

5

Transport

5.1 GETTING FROM A TO B

IN THIS UNIT

GRAMMAR

- modal verbs and ways of expressing ability, possibility and obligation (future and past)

VOCABULARY

- transport
- safety features
- collocations
- words from the text

SCENARIO

- the language of meetings – summarising
- evaluating proposals

STUDY SKILLS

- using graphs, charts and tables

WRITING SKILLS

- describing information in a table



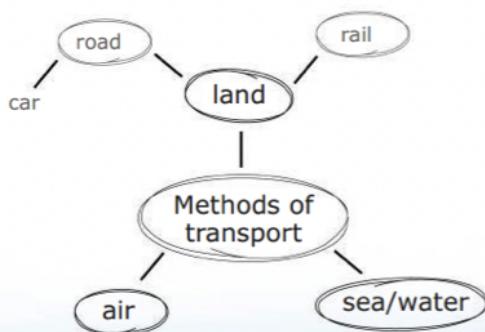
Everywhere is walking distance if you have the time. Steven Wright, 1955–, US comedian

LISTENING AND VOCABULARY

TRANSPORT

1 What methods of transport do you use most often?

2a Work with a partner. Add some of your own ideas to the word web.



2b What are the advantages and disadvantages of the different methods of transport?

3 **5.1** Listen to four people talking about transport and answer the questions.

- 1 Which method of transport is each person talking about? Which words helped you decide?
- 2 How do they feel about the method of transport in general?



4a Match the words and phrases in the box with the methods of transport mentioned in the listening.

| | | |
|---------------------|------------------|---------------------|
| fogbound runway | lane closure | low tide |
| platform alteration | engineering work | lost baggage |
| delayed sailing | rough weather | signalling problems |
| long tailback | turbulence | congestion charge |

4b Listen again and check your answers.

5 What is your own experience of the transport mentioned in Exercise 3, both in general and the last time you used these methods? (Think about punctuality, convenience, comfort, cost, speed and efficiency.)



STUDENT A

Read this quote from a representative of the Campaign for Better Driving. Discuss the points in it with your group.

'I agree that we need to do something about the number of accidents and injuries on the roads today, but I don't agree with all these restrictions and safety features that the police want to introduce, you know, like speed cameras. They affect everybody and penalise the good drivers as well as the bad ones. It's a fact that driving fast doesn't cause accidents – it's driving badly that causes them, so I think we should be looking at bad drivers. Now, most crashes are caused by young men, so why don't we raise the age for learning to drive, say to 20 for women and 22 for men? Another possibility is to retest young drivers every two years until they're 30 – make sure they're driving well. I firmly believe that educating and monitoring young people is the way to solve this problem.'

STUDENT B

Read this quote from a car manufacturer. Discuss the points in it with your group.

'A lot of people talk about understanding why crashes happen and educating people to stop them happening, but I don't agree with that. It just isn't possible to change people's behaviour – put some people behind the steering wheel of a car and you've got an accident waiting to happen. A car is a dangerous machine for everyone – the driver, passengers in the car and other road users, I mean other drivers, cyclists and pedestrians. I'm a great believer in using technology to solve problems, and we can certainly make cars safer. For example, we can have automatic speed limiters in cars so that the driver can't go above, say, 100km per hour. You can get better computer systems – we're trying to look at a system where the car senses how close it is to other vehicles, and it increases the distance. Another possibility might be making cars softer with external airbags to protect people both inside and outside the car if there's a crash. So, you see, there are lots of options. Engineering is the way to solve this problem.'

STUDENT C

Read this quote from the head of a traffic police unit.
Discuss the points in it with your group.

'I obviously think that we can help to solve the problem of deaths and injuries on the road by changing the law. Sure, you can make cars safer, and you can educate people, but I think the only way to make a difference is to hit people where it hurts – fine them or take away their licence. So, I think we should have tougher penalties for drivers who break the law, so maybe they should automatically lose their licence for a year for speeding, or they should be given a really large fine for driving carelessly, something like that. Of course, we can try to change the way drivers behave by having lower speed limits and using more speed cameras. We could then use the money we get from the fines for more road safety classes, and advanced driving courses. But you've got to make people see that breaking the law when they drive is very serious.'

READING

6 Work in small groups and discuss the questions.

- 1 Do you drive? Do you enjoy it? Why?/Why not?
- 2 If you don't drive, would you like to? Why?/Why not?
- 3 How do you feel about the quality of driving in your country? What about other countries you have visited?

7a Which of the following do you think are the most important as causes of crashes on the road today? Choose your top three. Then, explain your choices and reasons to a partner.

- | | |
|----------------------------------|-----------------------------|
| 1 the age of drivers | 5 mechanical problems |
| 2 speed | 6 the sex of drivers |
| 3 the number of cars on the road | 7 the psychology of drivers |
| 4 the weather | 8 the quality of roads |

7b Read the article below quickly and decide which the writer feels is the most important cause.

8 Read the article again. Which methods below of making roads safer are mentioned? Support your choices with examples.

- 1 restricting the speed at which people can drive
- 2 introducing technological innovations to make people slow down
- 3 educating drivers
- 4 improving safety features in cars
- 5 having tough penalties for drivers who break the law
- 6 introducing an upper age limit for drivers
- 7 assessing drivers' abilities and issuing of documents
- 8 introducing street lighting to improve visibility

9 **Analysing arguments** Read the article again and answer the questions. Then compare your answers with a partner.

- 1 What are the main points made by the writer?
- 2 How well do you think the writer supports these points?
- 3 Which arguments in the text do you find convincing/unconvincing. Why?

The dangers of safety

Travelling by road is widely accepted as being the most dangerous way to travel, with far more deaths per kilometre than rail, sea or air. In fact, while road traffic injuries represent about 25 percent of worldwide injury-related deaths, fatalities on the road in the UK have been decreasing for some time, with the most recent figure standing at 1,901. We take a look at why the number is decreasing, but why it seems impossible to eradicate fatalities completely.

Over the years, different methods of reducing the number of crashes have been tried. The Locomotive and Highways

Act of 1865 introduced the idea of speed limits to the motoring world. Since then, more and more ways of controlling the behaviour of drivers have been introduced, such as one-way streets and traffic signals, as well as compulsory driver testing and licensing. These days, there are many more methods of enforcement, including speed cameras and fines for breaking motoring laws.



Another solution has been to make cars themselves safer in case of an accident. This has resulted in a focus on passive safety or crash survival rather than active safety or avoiding crashes. There are many innovations by motor manufacturers which have made cars safer, such as seat belts, traction control, anti-lock brakes and airbags. At the same time, a lot of attention has also been paid to car interiors. This means cars have got quieter, more comfortable and more luxurious. Taken together, these improvements have tended to make the driver feel more in control and insulated him/her from the fast-moving and dangerous environment outside the car. Given that cars are now safer as these improvements have been made, it is surprising that the number of pile-ups is not decreasing.

Actually, it is wrong to talk about safe and dangerous cars in this way. The key to this problem is not actually the car, but the driver. In fact, making drivers feel safer is not the solution to the problem, it is the cause of the problem. As drivers feel safer, it encourages them to drive aggressively and to ignore other road users and therefore increases the number of crashes. The problem of car safety is not an engineering problem but a psychological one. Ironically, if we want the roads and driving to be safer, we need to make cars more dangerous!

VOCABULARY

SAFETY FEATURES

10a Without looking back at the article, complete these safety features.

- | | |
|-----------------|-------------------|
| 1 speed _____ | 5 seat _____ |
| 2 one-way _____ | 6 traction _____ |
| 3 traffic _____ | 7 anti-lock _____ |
| 4 _____ cameras | 8 air _____ |



10b Discuss the questions with a partner.

- 1 Which three of the safety features do you think are the most important, and why?
- 2 Which do you think are the least popular with drivers in your country?
- 3 Is there another safety feature you would like to see made compulsory in all cars, e.g. on-board cameras?

SPEAKING AND WRITING

11a Work in groups of three. You are going to have a discussion about the best ways of making the roads safer.

Student A: look at page 155.

Student B: look at page 157.

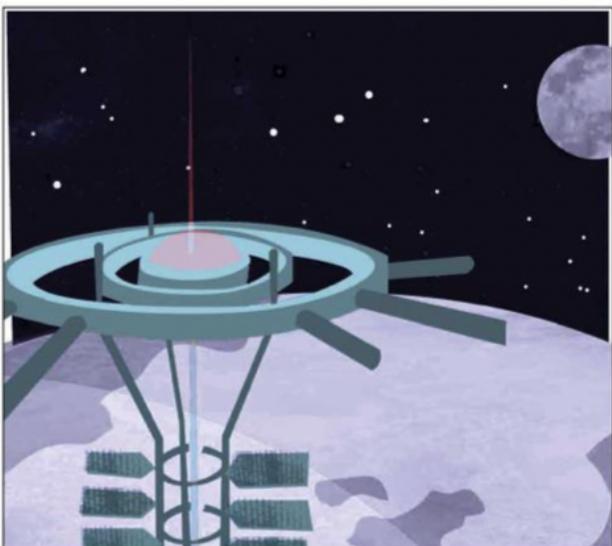
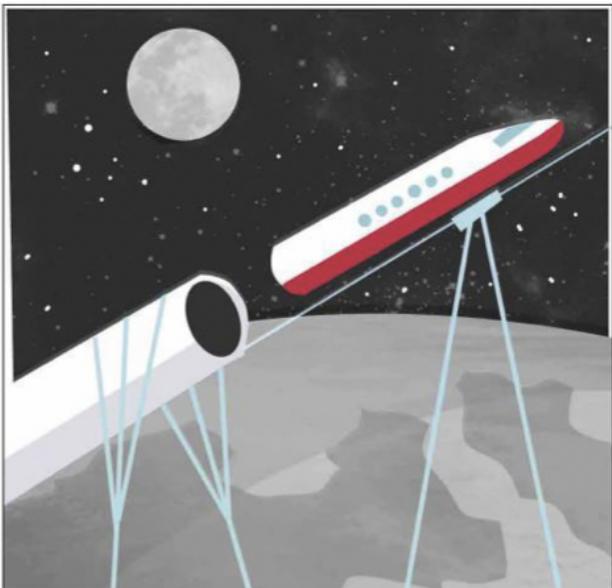
Student C: look at page 161.

11b Discuss the ways of improving road safety. Decide together which method you think would be the most effective.

11c Report your decisions to the class.

11d As a class, reach a decision as to the best course of action on this issue.

12 Write your recommendations for a report on road safety.



LISTENING

1a You are going to hear a news report. Look at the two pictures. What do you think the report will be about?



1b **5.2** Listen and check your predictions.



2 Listen again. Are these statements true, false or not given?

- 1 The two new ideas involve conventional rocket ships.
- 2 The space train involves a train carriage in a vacuum tube.
- 3 One of the inventors of the space train also invented superconducting Maglev.
- 4 Estimates suggest that building an Orbital Maglev space train that could carry passengers would take 20 years.
- 5 The space-elevator base station would be located near the equator.
- 6 A Tokyo-based construction company hopes to have a space elevator operational by 2030.
- 7 Both ideas would be cheaper than using conventional rocket ships.

3 What other transport developments do you think will take place in the next 50 years? Why will these happen?

READING

4 Read this introduction to an article quickly. Find six reasons why transport will change over the next fifty years. Are they the same as your reasons in Exercise 3?



During the next fifty years, there will be great changes in our means of transport. Some of the new developments will come from our need to depend less on fossil fuels as a source of power. Other developments are likely to respond to the ever-faster pace of society by aiming to increase the speed of different means of transport, and others may pander to the thrill-seeking sections of society by introducing newer and more exciting methods of transport. Looking specifically at traffic on our roads, some developments will reflect our need to reduce traffic congestion. Others will focus on our need to reduce traffic accidents. Finally, some developments will focus on saving wasted commute time.

5 Work with a partner. Read your part of the article. Which two of the reasons given in Exercise 4 does your text describe?



Student A: read Text A. Student B: read Text B on page 158.

A A Chinese company has made a significant contribution to reducing traffic congestion, while making use of existing infrastructure. Cars will be able to drive underneath a giant bus which runs on wheeled 'legs'.

The enormous bus is as wide as two road lanes and carries more than 300 passengers per bus. Preliminary findings suggest the bus network could carry as many as 1,400 passengers at once. The bus will travel at a speed of up to 60 km per hour. Passengers will get on and off at elevated stops and in the event of emergencies, passengers would escape from the bus using an inflatable slide, like on a passenger aircraft. The bus will need to have the roads it runs on redesigned with rails for the bus to run on, or white lines that an automated system can use as guides.

In the future, we will all have to travel in a more carbon-efficient way and it is hoped that each bus could reduce fuel use by 860 tonnes per year, bringing carbon emissions down by 2,640 tonnes. Its designers say it might reduce traffic congestion in China's crowded cities by as much as 30 percent. Traffic jams in rush hour may soon be a thing of the past.



LESSON 5.2 EXERCISE 5 (P.48)

STUDENT B



B Recent technological advances have meant that driverless cars are no longer a thing of the distant future. The cars are already street-legal in a number of American states, and one day in the future, driverless cars may become compulsory. In the next few years, the driverless cars won't be able to drive more safely than human drivers. However, with the advantages of no distractions, no drinking, better reflexes and better awareness of other vehicles, automated driving may overtake human driving in the next two decades.

The cars drive at the speed limit it has stored on its maps and maintains its distance from other vehicles using its system of sensors.

6a Read your text again and make notes on the main points. Include the following.

- what your project is
- which country your project originates in
- what the advantages of your project are

6b Tell your partner about the main points in thirty seconds, using your notes. Do not look back at your text.

7 Evaluating projects Work in small groups and discuss the questions.

- 1 Which of the four projects (two in the listening, two in the reading) do you find the most convincing?
- 2 Which would you most like to invest in?
- 3 Which has the most advantages and solves the most problems?
- 4 Which has the most potential problems?
- 5 Which would be most suitable for your country?

VOCABULARY

COLLOCATIONS

8a What word often comes before these nouns?

- | | |
|----------------|------------|
| 1 contribution | 6 hour |
| 2 congestion | 7 advances |
| 3 findings | 8 future |
| 4 system | 9 impact |
| 5 emissions | 10 error |

8b Look at the texts again and check your answers.

8c Complete the text with collocations from Exercise 8a.

¹ _____ of a study currently being carried out by the Departments of Transport and Health have shown that reducing transport activity by 30 percent will reduce ² _____ and will have a ³ _____ on health conditions in the not too ⁴ _____. Reducing ⁵ _____, especially at peak times like ⁶ _____, will improve traffic flow. This will also reduce stress. ⁷ _____ in the use of sensors in driverless cars may eliminate ⁸ _____ and reduce traffic accidents.

GRAMMAR

MODAL VERBS: ABILITY, POSSIBILITY AND OBLIGATION (FUTURE)

9 Work with a partner. Look at the texts and find ways of expressing future ability, possibility and obligation. Complete the table.

| | Ability | Possibility | Obligation |
|--------|---------|-------------|------------|
| Text A | | | |
| Text B | | | |

→ Language reference and extra practice, pages 126–149

10 Work with a partner. There are grammatical errors in six of these sentences. Correct the errors and discuss what is wrong in each case.

- 1 Security will must improve in airports in the next twenty years.
- 2 Astronauts will never be able to travel to the sun.
- 3 We might work faster than that if we want to meet the deadline.
- 4 In fifty years' time, we will all have to travel in space because space travel will become much cheaper.
- 5 In twenty years' time, many of us can travel on magnetic trains.
- 6 He's had an accident so I'll be able to drive him to hospital.
- 7 We will need find feasible renewable energy sources in the near future.
- 8 We will have to apply for our travel visas before the end of the month.

11 Complete the sentences and discuss them with a partner.

- 1 In five years' time, I'll be able to / I'll have to / I might ...
- 2 In ten years' time, I'll be able to / I'll need to ...
- 3 In twenty years' time, I won't be able to / I won't have to / I might not ...

SPEAKING

12 Work with a partner and make predictions about the future to complete the sentences.

- 1 Governments _____ within the next 20 years.
- 2 Airline companies _____ in the near future.
- 3 City councils _____ in the next ten years.
- 4 Space travel companies _____ in the next 30 years.
- 5 Flying cars _____ in the near future.



GRAMMAR

G1 MODAL VERBS: ABILITY, POSSIBILITY AND OBLIGATION (FUTURE)

Use *will/won't be able to* to talk about future ability.

After I pass my driving test I'll **be able to** drive a car on my own.

She's going on holiday so she **won't be able to** see you next week.

! Don't use *can* for future ability. Use *will be able to* instead.

Can I type by the end of the course? ✗

Will I **be able to** type by the end of the course? ✓

! Use *may, might* or *could* to describe future possibilities.

In the future cars **might** contain high pressure hydrogen tanks.

We **could** go to Greece next summer.

They **may** be able to help you with your problem.

! To describe a negative possibility in the future, we use *might not; we don't use could not*.

The weather forecast is good so we **might not** need our umbrellas tomorrow. ✓

The weather forecast is good so we **could not** need our umbrellas tomorrow. ✗

Use *will have to* or *will need to* to describe future obligation.

There's an admission charge so we'll **have to** take some money with us.

Use *will not have to* and *will not need to* to describe a lack of obligation in the future.

They're going to give us lunch so we **won't need to** take any food.

Use *can't* to talk about a prohibition (a negative obligation) in the future.

We should eat something now. You **can't** take food into the theatre.

G2 MODAL VERBS: ABILITY, POSSIBILITY AND OBLIGATION (PAST)

Use *could* or *was/were able to* to talk about a general ability/possibility in the past.

When I was young I **could** run for miles without getting tired.

Years ago people **were able to** drive without taking a test.

! But to talk about a single action in the past we only use *was able to*, not *could*.

There was a bus strike, but I **could** get a lift with a colleague. ✗

There was a bus strike, but I **was able to** get a lift with a colleague. ✓

Use *manage to* or *succeed in* to talk about something you did that was difficult. Use the -ing form of the verb after *succeed in*.

Our flight was cancelled, but we **managed to** get seats on the next one.

After several phone calls we **succeeded in** speaking to the manager.

Use *couldn't* or *wasn't/weren't able to* for a negative possibility in the past.

I lost my key and I **couldn't** find it.

When I was young I **wasn't able to** stay out late.

Use *had to* to talk about obligation in the past.

I **had to** get a visa when I went to the USA last summer.

Use *didn't have to* to talk about a lack of obligation in the past.

At my old school we **didn't have to** wear a uniform.

Use *couldn't* to talk about a negative obligation (a prohibition) in the past.

We **couldn't** use calculators in class when I was at school.

KEY LANGUAGE

KL THE LANGUAGE OF MEETINGS

SUMMARISING

OK, let me summarise our discussion.

Let me recap, please.

So, just to confirm ...

Right, what have we covered so far?

OK, do we essentially have agreement?

Right, I'll now sum up.

Everyone happy with my summary?

VOCABULARY

V1 TRANSPORT PROBLEMS

congestion charge, delayed sailing, engineering work, fogbound runway, lane closure, lost baggage, low tide, platform alteration, puncture, rough weather, signalling problems, (long) tailback, turbulence

V2 SAFETY FEATURES

airbag, anti-lock brakes, one-way street, seat belt, speed cameras, speed limit, traction control, traffic signals

V3 COLLOCATIONS

air pollution, automated system, carbon emissions, construction company, distant future, human error, inflatable slide, preliminary findings, rush hour, significant contribution, significant impact, space elevator, technological advances, traffic congestion, traffic jam, transport infrastructure, transport system

V4 WORDS CONNECTED WITH (ICONIC) TRAVEL

altitude, era, gruelling, icon, impeccable, nomads, nostalgia, opulence

READING AND VOCABULARY

WORDS FROM THE TEXT

1a Look at the photos and guess where these rail journeys are.



1b Read the article quickly and check your predictions.



2 Scan the article and find the following.

- 1 eight countries
- 2 two authors
- 3 a Russian ruler
- 4 the largest freshwater lake in the world
- 5 the most luxurious railway in the world
- 6 the longest railway (and its length)
- 7 the highest railway (and its height)
- 8 the highest tunnel (and its height)



3 Read the article again and answer the questions.

- 1 Why was the toilet water heated on the Qinghai–Tibet line?
- 2 What did the writer like looking at most on the Qinghai–Tibet line and on the Trans-Siberian?
- 3 What sort of people travelled on the Orient Express?
- 4 What does the article say about the luxury of the Orient Express?



4 Find the words in the box in the article. Then complete the sentences.

era nostalgia gruelling altitude icon
impeccable nomads opulence

- 1 She was tired after the long and _____ journey.
- 2 We were impressed by the _____ manners of the smartly dressed porters.
- 3 The age of the railway brought an _____ of prosperity.
- 4 He was struck by the _____ of the Blue Train, with its elaborate furnishings and en-suite bathrooms.
- 5 Breathing becomes more difficult at high _____.
- 6 The _____ travelled far looking for grass for their animals.
- 7 The historic _____, Mallard, is the holder of the world speed record for steam locomotives.
- 8 He had always felt a certain amount of _____ for his life on the railways.



5 Identifying attitude What is the writer's attitude to these journeys? Underline words and phrases which convey his attitude.

6 Which of the railway journeys in the article would you most like to go on? Why?



The golden era of the great express trains conjures up feelings of nostalgia, romance and beautiful views. Last year, my publishers sent me and a photographer on ten amazing journeys as research for a *Great Railways* travel guide. Here are my top three.

In the past, if you wanted to go from Beijing (the capital of China) to Lhasa, the journey was long and difficult, including a gruelling 48-hour bus journey. Now, you can travel from Beijing to Lhasa on the Qinghai–Tibet line, as we did. It still isn't easy, however, and we couldn't get tickets at first because of the bureaucracy – we had to get a special permit to travel through Tibet. The line includes the Tangula Pass – at 5,072 metres above sea level, it's the world's highest rail track. It also includes the 1,338-metre-long Fenghuosha Tunnel, which, at 4,905 metres above sea level, is the highest rail tunnel in the world. On our journey, extra oxygen was pumped into our carriages to counter the high altitude. Even the water in the toilets had to be heated to prevent freezing. The views of the Himalayas were absolutely breathtaking and this is a journey that will live long in my memory.

All train enthusiasts want to travel on the longest and most famous railway of all – the Trans-Siberian Express. It runs from Russia's capital, Moscow, to Vladivostok, on the western shore of the Sea of Japan. It is 9,198 kilometres long, spans eight time zones, and it takes about seven days to complete its journey. We took a more leisurely 14-day journey that included several stops. We succeeded in getting first-class tickets: our sleeping carriages were stylish and luxurious and we had impeccable service and cuisine.

For me, the highlight was skirting the scenic Lake Baikal, the largest freshwater lake in the world. We then travelled via Ulaanbaatar, the capital of Mongolia, and were able to eat in a yurt, the round felt-covered tent traditionally used by Mongolian nomads. It is amazing to think that in 1891, Tsar Alexander III had said, 'Let the railway be built.' And here I was on it. My memories of frosted plains and snowy steppes will always stay with me, but our best memory was making good friends with a wonderful Russian couple, and although they didn't speak much English and we certainly didn't speak any Russian, we managed to communicate very well.

In the past, only the wealthiest could afford the level of luxury offered by the Orient Express. The Express attracted the rich and the famous, including royalty, and was made a household name by writers such as Agatha Christie and Graham Greene. Our journey to London – via Italy, Austria, Switzerland and France – on the Orient Express, with its unmatched comfort, was 31 hours of railway heaven. We boarded in Venice and immediately entered a world of stylish travel. Stepping up on the brass plates to board felt like we were being transported back to the 1920s. We made our way past the restaurant and saloon cars with ladies' drawing rooms, to our cabin in carriage H and enjoyed some of Europe's finest window seats. Everything was done for us – we didn't need to lift a finger. It is an icon of passenger rail. Extravagantly elegant, it has everything – opulence, romance, and the food we were served was out of this world.



GRAMMAR

ABILITY, POSSIBILITY AND OBLIGATION (PAST)



7a Look at the article and underline different ways of talking about ability, possibility and obligation in the past.

We were able to eat in a yurt.



7b Which of the verbs in Exercise 7a are full modals? (Full modals do not change in the third person and are followed by the infinitive.)



7c Choose the correct verb forms.

- 1 We use *can* / *was able to* / *could* to talk about general abilities in the past.
- 2 We use *must* / *had to* to talk about obligation in the past.
- 3 We use *managed to* / *could* to suggest that we had difficulty in achieving the action.
- 4 The verb *manage to* is similar to *must* / *succeed in*.
- 5 We use the -ing form of the verb after *manage to* / *succeed in*.

GRAMMAR TIP

We do not use *could* to talk about a single action that we did in the past. Instead we use *was able to* or *managed to*.

I could get my visa for the States yesterday.
I was able to / managed to get my visa for the States yesterday.

→ Language reference and extra practice, pages 126–149

8 Choose the most appropriate alternative in the text. Sometimes both alternatives are correct.

When we read a fantastic review about the Qinghai–Tibet line, we knew we ¹weren't able to / had to go on it. We were so busy before we left London that we didn't ²manage to / succeed in organise the train journey. Once we were in China, we didn't have much access to the internet and ³weren't able to / didn't have to get much information. Still, we found a good travel agency and ⁴could / managed to get tickets. We travelled first to Golmud and stopped there for only one day, but we ⁵managed to / were able to pack a lot into it.

The train journey from Golmud to Lhasa takes a day. Although most of it is really high, we didn't have any altitude problems and we ⁶were able to / had to enjoy the fabulous scenery. It's so high, they have to heat the water in the toilets to stop it from freezing, but we ⁷didn't need to / had to use them anyway. Our train attendant was very helpful. Her English was not great, but she still ⁸had to / succeeded in getting her message across and pointing out interesting sights to us, such as herds of wild Tibetan antelopes.

In the past, you ⁹could / were able to travel to Lhasa from Golmud, but you ¹⁰couldn't / didn't have to get there in comfort – you ¹¹could / had to take a slow, uncomfortable bus.

SPEAKING

9a Think of a memorable journey you have been on. Make notes on how you prepared and planned it, and any difficulties you had during the journey.

9b Work with a partner. Tell your partner about the journey.



MEET THE EXPERT

Watch an interview with Monisha Rajesh, a travel writer, about her Indian train journey.

Turn to page 151 for video activities.



SITUATION

1 What kind of transport problems are there in your town/city? What about other major cities in your country?

2 Read the information about Beauciel and look at the map. What kind of transport problems might the city have?

Beauciel, a city in the south of France, is experiencing severe transport problems which are affecting all sections of the community. If the city council can solve the problems, it will improve the lives of everyone who lives and works there. Members of the Planning Department of the city council are studying the problems and looking for ways to provide a better transport system.

3 **5.3** Listen to an English-language broadcast for tourists travelling in Europe. Tick the problems that the newsreader refers to. Then write the percentage of residents who mentioned each problem.

Problems relating to transport in Beauciel

- traffic jams
- open-air markets
- air pollution
- on-street parking
- too many cars
- not enough car parks
- too much noise
- unreliable bus services

4 Work with a partner to discuss the questions.

- 1 How does your city, or a city you know well, deal with the problems in Exercise 3?
- 2 What solutions can you think of for three of the above problems? Note down your ideas so that you can talk about them at a forthcoming council meeting.



KEY LANGUAGE

THE LANGUAGE OF MEETINGS – SUMMARISING



5 **5.4** Listen to three international consultants, Françoise, Daniel and Kirsten. They are talking about one of the transport problems which particularly worries them. Answer the questions.

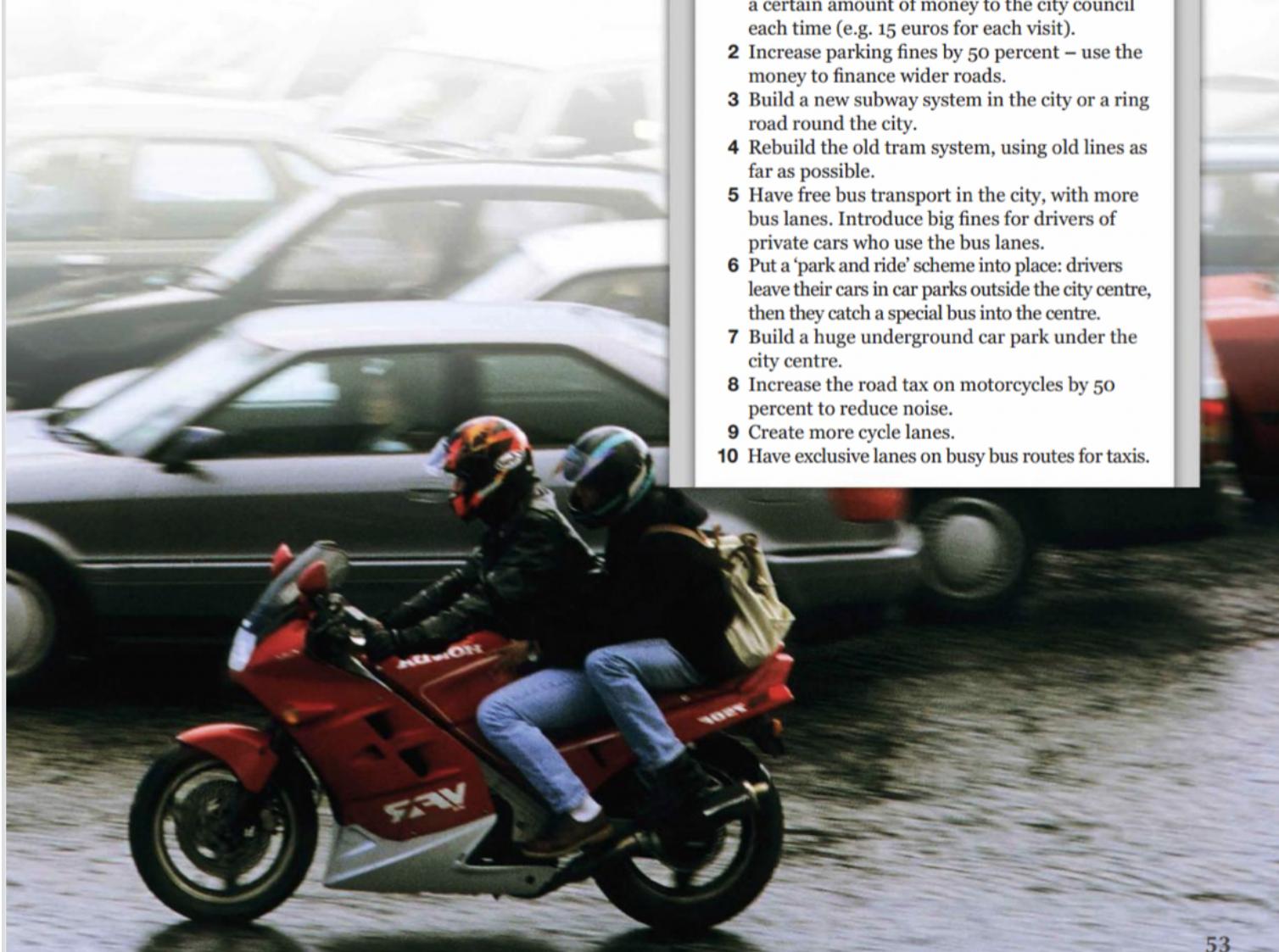
- 1 What is the problem that concerns them most?
- 2 What solutions do they discuss?
- 3 What do they finally decide to do?

6a Listen to the conversation again. Tick the phrases for summarising that Françoise uses.

- 1 OK, let me summarise our discussion.
- 2 Let me recap, please.
- 3 So, just to confirm.
- 4 Right, what have we covered so far?
- 5 OK, do we essentially have agreement?
- 6 Right, I'll now sum up.
- 7 Everyone happy with my summary?



6b Check your answers by looking at Audio script 5.4 on page 174.



TASK

EVALUATING PROPOSALS

7a Work in small groups. You are members of the Planning Department of the city council. Read the proposals below for solving the problems and add any ideas from Exercise 4.

7b Discuss the advantages and disadvantages of each proposal. Choose five of the best ideas for further study and decide whether they can be achieved in the short, medium or long term.

7c Consider the cost of the five proposals you have chosen. How might the city raise the money to pay for them?

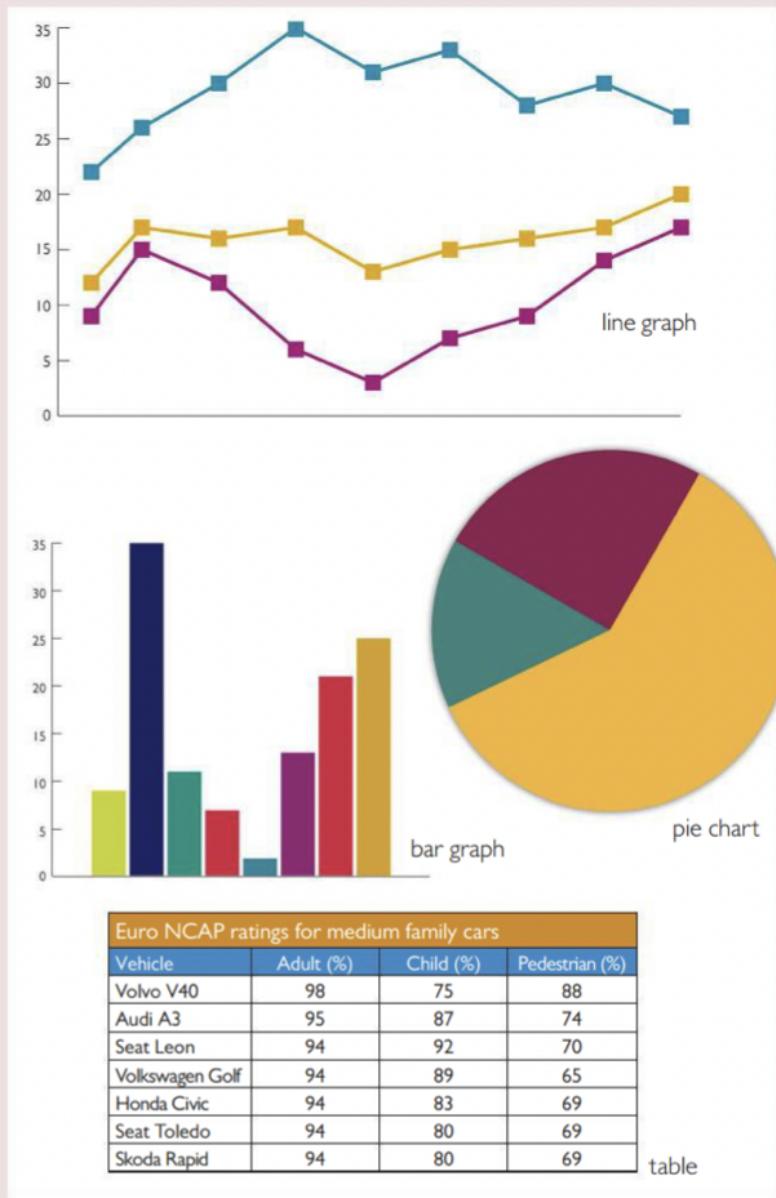
7d Join other groups. Discuss and comment on each other's ideas for solving the city's transport problems.

Proposals for solving the traffic problems

- 1 Introduce a 'congestion charge'. Drivers coming into the city during the day would pay a certain amount of money to the city council each time (e.g. 15 euros for each visit).
- 2 Increase parking fines by 50 percent – use the money to finance wider roads.
- 3 Build a new subway system in the city or a ring road round the city.
- 4 Rebuild the old tram system, using old lines as far as possible.
- 5 Have free bus transport in the city, with more bus lanes. Introduce big fines for drivers of private cars who use the bus lanes.
- 6 Put a 'park and ride' scheme into place: drivers leave their cars in car parks outside the city centre, then they catch a special bus into the centre.
- 7 Build a huge underground car park under the city centre.
- 8 Increase the road tax on motorcycles by 50 percent to reduce noise.
- 9 Create more cycle lanes.
- 10 Have exclusive lanes on busy bus routes for taxis.

STUDY SKILLS

USING GRAPHS, CHARTS AND TABLES



1 Graphs, charts and tables are ways of presenting information in a form that is easy to understand. Match each type shown above with one of the descriptions.

- 1 A _____ shows the different parts of a total amount. For example, it could show the percentage of money that a student spends on entertainment, study materials, clothes, accommodation and food.
- 2 A _____ is useful for comparing things and showing amounts or quantities at specific times. For example, the percentage of people who own certain products (cars, televisions, etc.) in three different periods.
- 3 A _____ contains a list of numbers or facts arranged in rows and columns. It could, for example, be a list of results for football league tables.
- 4 A _____ is useful for showing how things change over time, and for showing two or more sets of measurements which are related to each other. For example, it might show how the number of passengers of an airline has changed from month to month.

2 What would you use to illustrate this information? Give reasons.

- 1 the amount of rainfall falling in an area each month during a 12-month period
- 2 the results of a survey of 100 students giving information about the subject they chose to study in their first year
- 3 the increase in the sales of iPads compared with two other similar tablet computers not made by Apple
- 4 a comparison of the changes in population in four world regions (Africa, Europe, South America and North America) during three periods: 1900, 1950, 2000

3a Read this internal report for the staff at FlyAway Travel Agency. Create a table to illustrate the information.

FlyAway
NEWSLETTER • SUMMER

Last year, Spain and Italy were the most popular destinations for our customers: 44 percent (Spain 20 percent, Italy 24 percent) chose those countries for their holiday. This compares with 35 percent (Spain 17 percent, Italy 18 percent) the previous year. Similarly, the United States was an extremely popular destination: approximately 22 percent chose to go there whereas only 11 percent of our customers visited the US the previous year. Fewer people, just 12 percent, chose North Africa this year. The figure last year was 15 percent.

Germany and France showed little change over the period. Germany attracted 4 percent of our customers last year compared to 5 percent the year before. However, the number of customers visiting France rose from 5 to 7 percent.

On the other hand, results were very disappointing in the Netherlands, which was visited by only 2 percent of our customers, in contrast to 9 percent the previous year. Although our performance in the Netherlands was below expectations, this was offset by an increase in the number of customers visiting Denmark and Sweden. Six percent chose this destination, which was significantly more than 2 percent the previous year. We see considerable potential in these countries for increasing sales, so we will be spending more on advertising in the area in the future.

Other destinations accounted for only 5 percent of our customers last year, while the figure for the previous year was 16 percent.

3b Now draw a pie chart to show last year's figures only.

3c Compare your table and chart with a partner.

WRITING SKILLS

DESCRIBING INFORMATION IN A TABLE



- 4a** Underline the words/phrases used in the text in Exercise 3a to express comparison and contrast.
- 4b** Comparison and contrast Complete the sentences with appropriate words or phrases from the box. Sometimes more than one answer is possible.

in comparison (to/with) on the other hand however while whereas in contrast (to) by (way of) contrast far more/fewer significantly more/fewer slightly more/less

- 1 Twenty-four percent of our customers visited Italy, _____ only four percent visited Germany.
- 2 _____ the United States, our performance in the Netherlands was disappointing.
- 3 Sales in Denmark and Sweden were _____ than in the previous year.
- 4 _____ people visited Spain and Italy this year.
- 5 France was not a good market for us last year. _____ the United States was an excellent one.
- 6 _____ customers went to Spain and Italy than to France and Germany.

- 4c** Write four more sentences comparing the holiday destinations, using words and phrases from the box.

- 5** Look at the table below, which shows some of the world's busiest airports by passenger traffic.

Which airport(s):

- 1 increased the total number of passengers the most?
- 2 increased the total number of passengers the least?
- 3 was the highest-ranking European airport?
- 4 fell to a lower place in the ranking?
- 5 was the third biggest in handling passengers?
- 6 had the second highest increase in passengers?

- 6** Read the summary of the 2012 statistics for passenger traffic. Compare it with the information in the table. Correct the six mistakes in the summary.

The 2012 statistics for passenger traffic at international airports make interesting reading.

Hartsfield-Jackson Atlanta International Airport maintained its ranking between 2011 and 2012. Based in Jackson, USA, it transported just over 95 million passengers, an increase of 3.3 percent compared with the previous year. Beijing Capital International Airport also maintained its ranking in second place. However, the percentage change in the number of its passengers was slightly less than Hartsfield-Jackson Atlanta Airport.

Dubai International Airport had a significant increase in the number of its passengers – 13.2 percent was an impressive performance. Its ranking also rose by three places. Frankfurt had a similar boost in passengers, but its ranking fell by two places.

Hong Kong Airport fell two places in the ranking. On the other hand, it increased its passengers by slightly more than 5 percent. This was a good performance in view of the difficult economic conditions worldwide.

One of the fastest-rising airports was Atatürk International Airport, based in Ismir, Turkey. Its ranking rose by 10 places and the number of passenger by a remarkable 20.6 percent. It handled almost 45 million passengers. Likewise, Shanghai Pudong International Airport increased its ranking and the total number of its passengers.

Overall, the changes in ranking and total passengers were less than in previous years. What is most significant in the 2012 statistics is the increasing passenger traffic at Dubai International Airport, Suvarnabhumi Airport (Thailand) and especially at Atatürk International Airport in Turkey. The Turkish airport has also increased its ranking significantly compared to the other airports in the list.

- 7** The table on page 135 contains selected rankings of the world's busiest airports by cargo traffic. Write a short description summarising the information in the table. Try to use some expressions of comparison and contrast.

Passenger Traffic at International Airports 2012: 50 airports are included in the ranking.

| Rank | Airport | Location | Total passengers | Rank change | % change |
|------|--|-----------------------------------|------------------|-------------|----------|
| 1 | Hartsfield-Jackson Atlanta International | Atlanta, Georgia, USA | 95,462,867 | – | ▲ 3.3% |
| 2 | Beijing Capital International | Chaoyang, Beijing, China | 81,929,359 | – | ▲ 4.1% |
| 3 | London Heathrow | Hillingdon, London, UK | 70,037,417 | – | ▲ 0.9% |
| 4 | Tokyo International | Ōta, Tokyo, Japan | 66,795,178 | ▲ 1 | ▲ 6.7% |
| 10 | Dubai International | Garhoud, Dubai, UAE | 57,684,550 | ▲ 3 | ▲ 13.2% |
| 11 | Frankfurt | Frankfurt, Hesse, Germany | 57,520,001 | ▼ 2 | ▲ 1.9% |
| 12 | Hong Kong International | Chek Lap Kok, Hong Kong, China | 56,057,751 | ▼ 2 | ▲ 5.1% |
| 14 | Suvarnabhumi | Bang Phli, Samut Prakan, Thailand | 53,002,328 | ▲ 2 | ▲ 10% |
| 20 | Atatürk International | Istanbul, Turkey | 45,124,831 | ▲ 10 | ▲ 20.6% |
| 21 | Shanghai Pudong International | Pudong, Shanghai, China | 44,880,164 | – | ▲ 8.3% |



H.W.

Grammar: modal verbs (future) (1)

Complete the extracts from the text with the modal verbs below. Then read the text to check your answers.

⌨ Keyboard instructions ▾

⋮ Move

won't need to build will be able to move might result in will have to be won't have to move
won't need to be won't be able to use might never know

1 Today, most of the vehicles we use are driven by fossil fuels, but we won't be able to use fossil fuels forever.

2 With teleportation, people and things DRAG ITEM HERE from one place to another almost instantaneously.

People DRAG ITEM HERE at all. However, some scientists believe it DRAG ITEM HERE the destruction of the human being.

3 We DRAG ITEM HERE if this form of transport will actually work.

4 Unfortunately, it DRAG ITEM HERE very strong indeed ...

5 This seems particularly good for space travel as the vehicle DRAG ITEM HERE regularly filled up.

6 If we have flying cars, we DRAG ITEM HERE roads or motorways ...

Grammar: modal verbs (future) (3)

Complete the second sentence so that it has a similar meaning to first. Use the word in **bold** in the future form and other words. Use between two and five words.

- 1 The car has been fixed so it's possible we will go tomorrow. **might**

The car has been fixed so we **might go** tomorrow.

- 2 It will be necessary to buy my own car when I retire next year. **have to**

I my own car when I retire next year.

- 3 I passed my exams so it isn't necessary for me to attend the summer course again. **need**

Because I passed my maths exams this year, I to attend the extra summer course again.

- 4 From next week, it won't be possible for the children to enter the pool on their own. **able**

From the next week, the children enter the pool on their own.

- 5 It's not possible to wear jeans in the theatre. **cannot**

You jeans in the theatre.

- 6 Is there a chance we can meet Tom Cruise when he visits? **able to**

meet Tom Cruise when he visits?

- 7 The restaurant's quite busy so it is possible you will have to wait until I can find you a table. **may**

You wait until I can find you a table because the restaurant is quite busy.

V1 **5** Choose the correct word or phrase.

- 1 The flight was delayed because of a *tailback / fogbound runway*.
- 2 The only time I hate flying is when you are going through *turbulence / signalling problems*.
- 3 The *low tide / rough weather* made us seasick.
- 4 Can you repair a *lane closure / puncture*?
- 5 It took us hours to get here; there was a massive *tailback / turbulence* on the motorway.
- 6 There's been a *platform alteration / lane closure* so we'll have to cross to the other side of the station.

Vocabulary: collocations (2)

Complete the sentences with one word in each gap.

Example:

- 1 He won an award for his **significant** contributions to environmental science and eco-friendly transport design.

- 2 As well as slowing down business, traffic is also bad for our health, especially our lungs.

- 3 The **preliminary** suggest that as younger women are becoming more confident at work they, too, are beginning to take more risks while driving.

- 4 This aircraft has been designed to include fully systems and is said to be the safest form of flight in the world.

- 5 It's now so I'm going to stay at work until about 8 – there's no point in leaving the office now because I'd just get stuck in traffic for hours.

- 6 Recent the design of fishing boats have saved the lives of hundreds of fishermen around the world.

- 7 The only way to cut down on carbon will be to design more efficient forms of transport.

- 8 The future of driverless cars on road safety, speed limits and so on is quite hard to predict.

- 9 The price of oil will always have a significant car design.

- 10 Far more accidents are caused by , especially tiredness, than by technical or mechanical faults.