

What's new?

Subject:	Cars and bicycles
Language:	Infinitive of purpose; order of adjectives
Functions:	LB 21 Expressing intention and purpose
Pronunciation:	Consonant clusters 2, CD1 (Blue) track 20

1 The BIG question: DO CARS RULE OUR LIVES?

The theme of this unit is cars and bicycles. **The BIG Question** is: Do cars rule our lives? Are cars a great or terrible invention? Are bicycles better?

- Read out **The BIG Question**. Ask for brief initial reactions.
- Look at the **FACT** box with the class. Ask students if these figures mean anything to them. If not, tell students that the world population is about 6,500 million (2005). Ask them to work out how many people there are for each car (approximately 12 people per car globally). It is estimated that there will be 1 billion cars in the world by 2020.

Picture / background information

Global car use: with 550 million cars in the world, it means that globally there are about twelve people for every car. And 81 per cent of cars are used in developed countries: in 2003, there were 196 million drivers and 231 million cars in the USA (for a population of 296 million people). However, the number of cars in developing countries is growing significantly, especially in China, India, East and Southeast Asia.

www.people.hofstra.edu/geotrans/eng/ch3en/conc3en/carprodffleet.html

www.newscientist.com/popuparticle.ns?id=in36

www.fhwa.dot.gov/policy/ohim/hs03/htm/dlchrt.htm

Car drivers by gender: In 2003, the number of male licensed drivers and the numbers of female licensed drivers in the USA was approximately the same.

www.fhwa.dot.gov/policy/ohim/hs03/htm/dl1c.htm

In 2004, 61 per cent of women in Great Britain held a full car driving licence, compared with 81 per cent of men. (In 1975, only 29 per cent of women had a licence, versus 69 per cent of men.)

www.statistics.gov.uk/cci/nugget.asp?id=1093

Driving ages:

www.2pass.co.uk/ages.htm

History of the car:

www.si.edu/resource/faq/nmah/earlycars.htm

www.loc.gov/rr/scitech/mysteries/auto.html

www.inventors.about.com/library/inventors/blcar.htm

2 FOCUS ON...**Words****2 A 1**

- Tell students the words in the box are parts of bicycles and cars. Read out the words and ask students to repeat them. Point out the silent 'h' in *wheel* (which students met in Unit 10) and *exhaust*.
- Look at the photos and the example with the class.
- Students match the rest of the words with the correct parts of the cars or bicycles.
- Check the answers.

2 FOCUS ON... Words A 1**Answers**

Car picture: helmet, steering wheel, exhaust pipe

Bike: helmet, handlebars, saddle, pedal

2 A

- Read out the first question. First ask for a show of hands to see how many students have a bike. Then ask several students to describe their bike and when they use it. How many students come to college / English classes by bike?
- For the second question, point out the example answers. Ask: What else is important? Then collect any other ideas on the board (for example, 'It's big / small / cheap / expensive / new / old'; 'It doesn't use much fuel'; 'It's eco-friendly'). Establish if there is any difference between girls' and boys' answers.
- Teach the word *driving licence* (US: *driver's licence*). Discuss how old you have to be to have a driving licence in your country and compare this

with other countries (GB, Ireland, Poland: 17; most other European countries, eg France, Germany, Spain, Italy: 18; USA: 16 in most states, but 14 or 15 in some states; New Zealand: 15, Australia: 16–17, most other countries in the world: 18). Talk about how important car ownership is in your country compared to public transport and what most people use their cars for (short or long distances).

- If relevant in your class, ask: Does anybody have a driving licence? How long have you had it? Does anybody already have a car? What is your car like?

2 B

- Read out the words on the left. Make sure students can pronounce *vehicle* correctly.
- Look at the example with the class. You might like to ask students what this is in their own language.
- Students match the rest of the words to the definitions using a dictionary.
- Check the answers.

2 FOCUS ON... Words B	Answers
1 e 2 d 3 a 4 g 5 b 6 f 7 c 8 h	

Optional activity: Traffic collocations

- Write the words in exercise B on the board.
- Go through each word in turn with students and try and find verbs and/or prepositions which go with the nouns. For example:
 - 1 drive on the motorway
 - 2 drive a vehicle
 - 3 stop at the traffic lights
 - 4 stop at / turn right or left at a junction
 - 5 drive around a roundabout
 - 6 be in / get stuck in a traffic jam
 - 7 increase / reduce your speed
 - 8 have an accident
- Prompt students as necessary.
- You could ask students to write example sentences for homework.

2 C

- Read out the words in the box. Illustrate their meaning with actions or pictures on the board.

- Read out each sentence in turn and ask students to answer orally.
- Alternatively, ask students to complete the sentences individually or in pairs and then check the answers with the class.

2 FOCUS ON... Words C	Answers
1 brake 2 park 3 crash 4 overtake 5 accelerate	

2 FOCUS ON...

Ideas

- Read out the questions in turn and discuss them with the class. Do not go into too much detail as the next pages offer more material on these topics.

3 READING

CD2 (Red) track 14, page 59 SB

Picture / background information

The top photo shows a popular American SUV (sport's utility vehicle) called a Hummer. Hummers (which are derived from a military vehicle) and other SUVs have been criticised for being dangerous and also bad for the environment due to high fuel consumption. In British English SUVs are usually known as 4-wheel drives (all four wheels are powered).

www.suv.org/environ.html

www.twincities.indymedia.org/feature/display_printable/16588/index.php

www.suvoa.com/press/042004/index.cfm

The bottom photo shows a motorway accident on the M25 which is the ring road around London. At 118 miles long it is the longest city ring road in the world. Because it is so congested it is sometimes known jokingly as the longest car park in the world. Road rage:

www.dol.wa.gov/ds/roadrage.htm

www.news.bbc.co.uk/1/hi/wales/south_west/4105353.stm

www.cbsnews.com/stories/2000/11/14/48hours/main249419.shtml

www.sptimes.com/2005/03/10/Hillsborough/Bumper_sticker_evokes.shtml

www.newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/1/hi/uk/3146781.stm

www.drivers.com/article/462

3 A

- Look at the photos with the class. Look at the first photo and elicit or explain the meaning of SUV. Ask students: What is special about this type of car? What do you know about SUVs? Look at the second photo and ask students what they can see. Ask: How do you feel when you see photos like this?
- Read out the tasks and check that students understand them. Remind students to read the article quickly.
- Check the answers.

3 READING A**Answers**

- 1 Road rage is when a driver uses his or her car like a weapon in order to harm another driver.
- 2 Paragraph 1: Angry drivers use cars as weapons
Paragraph 2: Road rage driver shoots woman
Paragraph 3: Traffic jams cause stress
Paragraph 4: Military-style vehicles
Paragraph 5: Speed kills

3 B

- Read out the true / false statements and check that students understand them.
- Students work individually or in pairs. They read the article again and decide if the statements are true or false. Ask students to say why.
- Check the answers.

3 READING B**Answers**

- 1 False (It has been a problem for a long time. Road rage is a new problem.)
- 2 False (It is mostly a problem among young men but women and older people also commit road rage attacks.)
- 3 True (They are stressed because there are too many cars on the roads.)
- 4 True (It is easy to frighten other drivers with a big SUV.)
- 5 False (More people die in road accidents.)

3 C

- Read out the first two questions in turn and discuss them with the class.
- Read out question 3 and refer students to the prompts. With the class, brainstorm ideas on the board for making our roads safer. If your class is

interested in the topic, discuss the ideas in more detail. Alternatively, they can do the optional project below.

Optional project: Safer roads brochure

- Ask students to work in pairs or small groups.
- Students research road death statistics in their country and possible reasons.
- Students think of ways to make the roads safer in their country, using the information they have found and the ideas discussed in exercise C.
- Students make a brochure for drivers about safe driving. They can add pictures or photos.
- Students read each other's brochures and vote for the best one.

4 LANGUAGE: Infinitive of purpose**4 A**

- Refer students to the example sentences and read out the question.
- Students read the example sentences and answer the question.
- Check the answer. Discuss what function the infinitive with *to* has in the other sentence.

4 LANGUAGE A**Answer**

Sentences 1, 2 and 4. (In sentence 3 *to* is part of the verb *have to*).

- In addition, you might like to teach students how to use *so that* to express purpose. Reformulate the first sentence and write it on the board: *They brake suddenly so that they annoy other drivers.* Elicit the structure of the *so that* clause from students and write that on the board (*so that* + subject + verb). Reformulate the two other sentences with students using this structure.
- Refer students to the explanation about the infinitive of purpose in Workbook Unit 13. They can read the explanation and do the exercises in class or for homework.
- The Workbook also contains an extra grammar point: order of adjectives. This is something many students have difficulties with. Students can read the explanation and do the exercises at home or you can deal with this point in class.

5 LISTEN IN CD1 (Blue) track 19, page 60 SB

Picture / background information

All the people taking part in the radio discussion are British English speakers.

5 A

- Look at the photos with the class. Ask: When is the photo from? Can you describe the car? Who is in the car? What are they doing? How are they feeling?
- Write *Cars*: + on the board. With students, make a list of the good things about cars under the heading. Use the photos to prompt students.
- Leave the list on the board for task D.

5 LISTEN IN A

Possible answers

Convenience: A car is an easy way to transport lots of people and especially good for travelling with children. You can travel door to door and don't have to go to a bus stop / station / airport first. You can travel when you want – you don't have to wait for buses, trains or planes.

Luggage: The car can carry heavy luggage / personal objects / shopping / ...

Freedom: It's a good feeling to drive on empty roads, listening to music, especially in an open-top car.

5 B

- Tell students they are going to listen to a radio discussion about cars. Read out the four opinions and check that students understand them.
- Play the CD. Students listen and write the correct speakers for the opinions.
- Students compare their answers with a partner.
- Check the answers.

5 LISTEN IN B

Answers

1 Deborah 2 Helen 3 Alex 4 Graham

5 C

- Read out the task.
- Play the CD. Students listen again and choose the correct alternatives.
- Students compare their answers with a partner.
- Check the answers.

5 LISTEN IN C

Answers

1 b 2 b 3 b 4 a

5 D

- Write the word *cars* on the board next to the list of good things about cars. Now make a list of the bad things about cars with the class. Use ideas from the listening and make up others.
- Make sure students make notes on the lists in preparation for task 5D.

5 LISTEN IN D

Possible answers

Stress: Traffic jams; aggressive drivers make drivers stressed.

Health: It is healthier to use a bike for short journeys; cars make you lazy.

Space: Roads, car parks, etc. take up lots of space in cities. We could use the space better – for parks, for example.

Environment: Cars pollute the environment (produce carbon dioxide).

Road safety: Millions of people die or are injured in car accidents.

6 YOUR TURN TO SPEAK

A Role play

- Read the task with the class and make sure students understand it.
- Go through the phrases in **LB 21** with the class.
- Prepare the role play by asking students for ideas about why teenagers might need a car (eg lack of public transport; safe travel at night so that parents don't have to take their children everywhere) and why parents might be for or against their teenager having a car (cost of buying and running a car, accidents, risky activity etc).
- Students work in pairs and practise their role play. They can swap roles and do the role play again.
- Ask for volunteers to act out their role play in front of the class.
- With the class, discuss if teenagers really need their own cars.
- To consolidate the language used in this activity, review the phrases in **LB 21** again and do the exercise in **LB 21** orally with the class.

B Conversation

- Read the task with the class and check that students understand it.
- Divide the class into pairs. Students discuss the arguments for and against cars and decide whether they are for a world with or without cars.
- Take a class vote on 'For' or 'Against' by asking for a show of hands. What is the class opinion? Ask students from both sides to explain their reasons.

7 YOUR TOPIC

- Read out the points learners have to prepare to speak about and check that the points are clear.
- This presentation is best done in pairs or groups. Students brainstorm ideas and make notes for each point.
- Students decide who is going to present each point.
- Each pair or group presents its talk to another pair or group. Encourage students to ask and answer questions.
- Ask each pair or group to briefly report back to the class about the other pair or group's presentation.

Optional activity: Safety for cyclists

- Ask students to work in small groups.
- Students brainstorm a list of safety rules for cyclists (for example: wear a helmet; wear bright clothes so that drivers can see you; use lights at night; check bike regularly to make sure it is safe; follow rules of the road – don't cross traffic lights when they are red; don't ride on the wrong side of the road; don't ride on the pavement; use cycle lanes if possible). Help groups with vocabulary as necessary.
- Students make a poster about safety for cyclists. They can add pictures or photos.
- Students display their posters in the classroom.

8 PHYSICS in English

Page 61 SB

Picture / background information

Land speed record:

[www.edition.cnn.com/TECH/9710/15/](http://www.edition.cnn.com/TECH/9710/15/brits.land.speed/index.html)brits.land.speed/index.htmlwww.thrustssc.com/thrustssc/contents_frames.htmlwww.landspeed.com/learn.aspwww.en.wikipedia.org/wiki/Land_speed_record

Sound waves and sonic booms:

www.physicscentral.com/action/action-04-03-print.htmlwww.physicsclassroom.com/Class/sound/U11L3b.htmlwww.pbs.org/wgbh/nova/barrier/boom/answer3.html**8 A**

- Tell the class this page is about speed. Ask students to give you a definition of speed (how fast a vehicle or object moves). Ask: How do we measure speed? (in kilometres per hour/kph or miles per hour/mpg). Ask: What is the top speed of a normal car?
- Look at the photo of the vehicle with the class. Ask: What sort of vehicle is this? What do people use vehicles like this for? (To try and travel as fast as possible; to break speed records).
- Students read the text and find words and phrases in the text which match the definitions in A.
- Check the answers.

8 PHYSICS in English A

Answers

1 supersonic 2 altitude 3 sound wave
4 sonic boom

8 B

- Ask: What was special about the car in the photo, *Thrust SSC*? Read out the task.
- Students complete the notes.
- Check the answers.
- Refer students to the sound waves diagrams and ask: What happens when a vehicle travels faster than the speed of sound? (It hits its own sound waves and pushes them back.); What does this action produce? (Shockwaves.); What happens when the shockwaves hit the ground? (They produce a very loud noise called a sonic boom). Make sure students have understood this process. Ask if they had heard about sonic booms before.

8 PHYSICS in English B

Answers

1 jet 2 land speed 3 the speed of sound
4 1,221 kph and 1,233 kph

8 C

- Read out the questions in turn and discuss them with the class.

Optional project: Speed records

- Students work in small groups and find out information about one of the following, depending on their interests:
- **air speed** records
- **water speed** records
- further research on **land speed** records: electric/solar-powered cars, stock car racing etc.
- Students make a small presentation (max. 10 minutes) to the class about their findings. They can include visual material.

Possible sources:

[www.bluebird-electric.net/
bluebird_site_navigator.htm](http://www.bluebird-electric.net/bluebird_site_navigator.htm)

[www.nasaexplores.com/
show2_5_8a.php?id=04-071&gl=58](http://www.nasaexplores.com/show2_5_8a.php?id=04-071&gl=58)

www.en.wikipedia.org/wiki/Water_speed_record

www.speedace.info

9 PORTFOLIO WRITING

- Read out the task and check that students have understood it.
- Write the title on the board: *A city without cars*.
- Brainstorm with students adjectives or phrases to describe what the city looks like (for example, beautiful, green: more trees, flowers and green spaces; lively, exciting: lots of people on the streets, open-air cafes, market stalls, street entertainers; OR still, deserted: no cars, no movement, no energy) and how the city sounds (for example, peaceful: no traffic, birds singing; happy: children playing, people talking; too quiet, boring; traffic is a part of city life!) how the city smells (for example, clean: no pollution from exhaust pipes).
- Students write their descriptions in class or for homework. Remind them to organise their descriptions into paragraphs and be careful with the order of adjectives.
- Take in the descriptions and check them. Read out the best one(s).

10 Your answer

- Ask students to summarise their opinions of **The BIG Question**: Do cars rule our lives? Focus on the sub-questions asked.
- Refer students to the Workbook Unit 13 activities.

Last word

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers**Pages 30–31 WB****1 Language: infinitive of purpose****1 A**

- 1 The government is planning new laws (in order to) stop aggressive driving.
- 2 I need my bike (in order to) cycle to the station.
- 3 I'm going to take my driving test (in order to) be more independent.
- 4 They are building more cycle lanes (in order to) encourage more cyclists.
- 5 I wear a cycle helmet (in order to) protect me against dangerous drivers.
- 6 I cycled to the newsagents (in order to) buy a magazine.

1 B

(Example answers)

- 1 I'd like to have a car to go on trips with my friends.
- 2 I'm learning English to get a good job.
- 3 I intend to study hard to get good marks.
- 4 I phone my friends to talk about everything.
- 5 I use the internet to get information about lots of different things.

1 C

- 1 My mum drives a tiny old Fiat.
- 2 They're planning a big new motorway.
- 3 I'd like a cool red Ferrari.
- 4 Inexperienced young drivers often cause accidents.
- 5 My bike has an uncomfortable black saddle.

1 D

(Individual answers)

2 Vocabulary**2 A**

- 1 c 2 e 3 d 4 g 5 b 6 a 7 f

2 B

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

3 Pronunciation

CD1 (Blue) track 20

3 B

1 past 2 spend 3 disk 4 front
5 bank 6 intend 7 test 8 sound

4 Use of English

- 1 I *might* not pass my driving test.
- 2 I have a *new blue* helmet.

3 They drove at full *speed*.

4 That's the *opinion* of a lot of teenagers.

5 You're a *good driver*.

6 The driver *accelerated*.

5 Portfolio Writing

(Individual answers)