

# 9

## Getting around

### Reading

1 Read the article on page 61 quickly. What is it mainly about?

- a how transportation changes cities
- b how good design helps people get around
- c why city design changed in the 1940s

2 Read the article again. Are these sentences true (T), false (F), or the text doesn't say (DS)?

- |                                                           |   |   |    |
|-----------------------------------------------------------|---|---|----|
| 1 Curb cuts are very expensive.                           | T | F | DS |
| 2 City planners created curb cuts for wheelchair users.   | T | F | DS |
| 3 Curb cuts help wheelchair users to get onto a sidewalk. | T | F | DS |
| 4 Curb cuts help wheelchair users only.                   | T | F | DS |
| 5 Most curb cuts are 1 meter wide.                        | T | F | DS |

### Curb Cuts:

#### Helping everyone to get around

- 1 It is quite small. You might not even notice it. A curb cut is a small ramp between the sidewalk and the street. It seems unimportant, but it makes a huge difference in many people's lives.
- 5 Today, there are curb cuts in many towns and cities around the world. City planners invented curb cuts in the 1940s to help wheelchair users get around. Many men who returned from World War II needed to use wheelchairs because of
- 10 their injuries. Before curb cuts, it was very hard for these men to go from the road to the sidewalk. Curb cuts made it easier. But curb cuts don't only benefit wheelchair users—they benefit everyone. They make life
- 15 easier for children, older people, and parents with young children. They're good for travelers with suitcases on wheels. They're also useful for runners, skateboarders, and cyclists.

The history of the curb cut teaches us an important lesson: technology for disabled people can help everybody. When the world is easier for disabled people to live in, it's a better place for everyone.



A curb cut



A wheelchair user uses a curb cut.



4 Find the words below (1–4) in the article. For each word, circle the correct part of speech. Then choose the correct meaning (a or b).

1 **sidewalk** (line 2)

Part of speech: *adjective / verb / noun*

Meaning:

- a a path at the side of a road for people to walk on
- b a part of the road for buses

2 **huge** (line 4)

Part of speech: *adjective / verb / noun*

Meaning:

- a very big
- b very small

3 **benefit** (line 13)

Part of speech: *adjective / verb / noun*

Meaning:

- a to be good for people
- b to be bad for people

4 **suitcases** (line 17)

Part of speech: *adjective / verb / noun*

Meaning:

- a special bags that people put clothes in when they are traveling
- b bags people use to carry groceries

# Grammar

## Comparative adjectives

### 1 Write the comparative form of these adjectives.

- 1 big \_\_\_\_\_
- 2 old \_\_\_\_\_
- 3 interesting \_\_\_\_\_
- 4 funny \_\_\_\_\_
- 5 nice \_\_\_\_\_
- 6 difficult \_\_\_\_\_
- 7 fast \_\_\_\_\_
- 8 bad \_\_\_\_\_
- 9 heavy \_\_\_\_\_
- 10 hot \_\_\_\_\_

### 2 Complete the sentences with the comparative form of the adjectives in parentheses.

- 1 Fast food restaurants here are \_\_\_\_\_ (cheap) than other restaurants.
- 2 My city is \_\_\_\_\_ (small) than many other cities in the country.
- 3 The old buildings here are \_\_\_\_\_ (beautiful) than the new buildings.
- 4 The shopping malls downtown are \_\_\_\_\_ (busy) on Mondays than on Saturdays.
- 5 Our streets are \_\_\_\_\_ (safe) during the day than at night.
- 6 The public transportation system now is \_\_\_\_\_ (good) than it was 10 years ago.
- 7 The traffic here is \_\_\_\_\_ (bad) in the morning than in the evening.

### 4 Look at two fact files and write sentences comparing the two objects. Use the adjectives in parentheses and the verb *be*.

#### Hoverboard

Invented in: 2013

Weight: 10–12 kg

Maximum speed: 9–12 km/hour

Easy/Difficult to use: very difficult

Price: \$\$



#### Electric Bicycle

Invented in: 1899

Weight: 17–30 kg

Maximum speed: 25 km/hour

Easy/Difficult to use: easy

Price: \$\$\$



- 1 The electric bicycle is older than the hoverboard.  
(old)
- 2 \_\_\_\_\_  
(heavy)
- 3 \_\_\_\_\_  
(slow)
- 4 \_\_\_\_\_  
(difficult to use)
- 5 \_\_\_\_\_  
(expensive)

# Vocabulary

## Taking a train

1 Match the words (1–7) with the things in the pictures (A–G).

- |                     |                        |
|---------------------|------------------------|
| 1 canceled _____    | 5 second class _____   |
| 2 platform _____    | 6 passenger _____      |
| 3 delayed _____     | 7 ticket machine _____ |
| 4 first class _____ |                        |



2 Complete these sentences with words from Exercise 1.

- Sorry I'm late, my flight was \_\_\_\_\_ by 30 minutes.
- I'm the only \_\_\_\_\_ on this bus.
- The \_\_\_\_\_ isn't working, but you can buy tickets at the ticket office.
- Because of the bad weather, all air travel is now \_\_\_\_\_. We can't travel today.
- The train leaves from \_\_\_\_\_ 1.

2 92 Listen again and choose the correct answer (a, b, or c) for each announcement.

- You need to keep your \_\_\_\_\_ with you at all times.  
a bags      b ticket      c ID card
- The announcement is for \_\_\_\_\_.  
a first-class passengers      b elderly people      c passengers with children

## Listening

1 92 Listen to five travel announcements. Match each announcement (1–5) with the form of travel. Some forms are used more than once.

|         | bus | plane | train   |
|---------|-----|-------|---------|
| 1 _____ |     |       | 4 _____ |
| 2 _____ |     |       | 5 _____ |
| 3 _____ |     |       |         |

- Use the \_\_\_\_\_ doors to get off the bus.  
a front      b back      c middle
- Passengers need to go to platform \_\_\_\_\_.  
a 2      b 8      c 18
- The flight number is \_\_\_\_\_.  
a 15      b 50      c 199

# Grammar

Polite offers and requests with *can*

- 1 Put the words in order to make offers or requests.

a you / I / can / help / ?

\_\_\_\_\_

b the / time, / please / me / tell / you / can / ?

\_\_\_\_\_

c here, / please / I / can / sit / ?

\_\_\_\_\_

d me / you / help / can / ?

\_\_\_\_\_

e your / come / to / we / can / party / ?

\_\_\_\_\_

- 2 Match the questions (a–e) in Exercise 1 with the answers below (1–5).

1 I'm sorry, my friend's sitting here. \_\_\_\_\_

2 No, thanks. I'm just looking. \_\_\_\_\_

3 Yes, of course. How can I help you? \_\_\_\_\_

4 Sure. It's 5:30 p.m. \_\_\_\_\_

5 I'm afraid not. The party's only  
for my family. \_\_\_\_\_

# Pronunciation

Saying /k/ and /g/

- 1  93 Listen and number these words in the order you hear them (1–6).

a \_\_\_\_\_ game      d \_\_\_\_\_ came

b \_\_\_\_\_ back      e \_\_\_\_\_ gold

c \_\_\_\_\_ cold      f \_\_\_\_\_ bag

# Writing

- 1 Circle the correct option to complete the directions.

1 *Take / Go* the bus toward the museum.

2 *Get off / around* the bus at Main Street Station.

3 *Take / Turn* left at the supermarket.

4 Go straight *in / ahead* for about 100 meters.

5 *Take / Have* the first right turn.

6 My house is *in / on* the left.

7 The journey *takes / has* about an hour.