What is the person's name? What are their hopes, dreams or fears? This may sound a little over the top, but it will help to create a light atmosphere and ease people into their roles, some of which may include ideas and attitudes very different to the students' own. Then give them up to five minutes to do the role-play. Monitor the groups and give feedback at the end. There is no real need to elicit ideas or summaries at the end of this task, as each group will have heard similar arguments and attitudes.

### PRACTISE

- 3  Give the students two minutes to complete the task in pairs. Two minutes will be enough, as each partner will be playing the same role and will have similar ideas.

### DISCUSS

- 4  Ask students to form new groups of four. Students should not be working with anyone from Exercise 2. As they have already discussed these questions twice in their roles, you could tell them to discuss their own ideas – rather than those written on their role cards. Give them 3–5 minutes to discuss their opinions and to suggest some concrete solutions. Be careful not to let this speaking task last for too long, as the students will have already discussed the topic at some length. Quickly elicit suggestions from the class, reminding them that they only need make suggestions that have not already been put forward.

### TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

### WORDLIST

See Teaching tips, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

### REVIEW TEST

See pages 104–105 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

### ADDITIONAL SPEAKING TASK

See page 121 for an Additional speaking task related to this unit.

Put students in groups of four. Focus them on the discussion topic and their role card (A, B, C or D). Allow up to two minutes for them to make notes, and then ask them to begin their discussion. Give 10 minutes for the discussion, and then ask each group to report their opinions to the whole class.

## RESEARCH PROJECT

**Create a presentation to show how a car is made.**

Divide the class into groups and ask them to brainstorm how they think cars are made. Ask students to think about materials, processes and design. Then ask them to search 'how cars are made'. Students can use tools on the wiki on the Cambridge LMS as a central place to share information on this topic.

When students have researched the different stages, ask them to use presentation software to create a presentation including pictures, narration, sound effects and music. The class can then vote for the best presentation, based on how clear it is, how interesting it is and the quality of information presented. There are free online voting systems which allow you to do this. Search for 'voting software' to view some of these.