Unit 3 Getting from A to B



Starting off

1 Work in small groups. Look at the photos. Which of these forms of transport do you think is the:

- cleanest?
- fastest?
- healthiest?
- most comfortable?
- noisiest?
- most dangerous?
- most exciting?
- quietest?

2 What types of transport do you use regularly? Why?

Reading 1

Labelling a diagram

1 Work in pairs. You are going to read a passage about cars.

1 Read the title and subtitle of the passage on page 29 and look at the diagram. What do you think the passage will be about?
2 Read the passage quickly and find the advantages of electric cars which are mentioned.

2 Quickly underline these words (1–8) in the passage on page 29. Then match them with their definitions from the *Cambridge Learner's Dictionary* (*CLD*) (a–h).

1 existing	a belonging or relating to a town or city
2 urban	b make a connection between two or more people, things or ideas
3 vehicle	c make certain that something is done or happens
4 renewable energy	d something such as a car or bus that takes people from one place to another, especially using roads
5 zero emissions	e when someone or something uses time and energy well
6 efficiency	f which exist or are used at the present time
7 link	g when the power that comes from electricity, etc. can be produced as quickly as it is used
8 ensure	h when no gas is sent out into the air

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The electric revolution

Your next car may be electric. We look at the technologies that will bring the revolution.

The main reasons why electric cars are not more popular at present are their price and their relatively small range. Existing battery systems only allow electric cars to travel a distance of between 100 and 160 km. However, this distance may not be a problem for urban drivers. A recent Sydney study reported that 70 percent of journeys were 30 km or less, and recent data from the US suggests that 77 percent of trips taken there are 48 km or less.

An innovative company called Better Place is aiming to make electric cars an option for all drivers. It wants to see existing vehicles replaced by electric vehicles which, it says, offer a number of benefits. Firstly, they can be powered by renewable energy which produces zero emissions. What is more, electric motors are more efficient and can convert more than 90 percent of power into movement, whereas the efficiency of diesel or petrol engines is less than 20 percent. To achieve its aim, Better Place plans to use technology which is already available.

The plan is simple but revolutionary. It starts with the installation of a home charge point, and through this, the vehicle will be plugged into the electricity grid whenever it is in the garage, typically at night. In the morning, with a fully charged battery, the car is capable of as much as 160 km in urban motoring conditions. In addition to the home charge point, the battery can be topped up by charge points at work and at supermarkets.

The battery is linked to a control centre by smart technology inside the vehicle. Better Place can then ensure that the car is charged with electricity from renewable sources at the cheapest price. For longer trips, a navigation system directs the driver to the nearest switch station, where the depleted battery can be replaced with a charged one by a robot within a couple of minutes.

by Tim Thwaites, issue 29 of *Cosmos*, October 200

3 **Work in pairs. Look at the diagram on the right. What information do you need for each gap?**

4 **Complete the labels on the diagram on the right. Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.**

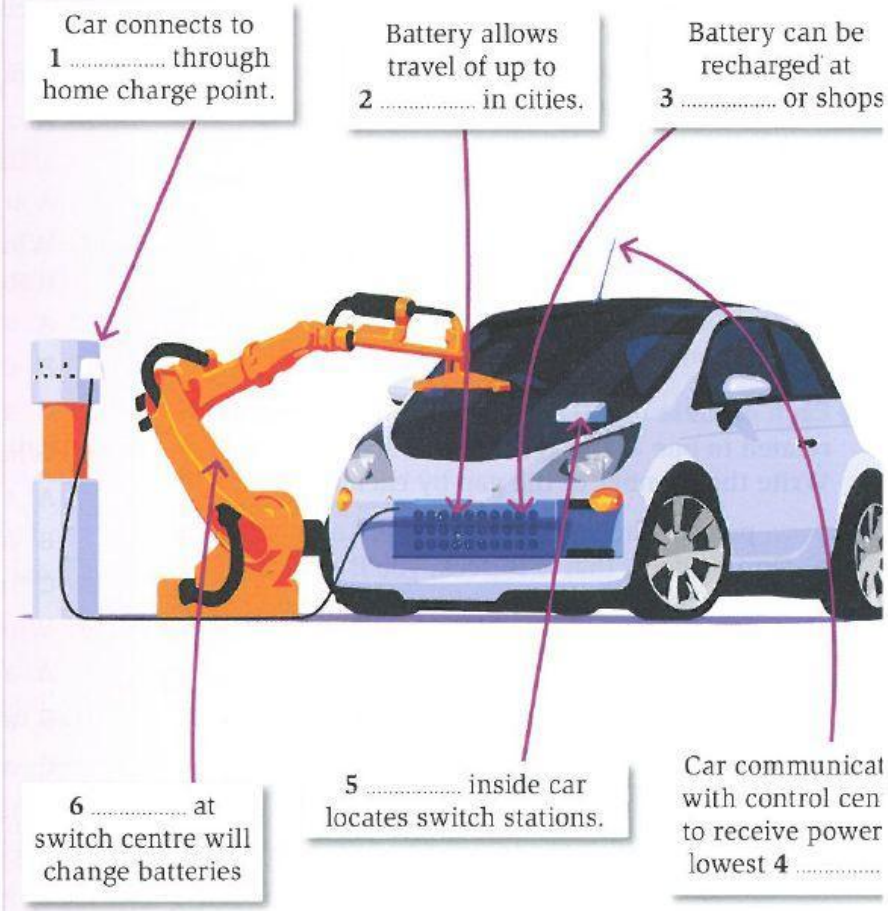
Exam advice *Labelling a diagram*

- Find where the picture(s) is/are dealt with in the passage.
- Find words in the passage that mean the same as the words already on the diagram.
- Decide what type(s) of word you need for each gap.
- Underline the word(s) you need in the passage and copy it/them exactly.

5 **Work in pairs.**

1 Do you think electric cars will replace diesel or petrol cars? Why? / Why not?
2 Would you like to have an electric car? Why? / Why not?

An electric car



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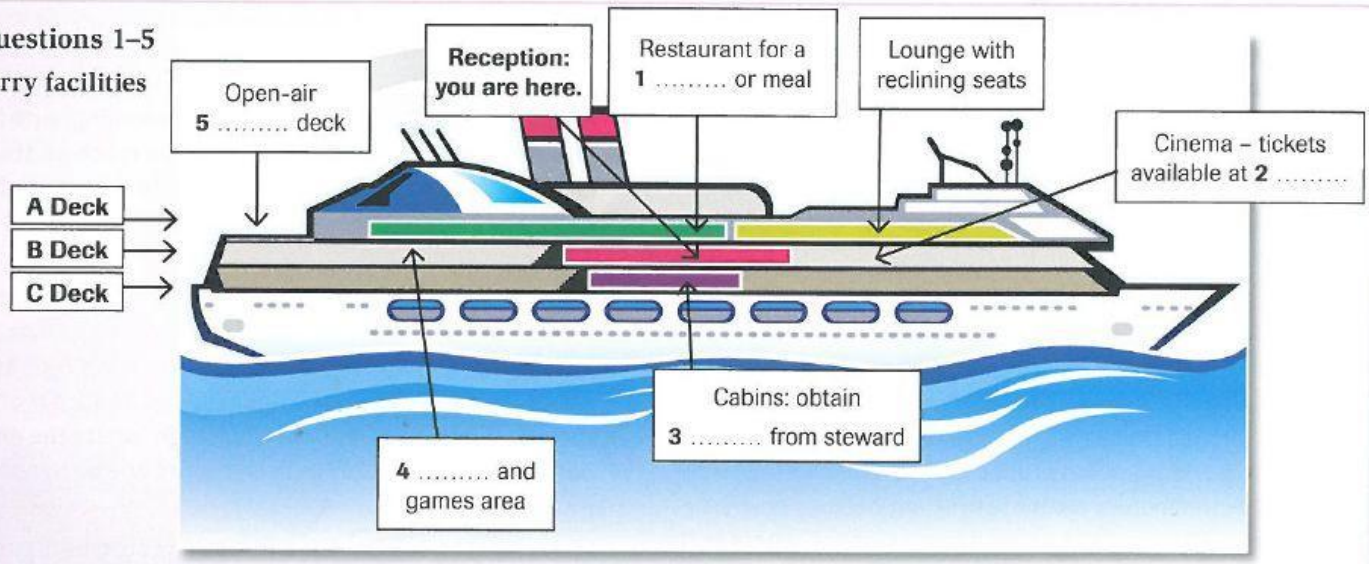
Listening

Labelling a diagram, Multiple choice

Questions 1–5

Ferry facilities



1 **Work in pairs. You are going to hear an information announcement for passengers on a ship. Before you listen, look at the diagram above and answer these questions.**

1 Where are you on the plan?
2 Which places are on A Deck?
3 Which places are next to reception?
4 What places are below reception?
5 Which questions may need the name of a place on the ship?
6 Which question may need the name of something you can eat or drink?
7 Which question may need the name of something you can take to your cabin?

2 **Each of these extracts from the announcement is related to one of the gaps on the diagram. Write the number of the gap by each extract.**

a … people who want a bit of fresh air … [5]
b On this deck, that is B Deck, you'll also find an area where you can either play games … [ ]
c To access your cabin, … [ ]
d … just next door … is a 40-seat cinema … [ ]
e … go up the stairs to A Deck, where you'll find the restaurant. [ ]

Exam advice *Labelling a diagram*

- Look at the diagram and decide what type(s) of word you need.
- Look at the words on the diagram and listen for similar words and phrases to tell you the answer is coming.

3 (17) **Now listen and label the diagram. Write ONE WORD ONLY for each answer.**

4 **Read Questions 6–10 and underline the key ideas in each question.**

Questions 6–10

6 At approximately what time will the ship arrive?
A at 7 a.m. **B** at 8 a.m. **C** at 9 a.m.

7 Which of these can children have in the restaurant?
A a children's menu
B earlier mealtimes
C a children's party

8 What are available at a reduced price?
A souvenirs of the ship
B first-class cabins
C train tickets

9 Which of these is situated in the lounge?
A a computer
B a coffee machine
C a television

10 What special event will happen during the voyage?
A a fashion show
B a concert
C a competition

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5 **Each of these phrases from the recording will help you to focus on the correct question when you listen. Write the number of the question (6–10) by each phrase.**

a a unique feature on this crossing only [10]
b for those using the lounge [ ]
c for 20 percent off [ ]
d passengers with children [ ]
e reaching our destination [ ]

6 18 **Now listen and answer Questions 6–10. Choose the correct letter: A, B or C.**

Exam advice *Multiple choice*

- Underline the key idea in each question to help you focus on the meaning.
- Listen for a phrase which means the same as one of the options.

Speaking
Part 2

Exam information

- You speak for between one and two minutes on a topic the examiner gives you.
- You have one minute to think and write some notes before you speak.

1 **Work in pairs. Read the task below.**

1 Underline the key ideas.
2 Decide what tenses you will need.

Describe a journey you made in the past that you remember well.

You should say:

what forms of transport you used and why

who you travelled with

what was good and bad about it

and explain why you remember the trip so well.

2 19 **Complete the notes in the next column, which Kyung-Soon made for the points in the task in Exercise 1, by writing words from the box in the gaps. Then listen to check your answers.**

Chinese difficult free
~~new~~ powerful public

Transport:
· motorbike – not 1 new
· not 2 ..... transport
Travelled with:
· 3 ..... friend
Good/bad:
· met people
· saw places – 4 ..... to reach
· trip was cheap
· 5 ..... engine
· rain/heat
Remember trip because
I felt 6 .....



3 **Which of the phrases below (a–h) from Kyung-Soon's talk did she use to:**

1 introduce the talk? g
2 introduce new points?
3 finish the talk?

a I have great memories of the trip because …
b I made the trip with …
c I bought it because …
d In all, I think …
e The bad things were …
f The good thing about the journey was …
g ~~Well, I'm going to talk about …~~
h The transport I used was …

page 32 Pronunciation: *Word stress 1*

4 **Work alone. Make notes for the Speaking task in Exercise 1. Think about how you can use phrases similar to the ones in Exercise 3 to introduce your talk, introduce new points and finish the talk.**

5 **Work in pairs and take turns to give your talks. You should each try to speak for two minutes.**

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6 **Work alone. Read this task and make notes.**

Describe a journey you made where you learned something new.

You should say:

what happened on the journey

what forms of transport you used

how you felt

and explain what you learned which was new.

7 **Work in pairs. Which of the phrases below (a–f) can you use to:**

1 introduce the talk? b
2 introduce new points?
3 finish the talk?

a During the trip, I …
~~b I'm going to talk about a trip I made …~~
c Generally, I felt …
d I learned a lot from the experience, especially …
e Finally, I'd like to say that …
f I travelled by …

8 **Work in pairs. Take turns to give your talks. Use phrases from either Exercise 3 or Exercise 7 to structure your talk.**

Exam advice *Speaking Part 2*

- Use your minute of preparation to note down ideas, words and phrases you want to use.
- Look at your notes, but also look at the examiner when you speak.
- Continue speaking until the examiner says *Thank you.*

Pronunciation

Word stress 1

In words with more than one syllable, we stress one syllable more than the others.

1 (20) **The word *motorbike* contains three syllables:**

• • •
mo-tor-bike

Which syllable is stressed? Listen to check your answer.

When you look in a dictionary, the main stress in the word will usually be shown with this sign '. So you will see *motorbike* also written like this: /ˈməʊtəbaɪk/. This shows the main stress and the pronunciation in phonetics.

2 **Write ' before each of the syllables you think is stressed in these words.**

transport studying independent
holiday university powerful exciting
expensive memories interesting

3 (21) **Listen and check your answers.**

4 **Work in pairs. Take turns to practise saying the words in Exercise 2.**

Reading 2

Matching headings

1 **Work in pairs. You are going to read a passage about traffic.**

1 How bad are traffic jams where you come from?
2 What problems do traffic jams cause?
3 What solutions to the problem can you think of?

2 **Read the passage on page 33 quickly. How many solutions to traffic congestion are mentioned?**

3 **Quickly underline these words in the passage (1–8). Then match them with their definitions from the *CLD* and the *CALD* (a–h).**

1 congestion
2 smog
3 developed
4 developing
5 commuter
6 toll
7 rush hour
8 off-peak

a air pollution in a city that is a mixture of smoke, gases and chemicals
b situation when something is full or blocked, especially with traffic
c describes a country or area of the world which is poorer and has less-advanced industries
d describes a country with an advanced level of technology, industry, etc.
e money that you pay to use a bridge, road, etc.
f not at the most popular and expensive time
g someone who travels regularly between work and home
h the time when a lot of people are travelling to or from work and so roads and trains are very busy

LIVEWORKSHEETS

4 **Work in pairs. Read this list of headings and discuss what you think each one means.**

List of Headings

i A solution which is no solution
ii Changing working practices
iii Closing city centres to traffic
iv Making cars more environmentally friendly
v Not doing enough
vi Paying to get in
vii A global problem

5 **The reading passage has five paragraphs, A–E.**

1 The correct heading for paragraph A is vii. Can you say why?
2 The correct heading for paragraph B is either iii or vi. Which heading is correct? Why?
3 Now read paragraphs C–E one by one and choose the correct heading for each.

Exam advice *Matching headings*

- Underline the key ideas in the headings before you read the passage.
- Read the paragraphs one by one to choose the correct headings.



Traffic jams – no end in sight

There are no easy answers to the problems of traffic congestion.

A Traffic congestion affects people throughout the world. Traffic jams cause smog in dozens of cities across both the developed and developing world. In the US, commuters spend an average of a full working week each year sitting in traffic jams, according to the Texas Transportation Institute. While alternative ways of getting around are available, most people still choose their cars because they are looking for convenience, comfort and privacy.

B The most promising technique for reducing city traffic is called congestion pricing, whereby cities charge a toll to enter certain parts of town at certain times of day. In theory, if the toll is high enough, some drivers will cancel their trips or go by bus or train. And in practice it seems to work: Singapore, London and Stockholm have reduced traffic and pollution in city centres thanks to congestion pricing.

C Another way to reduce rush-hour traffic is for employers to implement flexitime, which lets employees travel to and from work at off-peak traffic times to avoid the rush hour. Those who have to travel during busy times can do their part by sharing cars. Employers can also allow more staff to telecommute (work from home) so as to keep more cars off the road altogether.

D Some urban planners still believe that the best way to ease traffic congestion is to build more roads, especially roads that can take drivers around or over crowded city streets. But such techniques do not really keep cars off the road; they only accommodate more of them.

E Other, more forward-thinking, planners know that more and more drivers and cars are taking to the roads every day, and they are unwilling to encourage more private automobiles when public transport is so much better both for people and the environment. For this reason, the American government has decided to spend some $7 billion on helping to increase capacity on public-transport systems and upgrade them with more efficient technologies. But environmentalists complain that such funding is tiny compared to the $50 billion being spent on roads and bridges.

adapted from ©*The Environmental Magazine*, Earthtalk®

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Vocabulary

make and *cause*

1 IELTS candidates often confuse *make* and *cause*. Which verb in *italics* is correct in each of these sentences?

1 Traffic jams *cause / make* smog in dozens of cities across both the developed and developing world.
2 Traffic jams *cause / make* people angry.

2 Read these extracts from the *CLD*. Then answer the questions below.

- **cause:** to make something happen:
  The hurricane caused widespread damage.

- **make somebody/something happy/sad/difficult, etc.:** to cause someone or something to become happy, sad, difficult, etc.:
  You've made me very happy.

1 Which verb is followed by a noun/adjective + noun?
2 Which verb is followed by a noun/pronoun + adjective?

3 Complete these sentences by writing the correct form of *cause* or *make* in each gap.

1 The bad weather ..... the accident yesterday.
2 The heavy traffic ..... it impossible to arrive at work on time this morning.
3 Road works ..... a traffic jam last week.
4 Driving ..... people tired.

4 IELTS candidates often use *make* when they should use *cause*. Find and correct the mistakes in three of these sentences. One sentence is correct.

1 Cars make serious pollution.
2 The number of vehicles is increasing, and this can make a lot of traffic congestion.
3 Pollution makes cities unhealthy.
4 However, using planes makes other problems.

Writing

Task 1

1 Work in small groups. Find out who:

- travels furthest to class;
- has the shortest journey to class;
- spends the most time travelling.

2 Work in pairs. Look at this Writing task and answer the questions below.

The table below shows information about travelling to work in one US city.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

	average distance (miles)	average time (minutes)	average speed (mph)
car (1 person)	17	33	31
car (more than 1 person)	24	42	34
cycle/walk	4	20	10 (cycle) 3 (walk)
train/bus	23	49	28

Which ways of travelling:

1 do people use for the longest journeys?
2 do people use for the shortest journeys?
3 take the most/least time?
4 are fastest/slowest?

page 36 Key grammar: *Making comparisons*

3 Complete this sample answer to the Writing task in Exercise 2 by writing the correct form of the adjective in brackets in each gap.

The table gives information about different means of transport which people use to reach their work in one city in the US. People who use public transport or share a car travel the **1** greatest (*great*) distance, on average 23 or 24 miles, while cyclists and pedestrians have the **2** ..... (*short*) journey - just 4 miles. By comparison, car drivers without passengers travel an average of 17 miles. People travelling on trains and buses spend the **3** ..... (*long*) time commuting to work because it takes them 49 minutes on average. Walkers and cyclists take the **4** ..... (*little*) time, because they get to work in about 20 minutes. Cars tend to be the **5** ..... (*fast*) way of travelling. People going together by car have an average speed of 34 mph and people driving alone have an average of 31 mph. Walking is the **6** ..... (*slow*) at 3 mph. Overall, for long distances, the **7** ..... (*quick*) way to travel is to share a car, but for short distances, walking or cycling is the **8** ..... (*good*).

LIVEWORKSHEETS

4 Work in pairs. The sample answer in Exercise 3 needs to be divided into five paragraphs.

1 Write // to show where you think a paragraph should end and a new one should begin.
2 Match the paragraphs (1–5) with their purpose (a–e).

Paragraph 1	**a**	compares distances
Paragraph 2	**b**	compares speed
Paragraph 3	**c**	compares time taken
Paragraph 4	**d**	gives an overview of the information
Paragraph 5	**e**	says what the table shows

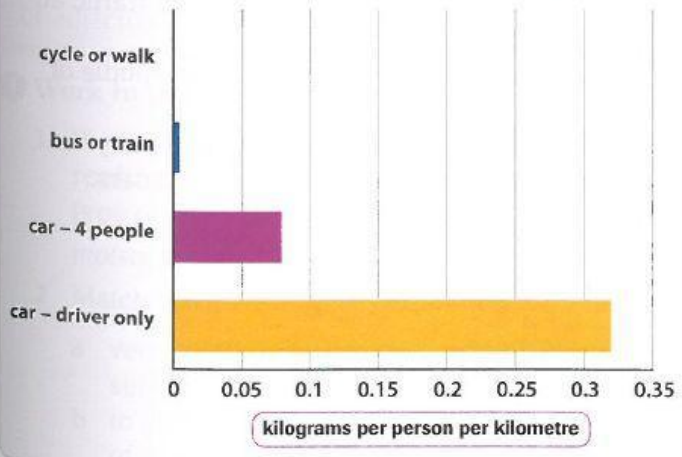
5 Work in pairs. Look at this Writing task and answer the questions at the top of the next column.

The table and the bar chart below give information about travelling to work in Houston, Texas.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

	% of travellers per form of transport	average age of traveller
car (1 person)	48	43
car (more than 1 person)	11	44
cycle/walk	4	39
train/bus	37	47

CO_2 emissions from different forms of transport



1 What does the table show?
2 Which is the most common means of transport?
3 Which is the least common?
4 Which group of travellers has the highest average age?
5 Which group of travellers has the lowest average age?
6 What does the chart show?
7 Which forms of transport cause little or no pollution?
8 Which form of transport causes the most pollution?

6 Read this sentence giving an overview of the information and choose the correct options in *italics*.

Overall, cars with just the driver are the *most / least* common means of transport to work and cause *more / less* pollution than all the other means of transport combined.

7 Work alone. Write your answer to the Writing task in Exercise 5. When you write:

- use your answers to the questions in Exercise 5;
- use these paragraphs to structure your answer:
  - an introduction saying what the table and chart show
  - the percentage of people using each type of transport
  - the average age of people travelling by each type of transport
  - the CO_2 emissions for each form of transport
  - an overview (if you wish, you can use the overview from Exercise 6);
- use language from the sample answer in Exercise 3 which you think is useful;
- make sure you compare information in the table and the chart.

Exam advice *Writing Task 1*

- Think about and analyse the information in the chart(s) and table(s) before you write.
- Organise the information into paragraphs and include a general overview.
- Make sure that you compare information in the chart(s) and table(s).

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Key grammar

Making comparisons

1 Complete this table. Then check your answers by reading the Language reference.

adjective	comparative	superlative
fast	1 faster	2 the fastest
high	3	4
expensive	5	6
healthy	7	8
steadily	9	10

page 122 *Making comparisons*

2 Complete these sentences by putting the adjective or adverb in brackets into the correct form.

1 Riding a motorcycle is more economical (*economical*) than driving a car.
2 It's ..... (*easy*) to walk than to catch a bus.
3 Trains have ..... (*low*) CO_2 emissions than buses.
4 Riding a bicycle is the ..... (*healthy*) means of transport because you get some exercise.
5 Bicycles are probably also the ..... (*dangerous*) means of transport.
6 You can get to work ..... (*quickly*) by private transport than by public transport.

3 Write sentences of your own about different means of transport using the correct form of these words.

- cheap
- comfortable
- enjoyable
- quickly
- slow

4 Complete these sentences by putting the irregular adjectives and adverbs in brackets into the correct form.

1 I need to buy a ..... (*good*) car than the one I have now.
2 Generally, people who take the train to work live ..... (*far*) away than people who cycle.
3 Traffic problems in the city are getting ..... (*bad*).
4 There are ..... (*many*) cars on the road now than in the past.
5 It takes ..... (*little*) time to cycle to work than to walk.

5 IELTS candidates often make mistakes with comparison of adjectives and adverbs. Find and correct the mistakes in each of these sentences.

1 International tourism brings many benefits such as ~~more better~~ transport systems. better
2 Private cars produced the most great amount of pollution.
3 Driving a car is more easier on motorways than in cities.
4 It was the second large category of travellers.
5 In many parts of the world, animals are still the better means of transport.
6 Sharing cars is the second common way of travelling to work.

Spelling

Changes when adding *-er* and *-est* to adjectives

1 IELTS candidates often make spelling mistakes when they add *-er* and *-est* to adjectives. Add *-er* to each of these words. Then check your answers by looking at the Language reference.

1 clean cleaner
2 fit
3 friendly
4 happy
5 big
6 new

page 123 *Spelling changes when adding -er and -est to adjectives*

2 Find and correct the spelling mistakes in these sentences written by IELTS candidates.

1 One of the ~~greattest~~ inventions, the car, gives us a better life. greatest
2 Auckland had the lowest population, but it had the hightest percentage of motor vehicles.
3 This is the bigest problem related to traffic all over the world.
4 The lowwest temperature is in the middle of July.
5 November was the hotest month of the year.
6 Motorcycles tend to be noisyer than cars.

LIVEWORKSHEETS