

It's not a helicopter: can this electric aircraft transform New York air travel?

Level 3: Advanced

Article summary: This article outlines a new form of air transport that the developers hope will offer commercial flights into and around New York City.

Time: 60 minutes

Language focus: Parts of speech

Skills: Reading, Speaking, Writing

Materials needed: One copy of the worksheet per student

4. *decibel*
5. *stuck with*
6. *Altitude*
7. *Vertically*
8. *tilt*
9. *adamant*
10. *To take issue with*
11. *Blades*
12. *lobby*
13. *Constitutes*
14. *assuage*
15. *In layman's terms*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form.

1. Warmer

- a. This activity aims to get students thinking about the different ways that people commute to work and how environmentally friendly these different forms of transport are. Students then discuss the advantages and disadvantages of travelling by helicopter. To extend the activity, ask students whether they have ever travelled by helicopter and, if so, whether they enjoyed the experience. If possible, find a photo of the Joby aircraft to share with your students so that they can make comparisons between its appearance and the appearance of a helicopter.

2. Key words

- a. Ask students to work individually to find the words in the article and then complete the definitions with the words. Remind them to read the sentences that come before or after the words to help them work out the meaning of the words in context. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class. Check that students are pronouncing the key words correctly as they give you the answers.

Key:

1. *bombarded with*
2. *Wince*
3. *incessant*

Key:

1. *lobby*
2. *constitutes*
3. *adamant*
4. *altitude*
5. *assuage*
6. *decibels*
7. *stuck with*
8. *incessant*
9. *in layman's terms*
10. *tilt/tilted*
11. *wince*
12. *blades*
13. *vertically*
14. *take issue with*
15. *bombarded with*

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage them to highlight the section of the article where they found the answers and to explain why the false statements are not true.

Key:

1. *True*
2. *False – The journey takes more than an hour in a car, and about the same on public transport.*

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3. *False – What constitutes a premium car service is up for debate, but it appears to cost a minimum of 200 dollars, compared to 11.75 dollars on public transport.*
4. *Not Mentioned*
5. *True*
6. *False – At any given time, tourist helicopters are flying about the sky around Manhattan.*
7. *True*

4. Key language

- a. Students work individually to find the words in the article. Check that they understand the functions of the different word forms, e.g. *noun* (a word for a person, thing or place), *verb* (a word that describes an action) and *adverb* (a word that describes a verb or adjective). You might like to ask students to do this as a timed exercise to see how quickly they can identify the words.

Key:

1. *propellers*
2. *sensory*
3. *repeatedly*
4. *revolutionise*
5. *futuristic*
6. *to quiet*
7. *crucially*
8. *buzzing*

- b. Give students some time to complete the sentences with the words from the previous activity, then check answers.

Key:

1. *futuristic*
2. *revolutionise*
3. *repeatedly*
4. *buzzing*
5. *Crucially*
6. *quiet*
7. *propellers*
8. *sensory*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In Your Own Words

- a. The aim of this task is to get students to consider whether they would give their approval for the Joby Aviation service in their town or city. Divide the class into two to six groups and give each group one (or more) of the roles (1–6). Adjust this to your classroom. For large classes, you can easily have six groups. For smaller ones, you will need to leave out one of the ideas or combine them (e.g. local residents who are also taxi drivers). Students then work together to consider the arguments listed for their group. Remind them that they shouldn't think about their own personal opinion but should be prepared to consider the opinions of the group they are representing. While groups 1-5 are preparing their arguments in Step 2, ask the council Group to discuss their own opinions on the topic and to make notes.
- b. Individual groups then present their arguments to the council in turn. The council then discusses which group they think had the strongest arguments and gives reasons for their choice.