

LIVEWORKSHEETS - SDG 11

Sustainable Cities and Communities: Sustainable Mobility and Safe Routes to School

Target vocabulary: sustainable mobility • commute • congestion • emissions • pedestrian • cycle lane • accessible

Name: _____ Class: _____ Date: _____

Task 1. Vocabulary Match

Match each target word with the new definition. Write the correct letter (A-G).

Target word	Answer (A-G)
1. sustainable mobility	_____
2. commute	_____
3. congestion	_____
4. emissions	_____
5. pedestrian	_____
6. cycle lane	_____
7. accessible	_____

Definitions:

- A. a person travelling on foot rather than in a vehicle
- B. the regular trip someone makes between home and school or work
- C. a section of a street or path created especially for bicycles
- D. transport choices that are practical while reducing harm to people and the environment
- E. suitable for people with different needs to reach and use safely
- F. gases released into the atmosphere, often from engines
- G. a condition in which too many vehicles make traffic slow or blocked

Task 2. Read Two New Texts

Read both texts. They develop the same SDG 11 ideas as the lesson, but in a different situation and wording.

Text A - The morning street experiment

Every morning, the road outside Brookfield School became packed with cars. Many families stopped directly beside the entrance, so traffic moved slowly and students sometimes had to cross between parked vehicles. The school surveyed pupils and discovered that some lived close enough to walk or cycle, while others could use a bus or be dropped off a short distance away.

For one month, the school and local council tested a "school street". Through traffic was limited for twenty minutes before lessons began. A new pedestrian crossing was marked, bicycle parking was added, and families were shown a quieter route with a protected cycle lane. Students who needed to arrive by car could still use an accessible drop-off point nearby. At the end of the trial, fewer cars were waiting at the gate, and teachers noticed less noise and fewer vehicle emissions in the immediate area. The project showed that sustainable mobility can offer several realistic choices instead of one single solution.

Text B - One route, many users

A safe journey is not only about choosing the shortest road. It should also work for different users. In Greenhill, students mapped their daily commute and highlighted places where they felt uncomfortable. One pavement was narrow, a busy junction had no clear crossing, and part of the cycle route ended suddenly.

The community used the map to plan improvements. The council lowered the speed limit near the school, installed brighter lighting, and connected two sections of cycle lane. A raised crossing made it easier for pedestrians to be seen, and the bus stop was moved closer to a wider pavement. The changes were designed to make the route more accessible for younger pupils, older family members, and people with mobility difficulties. Not every student changed the way they travelled, but more families said they now had a safe alternative to a short car journey.

Task 3. Reading Check

Choose the best answer. Only one option is correct.

1. What was the main problem outside Brookfield School?

- A. There were no buses in the town.
- B. Too many cars gathered near the entrance at the same time.
- C. Students refused to walk.
- D. The school was too far from every home.

2. What did the school street trial do?

- A. It permanently banned every car from the neighbourhood.
- B. It closed the whole town centre.
- C. It limited through traffic near the school for a short period in the morning.
- D. It removed the pedestrian crossing.

3. Why was an accessible drop-off point kept?

- A. To give a practical option to people who still needed to arrive by car.
- B. To increase congestion at the gate.
- C. To replace the bus stop.
- D. To stop students from cycling.

4. What did Greenhill students do before changes were made?

- A. They counted trees in the schoolyard.
- B. They mapped their commute and marked difficult places.
- C. They designed new school uniforms.
- D. They measured classroom electricity use.

5. Which improvement helped pedestrians at the busy junction?

- A. A raised crossing.
- B. More parking spaces.
- C. A wider car lane.
- D. A second school gate.

6. What idea connects both texts?

- A. Sustainable travel works only if cars are completely forbidden.
- B. Safer routes can provide several realistic travel choices for different people.
- C. Cycling is always faster than public transport.
- D. Every family should use the same route.

Task 4. Sort the Ideas

Put each item into the correct group: **PROBLEM**, **IMPROVEMENT**, or **POSITIVE RESULT**.

PROBLEM	IMPROVEMENT	POSITIVE RESULT

Items to sort:

- cars waiting beside the school entrance
- a protected cycle lane
- less noise near the gate
- a narrow pavement
- a raised pedestrian crossing
- fewer vehicle emissions in the immediate area
- a cycle route that suddenly ends
- a lower speed limit near the school

Task 5. Vocabulary in New Sentences

Complete each sentence with one target word. Use each word once.

Word bank: sustainable mobility | commute | congestion | emissions | pedestrian | cycle lane | accessible

1. Mia's daily _____ is only twelve minutes, so she often walks to school.
2. A street becomes more _____ when people with different mobility needs can use it safely.
3. A person crossing the road on foot is a _____.
4. When too many vehicles enter the same street, _____ can slow everyone down.
5. A separated _____ can protect cyclists from moving cars.
6. Choosing walking, cycling and efficient public transport are examples of _____.
7. Fewer short car journeys can help lower transport _____.

Task 6. Mini Route Challenge

Complete the three boxes. This part is best checked by the teacher rather than auto-graded.

One travel problem	One realistic change	Who could help?

One sentence to finish: A safer and greener route to school should

_____.