

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

Level 1: Elementary

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: Phrasal verbs

Skills: Reading, Speaking, Writing

Materials needed: One copy of the worksheet per student

6. *journey*
7. *Common*
8. *silent*

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

Key:

1. *subway*
2. *produces*
3. *silent*
4. *essential*
5. *futuristic*
6. *common*
7. *journey*
8. *aircraft*

1. Warmer

- a. This activity aims to get students thinking about the different ways that people commute to work. 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. *Essential*
2. *Futuristic*
3. *subway*
4. *aircraft*
5. *Produces*

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 – Tourist helicopters fly around Manhattan all the time.*
3. *False – Each helicopter produces 950lbs of CO₂ per hour (a car produces 22lbs per hour) – the Joby won't produce any.*
4. *True*
5. *False – It does make a lot of noise when it takes off and lands.*

4. Key language

- a. Students work individually to match the phrasal verbs from the article to the correct definitions.

Key:

1. *b*
2. *c*
3. *d*
4. *e*
5. *a*

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

Key:

1. *put up with*
2. *take off*
3. *stuck with*
4. *get around*
5. *find out*

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 or three groups and give each group one of the roles. Adjust this to your class size and level. You may want to be the council and let the students argue for or against. Students then work together to consider the arguments listed for their group. Encourage them to add more arguments. 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 for and against are preparing their arguments, ask the 'council members' (if you decide to have that 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 or hold a debate. The council then discusses which group they think had the strongest arguments and gives reasons for their choice.