

What are the most effective ways to get cars out of cities?

Level 3: Advanced – Teacher's notes

Article summary: The article describes different ways of dealing with traffic congestion in different countries and assesses their effectiveness.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic of traffic congestion and to encourage students to think about which places manage this problem best. Ask students which factors determine whether a city is 'green' (e.g., control of air pollution, traffic management, public transport, etc.). You could also ask them to suggest the 'greenest' cities in their own country and those towns or cities where improvements need to be made. This will tie in with the theme of the article they are about to read.

Key:

1. Copenhagen
2. Chicago
3. Dar es Salaam
4. New York City
5. Auckland
6. London

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Point out that the word *carpool* is generally used as a noun, although it is used as a verb in the article. The expression *carrot and stick* has its origins in a method of persuading a donkey to move. A bike lane is a narrow strip about one metre wide that runs parallel to the roadway and is reserved for cyclists.

Key:

- | | |
|--------------------|---------------------|
| 1. <i>carpool</i> | 6. <i>discount</i> |
| 2. <i>divisive</i> | 7. <i>cash out</i> |
| 3. <i>measure</i> | 8. <i>congested</i> |
| 4. <i>shuttle</i> | 9. <i>lane</i> |
| 5. <i>carrot</i> | 10. <i>whopping</i> |

3. Comprehension check

- a. The answers given are only suggested answers and students may correctly answer the questions in different ways, e.g., in item 3 they may say 'They were surprised that it was controversial' or similar.

Key:

1. *by walking, cycling, and using public transport*
2. *6–12%*
3. *that it was a divisive measure*
4. *by offering students a free public transport pass and providing shuttle connections to the campus*
5. *by charging employees to park outside their offices*
6. *Utrecht*
7. *through a marketing and communication plan*
8. *residents and people who pay an annual fee*
9. *It has replaced them with bike lanes and walkways.*
10. *a system where you have to pay to drive into a city centre*

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Ask students to refer back to the text to see the words in context and check their answers. Note that *develop* may also be used with *infrastructure*, but the solution below is the only one which uses all eight verbs, and the answers are as the expressions appear in the text.

Key:

- | | |
|-------------|-------------|
| 1. <i>d</i> | 5. <i>a</i> |
| 2. <i>e</i> | 6. <i>h</i> |
| 3. <i>g</i> | 7. <i>c</i> |
| 4. <i>f</i> | 8. <i>b</i> |

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5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

- a. There is a lot of information on the internet about ways to reduce traffic congestion. Students could be asked to find two or three ways not mentioned in the article and to find out how they would work. They could also specifically find information that relates to cities in their own country.

The task could also be done as homework.