

# 3

# DEPARTURE TIME

## Vocabulary in context

Words connected with transport and travel  
*excursion, journey, travel, trip, voyage*

1 **SPEAKING** How many different types of transport can you write down in three minutes?

2 Look at the words in the box. Name one or two types of transport you associate with each one.

**10** Words connected with transport and travel 1

carbon emission • catch • commute • crew •  
cruise • departure lounge • driver • flight • gate •  
get in/out • get on/off • give somebody a lift •  
land • launch • miss • motorway • overtake •  
platform • port • rail • road sign • seat belt •  
steering wheel • take off • traffic jam • tyre •  
vehicle • waiting room • wheel

3 Complete the text with the correct form of the words in the box.

**11** Words connected with transport and travel 2

arrival • board • cancellation • contactless • delay •  
destination • fare • fine • lost property • network •  
off-peak • passenger • route • ticket inspector •  
travel update • zone

4 **SPEAKING** Ask and answer the questions.

- How important is travel for you? Why?
- Do you ever travel abroad in the holidays? What are your favourite destinations?
- What types of transport do you prefer for short trips? And for long journeys? Why?
- How often do you use public transport? Which types and why?
- Where are some good places to go on a day trip from your town or city? Give reasons.

Use it ... don't lose it!

5 Choose the correct alternative. If necessary, use the definitions on page 137.

- I enjoy going on camping journeys/trips with my friends.
- One day astronauts will go on a trip/voyage to Mars.
- Some people are against spending money on space journey/travel.
- They're organising a school journey/excursion to see a Shakespeare play.
- Crossing the Atlantic is a long excursion/voyage by boat.
- Journey/Travel helps you to see the world with different eyes.
- We went on an amazing train journey/travel.
- The trip/excursion to school is quite short.

Reach higher page 137



## HOW TO GET AROUND GREATER MANCHESTER

### PUBLIC TRANSPORT

#### Travel by tram

There's an official website where you can check the times of departures and (a) ..... at the main tram stops. It includes live (b) ..... with the latest news about any (c) ..... to their service. But don't worry – if your tram is significantly late, or if there is no tram because of (d) ....., you can see your rights as a (e) ..... [here](#).

## PRACTICAL INFORMATION



**Ticket (f)** ..... View the map [here](#).

1 = the city centre.

4 = the area furthest from the centre.

**Ticket prices.** The (g) ..... you pay depends on the distance you travel. See [here](#).

**Weekend and (h)** ..... **prices.** There are special price offers for less busy times of the day or week. See [here](#).

(i) ..... **map.** See how the trams link up with bus (j) ..... and trains [here](#).

(k) ..... **payment.** To pay on a tram, simply touch your credit card in at the start of your journey, just before you (l) ..... the tram, and again when you get off at your (m) ..... Be warned: if you can't show the (n) ..... a valid ticket, expect to pay a (o) ..... of £100.

(p) ..... **office.** Find out what to do if you forget any objects on a tram [here](#).



## Reading

1 **SPEAKING** How do you think cars will change in the future? Do you think they will look like the cars in the photos? Why/Why not?

2 Read this article quickly. What are the four main predictions it makes about cars in the future? Did you make any of the same predictions in 1?

### Exam tip

In tasks where sentences are missing from a text, read the text carefully looking at the information before and after each gap. Then read the sentences and look for words and phrases which connect with information in the text. When you finish, read the text again to check that your answers make logical sense.

3 12 Read the text again. Put the sentences into the correct places in the text (a–g). There is one extra sentence that you do not need to use.

- 1 This problem won't disappear with electric cars.
- 2 You won't need a driver, remember?
- 3 Or perhaps cars will simply disappear completely.
- 4 But it will certainly be less than from fossil fuels.
- 5 It takes a lot of energy, electrical or otherwise, to power so many cars for so few people.
- 6 In these cases, the car can take full control from the driver.
- 7 The technology is getting there.
- 8 In the UK's case, this will happen by the year 2040 at the latest.

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, how important or necessary are (a) fully electric cars? (b) driverless cars? (c) ideas for car sharing? (d) flying cars?

### What makes you say that?

Use ideas from the reading and other information to justify your opinion. Then share your ideas.

# DRIVING – THE FUTURE

In the next twenty or thirty years, cars will change dramatically. In fact, several of the biggest changes have already begun. Firstly, instead of being a luxury for a relatively limited group of car-owners, fully electric cars will become the norm. According to the International Energy Agency, by 2040 there will be nearly one billion completely electric vehicles on the road. Many countries have decided that they are going to stop the sale of petrol or diesel cars. (a) ..... Right now, in the UK alone, there are approximately 31 million cars on the road, making cars and lorries a major source of carbon dioxide, the gas most responsible for global warming.

Will electric cars solve the problem of pollution completely? It's clear that all these new cars are going to need lots of electricity and this will still cause some pollution. (b) ..... Unfortunately, however, much of the pollution caused by driving comes from cars braking, releasing microplastics from tyres and the road surface into the air. (c) ..... As for noise pollution, electric cars are almost silent. But that could lead to accidents with cyclists and pedestrians who are unable to hear cars approaching. So a new European law says that electric cars will have to start producing noises so that people know they are there.

Meanwhile, another major change to cars has also already begun thanks to self-driving, driverless or autonomous cars. There are officially five levels of autonomy. Today, most cars that we call self-driving are only partially autonomous (between levels 2 and 3) – the car handles some aspects of driving and the driver can occasionally take their eyes off the road, very briefly. Despite the misleading things we hear in the press, it will still be a while before we sit inside a vehicle with no steering wheel and fall asleep as it drives us away (level 5). (d) ..... But we shouldn't underestimate the need for significant improvements to roads and road signs to avoid accidents with autonomous vehicles. Talking of accidents, one major question is to decide who will be legally responsible when you have an accident in a self-driving car – you or the car manufacturer?

It seems then that cars of the future will be electric, driverless ... and possibly shared. At the moment most commuters drive to work alone. (e) ..... It also takes a lot of space for parking. According to one calculation in a study by the Journal of the American Planning Association, 14% of the county of Los Angeles is used exclusively for parking. Owning a car is expensive and cars spend 96% of their time not moving. So maybe people will just take a taxi (driverless, electric) to work. Most of these vehicles only need to be big enough for one person. (f) ..... On the other hand, the people who do decide to own a car will probably have much bigger vehicles that will also serve as an office space, bedroom and living room.

Looking further to the future, our driverless, electric cars will one day be able to take to the sky. In a few years a company called Terrafugia says it will have a vehicle that will be able to take off, fly and land autonomously. When you find yourself in a traffic jam, you'll be able to get up and away to escape the motorway. (g) ..... Next summer, a Chinese company is testing a large drone that they hope will be capable of carrying a single passenger 23 minutes, cruising at an average speed of nearly 100 kph at a maximum height of over 3,000 metres. The passenger will simply enter their destination into a smartphone app and the drone will do the rest. It seems that, in the long term, the future of driving will have no need for cars, drivers ... or even roads.



## Future forms

1a Look at the sentences. What future form is the verb in bold in each sentence?

- Many countries have decided that they **are going to** stop the sale of petrol cars.
- Experts believe there **will** be nearly one billion completely electric vehicles.
- When you **find** yourself in a traffic jam, you'll be able to get up and away.
- It's clear that a billion electric cars **are going to** need lots of electricity.
- Next summer a Chinese company **is testing** a large passenger drone.

1b Complete the rules for when we use *will*, *be going to*, the present simple or the present continuous.

- ..... for predictions based on evidence.
- ..... for plans and intentions.
- ..... for predictions based on thoughts, opinions and expectations.
- ..... for confirmed plans and arrangements.
- ..... after expressions of time like *when, before, after, by the time, until, as soon as*.

1c Look at the sentences and complete rules a–c with *will* or the present simple.

- 2033 **will** be the 120th anniversary of the first mass-produced car, the Ford Model T.
  - I've just missed the bus. I know! I'll get a taxi.
  - Their flight **leaves** tomorrow morning.
- We use ..... for decisions made at the moment of speaking.
  - We use ..... for future facts.
  - We use ..... for events that are part of a timetable or routine.

✓ Check it page 42

2 **SPEAKING** Look at the sentences. Name the underlined future form and explain why it is being used.

- I'm going to finish my homework before my dad gets home.
- Tomorrow will be Friday the 13th.
- We're seeing the exhibition tomorrow.
- My parents are going to buy a new car next year.
- Take an umbrella. It looks like it's going to rain.
- Somebody's knocking on the door. I'll get it.
- Scientists expect they will solve the problem soon.
- What time do you start school tomorrow?

## Flipped classroom video

Watch the Grammar Presentation video



3 Read the text. Are the underlined sections of the text correct? If not, rewrite them correctly.



24<sup>th</sup> August 2019

Next week climate activist Greta Thunberg (a) is setting off on her first journey to the US. She (b) isn't flying because she is against the environmental impact of planes. She (c) sails across the Atlantic in a high-tech racing yacht which (d) will not harm the environment because it only uses solar panels to generate electricity. Weather experts predict that the crossing (e) is quite difficult because the winds (f) are being strong next week.

When Greta (g) will arrive in the US, she (h) attends the United Nations Climate Action Summit. The meetings (i) start on 23rd September. António Guterres, Secretary-General of the United Nations, (j) is speaking there. He hopes that, at the meetings, world leaders (k) are listening to the voices of young people like Greta Thunberg who are worried about the future of the planet.

Meanwhile, not everybody is impressed with Greta's travel plans. Some critics point out that various members of her ship's crew (l) will need to fly back to the UK as soon as they (m) will arrive in the US, and other crew members have already flown out to the US to sail the yacht back to the UK. The evidence suggests that Greta's journey (n) isn't going to be carbon zero after all.

4 Choose the best alternative.

- The weather forecast says it's snowing/going to snow next week.
- My family and I are going/will go to London next weekend. We've already booked our tickets.
- What are your plans? What do you do/are you doing next weekend?
- I won't start dinner until you arrive/will arrive.
- Don't worry. I'm going to/ll answer the door.
- I've already decided. Next year I'm working/going to work harder.
- Next year, February is having/will have 29 days.
- Look at that car! It isn't going to/won't stop at the traffic lights.

## 5 Complete the sentences with an appropriate future form of the verbs given.

- I think we ..... (have) flying cars before I ..... (be) 50 years old.
- A: This bag is too heavy for me to carry.  
B: Don't worry. I ..... (help) you.
- When I ..... (finish) school, I ..... (go) to university in a different city.
- I ..... (see) the dentist tomorrow. I've got an appointment.
- The next train ..... (leave) at 11.05 according to this timetable.
- Wear your coat. It looks like it ..... (rain) later.
- Next Saturday, it ..... (be) my parents' wedding anniversary.
- Annie is pregnant. She ..... (have) twins.

## 6a Complete the questions about the future with your own ideas.

- What do you think will happen when .....?
- Are you going to ..... tonight?
- ..... next weekend?
- Is your favourite sports team .....?
- ..... in 2040?
- After you leave school, .....?
- ..... when you're 25 years old?

## 6b Predict your partner's answer for each of your questions. Write down your predictions.

Use it ... don't lose it!

- SPEAKING** Ask your partner your questions in 6a. How many of your predictions in 6b were right?

Reach higher

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## Prefixes

- Make the negative form of these words. Use the prefixes *dis-*, *il-*, *im-*, *in-*, *ir-* or *un-*.

advantage • agree • believable • capable • comfort • complete • correct • employed • expected • experienced • inspiring • legal • likely • logical • mature • necessary • obey • patient • possible • practical • predictable • probable • regular • relevant • reliable • responsible • secure • successful • usual

- SPEAKING** Underline the prefix in each word. What is the meaning of the prefix?

cooperate • interactive • miscalculate • overpopulated • postgraduate • prefix • reinvent • semicircular • subway • supersonic • underestimate

- Complete the text by adding the correct prefix to the words given.

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## FRANKY FLIES INTO THE FUTURE



French inventor Franky Zapata became the first person to cross the English Channel on a jet-powered flyboard. The flyboard is a (a) ..... (production) between Franky and the French army, who think his invention could have military uses in the future. (b) ..... (flight), Franky was a little nervous because he hadn't had time to do all the tests he wanted to do, but once he began flying, he felt fine. The flyboard only has enough kerosene for ten minutes of flight so he had to (c) ..... (fuel) on a ship in the middle of the trip. Unfortunately, the first time he tried to do this he (d) ..... (calculated) his landing and fell into the sea. He went under the waves for a second. His team were glad to see him when he (e) ..... (appeared). However, there was a lot of (f) ..... (comfort) for Franky because his helmet filled with seawater and he had to drink it to be able to continue breathing. He realised he had (g) ..... (estimated) the size of the ship he would need to land on and used a bigger one for his second attempt. He travelled a total distance of 22 miles and reached a maximum speed of approximately 160 kph. That isn't exactly (h) ..... (sonic) but it's not bad for a small flyboard. Flying without wings, he looked like a (i) ..... (hero). Next, he says he's going to build a flying car. Some people think he's (j) ..... (confident) when he says that the car will fly at a speed of 400 kph!

- Add a prefix to the words in bold and then complete the sentences to make them true for you.

- I ..... **agree** with the idea that ...
- I'm ..... **capable** of ...
- I think people ..... **estimate** ...
- As a ..... **hero**, I would like to be able to ...
- I think a lot of people ..... **understand** ...
- In my opinion, it's ..... **responsible** to ...

Use it ... don't lose it!

- SPEAKING** Compare and discuss your answers in 4.

Reach higher

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# GREAT LEARNERS GREAT THINKERS

## NEW TRAFFIC SOLUTIONS

**Lesson aim:** To think about better ways of moving around the city

**Video:** Bionic boots

**SEL** Social and Emotional Learning: Listening to others

**1** **SPEAKING**  Discuss the advantages and disadvantages of these different types of transport in the city.

- 1 cars      2 trams      3 the underground      4 bicycles

**2** **VIDEO**  Watch the video and answer these two questions.

- 1 Which of the types of transport (1–4) in 1 is the only one NOT to appear in the video?
- 2 Which is faster in the video – a bicycle or the bionic boots?

**3** **VIDEO**  Watch again and complete the sentences with between one and three words for each gap.


- 1 Justin, the presenter, says that thanks to scientists we can have .....
- 2 Justin has gone to ..... to meet Keahi, the inventor of bionic boots.
- 3 Justin describes Keahi's workshop as a ..... of mad science.
- 4 It was always Keahi's ambition to run like a ..... or an .....
- 5 Keahi's next aim is to ..... of the boots so that he can travel very .....
- 6 Keahi thinks the boots are easy to .....
- 7 Keahi thinks that the ability to move easily between lanes is a real ..... compared with bikes.
- 8 The narrator thinks it's quite ..... to use the boots.

**4** Do you think that Keahi's bionic boots will be the way we move around cities in the future? Individually, make notes with your ideas.

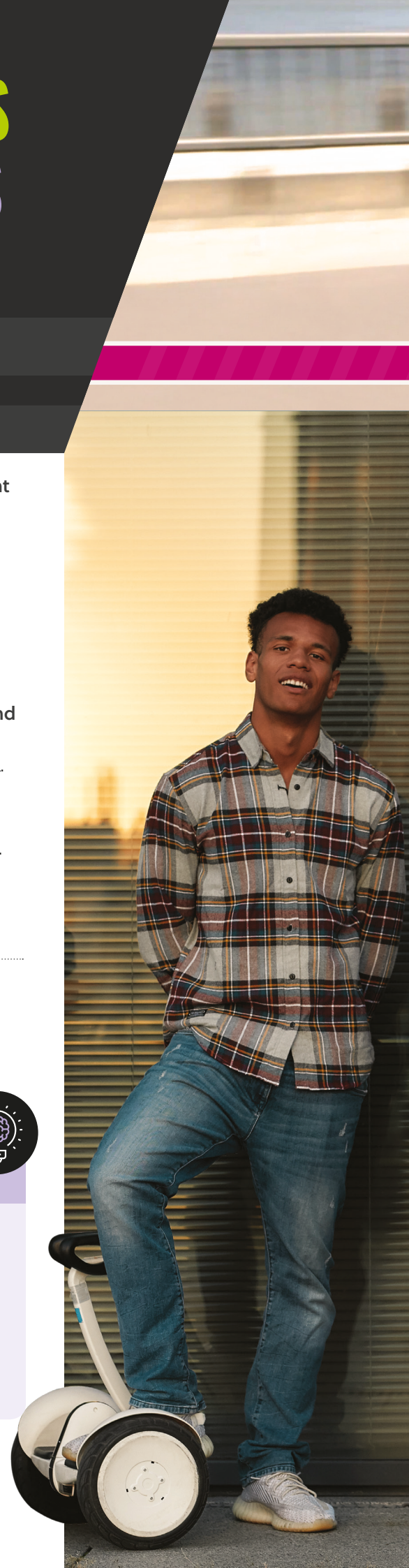
## GREAT THINKERS



### Share-Wait-Think-Discuss

**5** **SPEAKING**  Work in groups of three and follow this procedure.

- 1 **Share.** The first person uses their notes from 4 to share their ideas. The others listen.
- 2 **Wait** in silence. Don't interrupt! **Think** about what the first person said.
- 3 Repeat this procedure for the second and third person.
- 4 **Discuss** all the ideas that you have shared. Make comments and ask questions about what other people said.







- 6 Read the text about traffic congestion in big cities. Which do you think are the most important arguments in the text?


## ELECTRIC SCOOTERS: THE SOLUTION?

### YES

- ✿ They're easy to ride.
- ✿ You can move faster than in a car at busy times of the day.
- ✿ You don't get hot and sweaty like when you ride a bike.
- ✿ They're cheap and don't pollute as much as cars.

### NO

- ✿ They aren't very safe for people riding them and have already led to many injuries, some serious.
- ✿ They're dangerous for pedestrians, too.
- ✿ People park them on pavements, making walking difficult for pedestrians.
- ✿ There's a lack of control over scooters and their riders. For example, in many cases you don't need a license, insurance or a helmet.

- 7 **SPEAKING**  Imagine that you are responsible for transport and traffic in your city. Do you allow electric scooters to move freely in the city centre, do you ban them, or do you set some controls and limitations to their use? Use the ideas in 6 and add your own. Come to a satisfactory decision as a whole group.

## GREAT LEARNERS **SEL**



Great learners are good at problem-solving.

Was it easy to find a solution to the problem in 7? How did you come to a solution that you were all happy with?



1 **SPEAKING** Do you think that it will be possible to travel from New York to London in 30 minutes one day? If so, how?

2 13 Listen to a podcast talking about future transport. Choose the best answer.

- 1 Entrepreneur and engineer Elon Musk ...
  - a got the idea for an electric plane from an *Iron Man* film.
  - b is more interested in creating a fast plane than an eco-friendly plane.
  - c needs a special advance in technology in order to create his electric plane.
- 2 The company SpaceX®'s biggest contribution to space travel has been ...
  - a creating rockets that can go into space again and again.
  - b helping to take important material to the International Space Station.
  - c taking heavy cargo into space in a very powerful rocket.
- 3 Musk's biggest interest is ...
  - a promoting space tourism and making it a reality.
  - b getting humans to live on another planet.
  - c making it possible to get to anywhere on Earth in less than sixty minutes.
- 4 Tyler, the guest, is most impressed by what quality in top engineers and entrepreneurs?
  - a imagination
  - b ambition
  - c determination
- 5 The Hyperloop is an example of ...
  - a an ambitious and successfully completed project.
  - b a project that could solve several problems that exist today.
  - c a project that is designed above all to revolutionise flying.

3 **SPEAKING** 13 Listen again. Why do they mention these things, names or numbers?

- |                                 |           |
|---------------------------------|-----------|
| 1 carbon dioxide emissions      | 4 100     |
| 2 vertical take-off and landing | 5 2013    |
| 3 the Dragon spacecraft         | 6 470 kph |

4 **Critical thinkers**

In your opinion, how useful is it to spend money on space travel?

What makes you say that?

## Future continuous, future perfect simple and future perfect continuous

1a Look at these sentences. What tense are the verbs in **bold**? Explain how we form the tenses.

- 1 Companies **will be developing** electric planes in the next few years.
- 2 In a few years, people **will be flying** from New York to London in about thirty minutes.
- 3 By 2030, the time of the journey **will have gone** down to just half an hour.
- 4 He expects astronauts **will have landed** on Mars by 2030 or before.
- 5 By 2030, they'll **have been working** on the Hyperloop for over 15 years.

1b Complete the rules with *future continuous*, *future perfect* or *future perfect continuous*.

- a We use the ..... to talk about activities that will be finished before a particular time in the future.
- b We use the ..... to talk about activities in progress at a particular moment in the future.
- c We use the ..... to talk about how long an activity has been in progress before a particular moment in the future.
- d We often use *by* with the ..... and the .....

Check it page 42

2a Complete each prediction with one word.

- 1 Nobody will ..... driving in 2040 because all cars will be autonomous.
- 2 Carbon emissions from transport will ..... disappeared by 2050 because all transport will be carbon zero.
- 3 By 2050, passengers will have ..... using the Hyperloop for at least ten years already.
- 4 By 2030, astronauts ..... have landed on the Moon again.
- 5 In 2030 nobody will be ..... their holidays on the Moon as there won't be any buildings there.
- 6 In 2030, we will all be ..... in electric planes.
- 7 By 2050, astronauts will ..... been living in special camps on Mars for at least five years.
- 8 The time it takes to travel between Europe and America will have ..... much shorter thanks to supersonic planes.

2b What do you think of these predictions? Which do you think will come true?



**3a** Read about Mark's trip to work. Would you like to do what he does each morning? Why/Why not?



## Morning commuters

'Hi, I'm Mark. I live in Brighton and work in London. Every day I get up at 6.50. I don't live near the train station, so I cycle there. I leave home at 7.15 and get to the station at 7.30. I leave my bike there and catch the 7.44 train to London Victoria. I always have my breakfast on the train – just some juice and a cake. At 8.54, I arrive at London Victoria. Then I take the underground from London Victoria to Kings Cross. I usually get the 9.03 which arrives at Kings Cross at 9.11. Then it takes me exactly ten minutes to walk to my office. I'm usually completely exhausted before I begin work!'



**3b** Complete the sentences to talk about Mark's commute tomorrow. Use the future continuous, future perfect simple or future perfect continuous.

- By 7.10, he ..... (get up).
- At 7.25 he ..... (cycle) to the train station.
- He ..... (cycle) for exactly 15 minutes by 7.30.
- He ..... (get on) the Victoria train at 7.44.
- By 8.54, he ..... (have) his breakfast.
- At 9.05 he ..... (travel) on the London Underground.
- He ..... (not arrive) at his office by 9.11.
- At 9.15 he ..... (walk) to work.
- By 9.21, he ..... (travel) for about two hours!

**3c** Write four questions about Mark's commute to work tomorrow, two using the future continuous and two using the future perfect simple.

*What will he be doing at 7.50?*

**3d** **SPEAKING** Ask and answer your questions. Try to answer without looking at the book!

**4** Put the verbs in the correct form of the future continuous or future perfect simple.



'There's something I often wonder. What (a) ..... I ..... (do) when I'm 30? Will I be unemployed or (b) ..... I ..... (work)? I know that I (c) ..... (finish) school, and I imagine I (d) ..... (leave) university because not many people continue studying at the age of 30. One thing I do know is that I (e) ..... (not live) in this town because I want to leave here when I go to university. I'm not sure if I (f) ..... (get) married by the time I'm 30. It just depends on meeting the right person. I don't think I (g) ..... (buy) a house or car because they'll still be really expensive, but I imagine I (h) ..... (save) up my money each month hoping to buy them one day. Anyway, I'm really looking forward to seeing what's going to happen!'

**5** Write predictions about yourself when you are 30. Use the ideas below and the future continuous, future perfect simple or future perfect continuous.

- live abroad
- buy a motorbike
- see my old school friends regularly
- speak English every day
- stop playing video games
- become famous on social media
- get married
- work in a big multinational company
- do lots of sport
- make lots of money

**Use it ... don't lose it!**

- 6** **SPEAKING** Compare your sentences and ask questions to find out what your partners have written. Are any answers particularly common?

**Reach higher**

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# Developing speaking

## Talking about photos 1



- 1a** **SPEAKING** Look at the photos. Write down similarities and differences between the two photos.

Similarities	Differences

- 1b** The people in the photos look secure. What reasons can you give for this?

- 2a** **14** Listen to a student doing this task and answer the questions.

Compare the photographs and say why you think the people are feeling happy.

- Does the student mention any of your ideas in 1?
- Does she describe each photo in great detail?
- Does she do both parts of the task?

- 2b** **SPEAKING** Would you like to try to do either of the activities in the photos? Why/Why not?

- 3** **14** Listen again and complete the expressions in the Speaking bank.

## Speaking bank

Useful expressions to compare and contrast photos

### Comparing

- (1) ..... photographs show ...
- In (2) ..... photos,
- In the second photograph, they're also ...
- One/Another (3) ..... is that ...

### Contrasting

- One big (4) ..... between the photos is that ...
- Another important (5) ..... is that ...
- The first photograph shows ... whereas/while the second shows ...
- In the first photo ... but in the second photo ...
- (6) ..... the one hand, ...
- (7) ..... the other hand, ...

- 4** **SPEAKING** Use the phrases in the Speaking bank to talk about the similarities and differences between the photos that you wrote down in 1.

### Practice makes perfect

- 5a** Student A, look at the photos below. Student B, look at the photos on page 149. Think about similarities and differences between your two photos.

- 5b** **SPEAKING** Student A, do the task below. Student B, listen to your partner.

Compare the photographs and say why the people are travelling in these different ways.



- 5c** **SPEAKING** Now change roles. Student B, your task is on page 149.




## An opinion essay 1

- 1 **SPEAKING**  Read the text about UK school runs. What do you think about them and why?

### Culture exchange

#### The UK school run

The 'school run' is what happens when parents drive their kids to school. They park in the school car park (or anywhere else they can find) and drop their children off. Many parents are worried that something could happen to their children if they walk or cycle to school. Others just want to save their kids' time or protect them from bad weather. But apart from the negative effect on traffic and the environment, others worry that young people are just not getting enough exercise.

- 2 **SPEAKING**  Read this writing task. What is your opinion? Make a list of arguments to support it.

In your English class, you have been talking about how students get to school. Now your teacher has asked you to write an essay for homework.

**'Do you think it's OK for parents to drive their kids to and from school each day?'**

#### Notes

Write about:

- 1 traffic and the environment
- 2 independence
- 3 ..... (your own idea)

- 3 Read this essay. Is the opinion of the writer similar to yours? Don't worry about the gaps at this stage.

Many parents give their kids a lift to school in the morning, instead of letting them walk, cycle or take public transport.

(a) ....., this is a terrible idea.

(b) ....., just think how many cars make the journey to school each day. This creates terrible traffic jams because everybody is going to the same place at the same time. (c) ....., these traffic jams are responsible for much more pollution than school buses or public transport. An even better solution is walking or cycling, which causes zero carbon emissions.

(d) ....., some people say that walking or cycling to school can be dangerous. (e) ..... if we are talking about very young children. (f) ....., teenagers need to learn to become independent and to look after themselves.

(g) ....., students spend a long time sitting and studying or playing video games. Cycling or walking to work or school would help us to be more healthy.

(h) ....., I believe that by driving their kids to school, parents are causing problems for the roads, the environment and for their own children. It's time to change this bad habit.

- 4 **SPEAKING**  Answer the questions.

- 1 How many paragraphs are there in the essay in 3?
- 2 What is the function or topic of each paragraph?
- 3 What is the writer's own idea in the fourth paragraph? Is it a completely new idea from notes 1 and 2 in the writing task?

- 5 Complete the essay with these phrases.

As far as I'm concerned • Furthermore • However • I agree up to a point • Lastly • On the other hand • To begin with • To sum up

- 6 Put the words and expressions in 5 in the correct place in the Writing bank.

### Writing bank

#### Useful linkers and expressions in opinion essays

#### Expressing opinions

- Personally, I think ...
- .....
- In my opinion,
- I believe that ...
- .....

#### Adding opinions and putting them in order

- Firstly, .....
- Secondly, In addition, .....  
What is more,
- Finally, .....

#### Contrasting opinions

- ....., Nevertheless
- On the one hand, .....

#### Concluding

- In conclusion, ....., All things considered,

#### Exam tip

When you write opinion essays, there is no right or wrong opinion, but you must give different reasons and examples to defend your opinions in a logical way. You can use linkers to help you do this.

#### Practice makes perfect

- 7a Look at this task. Write notes with your ideas. Then write your essay using linkers and expressions from the Writing bank.

**'What can we do to cut down the pollution caused by transport and travel?'**

Write notes about:

- 1 cars
- 2 long-distance travel
- 3 ..... (your own idea)

- 7a When you finish your essay, use the Writing checklist on page 141 to check it.





## Grammar reference

**be going to, will, present continuous and present simple for future**

- 1 We use *be going to* to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future.  
*They've decided that they're going to fly to Dublin.*
- 2 We can also use *be going to* to make predictions about the future, particularly when we have evidence for the prediction.  
*The Sun is up already. I think it's going to be hot today.*
- 3 We use *will* and *won't* to make general predictions about the future. We often use *think, hope, expect, imagine*, etc. with *will* and *won't* to show that our prediction is based on thoughts, opinions or expectations.  
*I think humans will land on Mars one day.*
- 4 We also use *will* and *won't* when we decide to do something at the moment of speaking, for example when we suddenly offer to do something for someone.  
*A: I can't answer the phone. My hands are wet.  
B: I'll get it for you.*
- 5 We use *will* and *won't* to talk about the future when we consider it to be an objective truth.  
*Next week it will be my birthday.*
- 6 We use the present continuous to talk about future arrangements and plans that have been confirmed.  
*Tomorrow I'm having my first job interview. They called me for the interview last week.*
- 7 We use the present simple with time expressions like *when, as soon as, until, after* and *before*. We cannot use *will* with these time expressions.  
*When I go to university, I'll study chemistry.*
- 8 We can also use the present simple to talk about the future when the action is part of a timetable or routine.  
*Tomorrow I have my English class at two o'clock.*

**Future continuous**

We form the future continuous with *will/won't + be + verb-ing*.

We use the future continuous to talk about activities in progress at a particular time in the future. The activities are in progress and so they are unfinished.

*At this time tomorrow, he'll be flying to the US.*

**Future perfect simple**

We form the future perfect simple with *will/won't + have + past participle*.

We use the future perfect simple to talk about activities that will be finished by a certain time in the future.

We often use the preposition *by* with the future perfect. It means 'some time before'.

*I will have gone to bed by midnight.*

**Future perfect continuous**

We form the future perfect continuous with *will/won't + have been + verb-ing*.

We use the future perfect continuous to talk about how long an activity has been in progress before a particular moment in the future. We often use the preposition *by* with the future perfect. It means 'some time before'.

*By 8pm, I'll have been revising history for five hours!*

## Vocabulary

**1 Words connected with transport and travel**

arrival (n) • board (v) • cancellation (n) • carbon emission (n) • catch (v) • commute (n, v) • contactless (adj) • crew (n) • cruise (n) • delay (n) • departure lounge (n) • destination (n) • driver (n) • excursion (n) • fare (n) • fine (n) • flight (n) • gate (n) • get in/out (phrasal verb) • get on/off (phrasal verb) • give somebody a lift (v) • journey (n) • land (v) • launch (n, v) • lost property (n) • miss (v) • motorway (n) • network (n) • off-peak (adj) • overtake (n) • passenger (n) • platform (n) • port (n) • rail (n) • road sign (n) • route (n) • seat belt (n) • steering wheel (n) • take off (phrasal verb) • ticket inspector (n) • traffic jam (n) • travel (n, v) • travel update (n) • trip (n) • tyre (n) • vehicle (n) • voyage (n) • waiting room (n) • wheel (n) • zone (n)

**2 Prefixes**

cooperate (v) • disadvantage (n) • disagree (v) • discomfort (n) • disobey (v) • illegal (adj) • illogical (adj) • immature (adj) • impatient (adj) • impossible (adj) • impractical (adj) • improbable (adj) • incapable (adj) • incomplete (adj) • incorrect (adj) • inexperienced (adj) • insecure (adj) • interactive (adj) • irregular (adj) • irrelevant (adj) • irresponsible (adj) • miscalculate (v) • overpopulated (adj) • postgraduate (n) • prefix (n) • reinvent (v) • semicircular (adj) • subway (n) • supersonic (adj) • unbelievable (adj) • underestimate (v) • unemployed (adj) • unexpected (adj) • uninspiring (adj) • unlikely (adj) • unnecessary (adj) • unpredictable (adj) • unreliable (adj) • unsuccessful (adj) • unusual (adj)

## Grammar test

### Future forms 1

1 Complete the sentences with the correct future form of the verbs given. Use *will*, *be going to*, the present simple or the present continuous.

- |  |   |
|--|---|
| 1 I'll change places when the teacher ..... (come).                  | 4 Mark and Jenny ..... (get) married next Saturday.   |
| 2 A: I can't do this exercise.<br>B: I ..... (help) you.             | 5 I think robots ..... (take) over the world one day. |
| 3 Last week I made a decision. Next year I ..... (do) more exercise. | 6 The coach ..... (leave) at 8.25 tomorrow.           |

/ 6 points

### Future forms 2

2 Which sentence in 1 ...

- |   |  |
|---|--|
| a is a confirmed plan or arrangement? .....                         | d is a plan or intention? .....                            |
| b is a prediction based on a thought, opinion or expectation? ..... | e is a decision taken at the moment of speaking? .....     |
| c is an event that is part of a timetable or routine? .....         | f needs a special tense after an expression of time? ..... |

/ 6 points

### Future continuous, future perfect simple and future perfect continuous

3 Tick the correct sentences and rewrite the incorrect ones.

- |  |  |
|--|--|
| 1 I can't go out at seven o'clock because I'll have done my homework then.               | 5 At five o'clock next Saturday I'll have been playing basketball.         |
| 2 She started driving home at 3 pm. By 6 pm, she'll have been driving for three hours.   | 6 I can't give you my assignment tomorrow because I won't be finishing it. |
| 3 Don't call me at nine o'clock because I'll be watching a film with Lara in the cinema. | 7 I'll be wearing my new jacket when I go to Sam's party tomorrow.         |
| 4 I can write a summary of the book tomorrow because I'll be reading it by then.         | 8 When I'm 20, I'll have finished school.                                  |

/ 8 points

## Vocabulary test

### Words connected with transport and travel

1 Write simple definitions of these words.

- |            |           |        |            |
|------------|-----------|--------|------------|
| 1 platform | 3 vehicle | 5 gate | 7 off-peak |
| 2 crew     | 4 delay   | 6 lift | 8 launch   |

/ 8 points

### excursion, journey, travel, trip, voyage

2 Complete the sentences with *excursion*, *travel*, *trip*, *journey* or *voyage*.

- When we were in London, we went on a special ..... in a tourist boat on the River Thames.
- I think ..... is the best way to learn about life.
- It will be difficult for humans to make the long ..... to Mars.
- We were tired when we arrived because the ..... by plane and coach had lasted 18 hours!
- Last week we went on a day ..... to Liverpool.

/ 5 points

### Prefixes

3 Complete the sentences with prefixes added to the words given.

- Please don't ..... me – it was just a joke. (understand)
- They're going to ..... the film and do a new version. (make)
- I can't do it. I'm totally ..... (capable)
- There's no space on this flight. It's already ..... (booked)
- I don't know why you did that. In my opinion, it was ..... (necessary)
- Do what she says. Don't ..... her. (obey)
- She already has a degree in architecture. Now she's doing a ..... course. (graduate)

/ 7 points

Total: / 40 points